



## Development Plan: Music

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|--------------------------|---------------|-------------|----------|---|------------------|---------------------|--|
| <b>Curriculum Leader</b> | Emily Hanslip | <b>Date</b> | 12/07/24 | <b>Link SLT for the curriculum area</b> | Victoria Maycock | <b>Validated by</b> |  |
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| Priorities |  |
|------------|--|
| 1          | <b>High quality music education</b> – curriculum development to include clear objectives and progression, clear sequencing                               |
| 2          | <b>High quality music education</b> - teacher training to enhance teacher knowledge of the curriculum including break down of skills                     |
| 3          | <b>Partnerships</b> – research into the availability of external support including music hubs, young voices, local music groups to enhance academy offer |
| 4          | <b>Enrichment</b> – reviewing and enhancing the provision of enrichment for PP, disadvantaged and SEND   |

| Objective   | Specific Actions including CPD  | Success Criteria   | Personnel  | By When                | Resources   | Monitoring (who, when how)           | Evaluation (who, when how) key questions for governors to ask  |
|---|---|--|--|------------------------|---|--------------------------------------|--|
| 1: Review the current Music curriculum – objectives, progression and sequencing | <ol style="list-style-type: none"> <li>Review in line with breadth and depth of model music curriculum.</li> <li>Review curriculum within context of academy including short-term planning where required to close gaps e.g. missed learning for specific tutoring.</li> <li>Review in line with available research in relation to sequencing – progression of skills, substantive knowledge, genre, period, sense of belonging.</li> <li>Review to include pupil, parent, teacher voice.</li> <li>Use outcome of review to take decision on requirement to stick, tweak, re-write.</li> <li>Define rationale for ‘why this, why now?’</li> </ol> | <ul style="list-style-type: none"> <li>The music curriculum is clearly sequenced and reflects the context of the academy.</li> <li>The rationale of curriculum choices is clear and can be well narrated by leaders and teachers.</li> <li>Short-term plans are in place for individual groups who may have deviated from the main curriculum</li> </ul> | <p>Music lead<br/>Mr Crouch (Specialist Music Teacher)<br/>SLT</p> <p>External support</p> | End of the Autumn Term | <p>Kapow Scheme</p> <p>Mr Crouch (Specialist Music Teacher)<br/>Planning</p> <p>Supporting Music Documents and research such as Model Music Curriculum</p> <p>Pupil, Parent and Teacher Voice Questionnaire</p> | Curriculum lead and/or SLT and Coach | <p>Curriculum lead and/or SLT and Coach</p> <p>How important is the music curriculum within your school?<br/>How is your music curriculum sequenced for progression?<br/>What choices have been made...?</p> |

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|---|---|--|--|--|---|---|---|
| 2: Audit teacher understanding of the reviewed curriculum to inform teacher training  | <ol style="list-style-type: none"> <li>1. Use an audit to identify teacher confidence in teaching the upcoming curriculum.</li> <li>2. Process audit results to identify areas for teacher development (including training for self)</li> <li>3. Source external teacher training support (including within the trust) where required to upskill teachers in an identified area.</li> <li>4. Implement and follow up e.g. deliberate practice, instructional coaching</li> </ol>  | <ul style="list-style-type: none"> <li>- Further audit(s) demonstrate that training has had positive impact on quality of teaching in identified areas.</li> </ul>   | <p>Music lead<br/>Teachers<br/>Mr Crouch (Specialist Music Teacher)<br/>SLT</p> <p>External support within LEAD.</p>   | <ol style="list-style-type: none"> <li>1. September</li> <li>2. End of Autumn 1</li> <li>3. and 4. By Easter initially and then up until the end of the academic year 24-25</li> </ol> | <p>Teacher Audit</p> <p>Training tools and videos</p> | <p>Curriculum lead and/or SLT and Coach</p> | <p>Curriculum lead and/or SLT and Coach</p> <p>How has teachers understanding of the music curriculum improved?<br/>What has been put in place for CPD so far and what is the ongoing plan for Music CPD?</p>     |
| 3: Research and explore availability of external support to develop strategy of how this will be used to enhance the provision of music | <ol style="list-style-type: none"> <li>1. Review current support accessed from external providers in terms of impact and value for money.</li> <li>2. Further research the opportunities provided by the local music hub and ensure offer is fully explored. Be able to outline clearly how the academy accesses the local music hub offer.</li> <li>3. Introduce Rock Steady to school.</li> <li>4. Research the availability of other external support available locally.</li> <li>5. Plan how external opportunities will be incorporated into the current academy music provision.</li> </ol> | <ul style="list-style-type: none"> <li>- A variety of external support is engaged to enhance the academy music provision.</li> <li>- There are strong links with the local music hub as well as local community groups.</li> <li>- Rock Steady is introduced to school.</li> </ul> | <p>Music lead<br/>Teachers<br/>SLT</p> <p>External support within LEAD, the Music Hub, Kapow, Mr Crouch, Private Music Teachers in school, possible RAF Waddington and local Music links .</p> | <p>Ongoing links accessed by September</p> <p>Music Hub and other local music opportunities by Easter initially and then ongoing.</p>  |   | <p>Curriculum lead and/or SLT and Coach</p> | <p>Curriculum lead and/or SLT and Coach</p> <p>What ongoing links have been utilised and in which ways to enhance the music curriculum?<br/>What new links have been created to enhance the music curriculum?</p> |

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|--|---|---|--|---|--|---|---|
| <p>4: Review the current enrichment offer. Ascertain how many pupils from different groups attend and gather pupil voice</p> | <ol style="list-style-type: none"> <li>1. Outline the current enrichment offer.</li> <li>2. Use data from the previous academic year to analyse the uptake of enrichment opportunities from key groups including PP, disadvantage.</li> <li>3. Collect pupil voice in terms of their view of an access to enrichment offer.</li> <li>4. Review curriculum for opportunities to enhance provision with experience of live music.</li> <li>5. Investigate further funding opportunities to support enrichment offer.</li> <li>6. Outline strategy to increase uptake of music enrichment by key groups given information gathered.</li> </ol> | <ul style="list-style-type: none"> <li>- The music enrichment offer is broad and available to all pupils regardless of background or prior attainment.</li> <li>- The numbers of pupils accessing the music enrichment offer are representative of the diversity of the academy cohort groups.</li> </ul> | <p>Music lead<br/>Teachers<br/>SLT</p> <p>External support within LEAD, the Music Hub, Kapow, Mr Crouch, Private Music Teachers in school, possible RAF Waddington and local Music links .</p> | <p>Summer Term and beyond. (When Rock Steady is introduced and Music Hub links are looked into)</p> | <p>Data of children accessing enrichment opportunities.</p> <p>Pupil, Parent and Teacher Voice Questionnaire</p> | <p>Curriculum lead and/or SLT and Coach</p> | <p>Curriculum lead and/or SLT and Coach</p> <p>What is the current enrichment offer?</p> <p>How do pupils feel about the instrument options available to them?</p> <p>What is the uptake of key groups?</p> |