

School Music Development Plan for Wirksworth Junior School

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School Year 2023-24

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	Use bespoke WJS curriculum.	<ul style="list-style-type: none"> Audit the curriculum for small steps of progression. 	Share our current planning with hub – can they offer any advice for improvements?	Done. Leaders to look at the musicians we study to see if we want to change any of them.
2. Whole class instrumental teaching	Hand-bell ringing	To introduce other instruments	Use music hub to provide teachers. Wider Opps ?	Hand-bells done this year. Wider-Ops booked in for next year for instrumental teaching.
3. Access to lessons across a range of instruments and voice	Guitar Violin Piano Flute Clarinet Drums	Audit what peripatetic teachers we currently have. Do we provide equal opportunities to access this?		To continue. We had a free ukulele club this year, with support from Music Hub.
4. Develop a school/vocal ensemble	Beginning September 2023	To increase number of pupils attending . To develop repertoire of songs learnt. Including singing harmonies and in parts.		Sing-up purchased. Music club has run successfully all year. Sing-posting to music centre.

				Rachel – Wilkes in from music hub to lead sessions with year 3-4.
5. Develop a school ensemble/band/group	Beginning September 2023	To increase number of instrumentalists in school. Work towards performances.		Music club has run successfully all year. We did hand-bell ringing, recorder, percussion and use of IT.
6. Provide space for rehearsals and individual practice	Hall. Small rooms are available for lessons.	Plan in opportunities for pupils to do individual practise eg lunchtimes		On-going
7. Develop a termly performance	We currently perform termly including Harvest, Christmas, Easter and end of year shows.	Investigate opportunities to perform with others e.g cluster schools	Ideas from music hub ?	Successful end-of-term performances, inclusive for everyone. Opportunities for soloists and small groups in Christmas performances and other celebrations. Year 3-4 also performed a singing concert with support from music service.
8. Provide opportunities to enjoy live performances at least once a year	We do have an over-view of access to live performances	Share with staff. Monitor performances attended. Collect feedback from staff and pupils and review.	Contact music hub to see if any of their older pupils from music centre could come and perform in school.	Ukulele band came in and performed to the children. This was also an opportunity to sign-post the music service. Year 3-4 went to see a show at Matlock.

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision – think about

- Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1-3
- The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
- Who delivers curriculum music– a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
- Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?
- How well is the curriculum resourced? What is lacking?
- Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
- How is music technology used by pupils in creative music-making?
- Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.

2. Whole class instrumental teaching

- Which year groups have this tuition known as Wider Opps or WCET?
- Who delivers it?
- How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
- What reasonable adjustments are made to ensure every child can access the programme?
- Do classroom teachers take part in these sessions – great CPD for them?
- What happens to pupils who want to continue learning? How can barriers to this learning be removed?

3. Access to instrumental/vocal lessons – large group, small group or 1 to 1

- What instruments are taught other than whole class?
- Are at least 2 instruments from different musical families taught?

- How is the work of these teachers advertised to pupils and parents?
 - How is the quality of these teachers' work ensured in your school?
 - How do you ensure that all pupils can access musical opportunities in school?
 - Can Pupil Premium Funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?
4. Develop a school/vocal ensemble
- Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
 - If there is no-one to lead this work, how could you develop this area of music provision? e.g. specialist from the music hub
 - Does your choir rehearse weekly or just at specific times of the year?
 - Does your choir perform music from a variety of different styles e.g. musical theatre, gospel, choral, music from different countries?
5. Develop a school ensemble/band/group
- How does the music-making in these activities complement school music curriculum provision?
 - Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
 - What percentage of the school population are involved in choirs and ensembles in school?
 - Are there many opportunities for pupils to perform to each other and parents?
6. Provide space for rehearsals and individual practice
- Are visiting instrumental teachers able to access an appropriate space to teach in?
 - If pupils cannot take instruments home where can they practise in school?
 - What storage space for instruments is available in school?
7. Develop a termly performance
- What performance opportunities are there for pupils to take part in?
 - Do these performance opportunities cater for whole class, large group, small group and individual performances?
 - Do you use performing spaces outside of school?
 - Do you join with other schools for performances e.g. within a trust or a local secondary school?

8. Provide opportunities to enjoy live performances at least once a year
 - What planned experiences in school take place?
 - What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?