

Firs Primary School *Music* Action and Development Plan

Academic Year 2023-2024

Key Priorities from the School Development Plan

Priority 1: Curriculum development to impact on improving outcomes for all children

Priority 2: To support the needs of parents to enable them to better impact on their children's education and outcomes

Priority 3: Embed sequence of learning to ensure consistency of approach across the school

Priority 4: To continue to promote and develop the offer provided from the school to enhance pupils' personal development.

Priority 5: To continue to develop leaders at all levels ensuring that wellbeing and mental health is prioritised

Statements highlighted in Yellow are required as part of the DfE Music Development plan

Subject Summary (SWOT Analysis):

Strengths (Internal Factors):

What has been going well in the subject so far? What were the successes last year?

- **Charanga scheme in place throughout the whole school**
- **Progression grid completed from EYFS to KS3**
- **Music webpage completed**
- **Music partnership in school teaching Year 4 violins**
- **Individual music lessons (violin and Viola) for Year 5.**
- **Choir on a Monday**
- **Cultural capital – links with Sinfonia Viva, Young Voices, Derby Theatre, Music Partnership**

Weaknesses (Internal Factors):

Have you identified any areas that require development within your subject?

- **Staff knowledge of progression**
- **Recordings of lessons don't always show progression – not long enough. Not consistently uploaded.**
- **Choir – No consistency in the children turning up. Children tend to turn up consistently for YV rehearsals. After Jan children change weekly.**

Opportunities (External Factors):

CPD opportunities available, mentoring from other schools, funding, national//local events linked to subject etc

- **Cultural capital opportunities – Sinfonia Viva to come into school to do workshops with the children.**
- **Singing with YV choir**
- **Links with Secondary schools**
- **Training for the Arts Mark Award**

Threats (External Factors):

Factors outside the school's control which could impact on progress and attainment of pupils e.g. loss of funding, high pupil mobility, budget constraints etc

- **Increased levels of transience.**
- **High number of chn with EAL**

Relevant School Attainment Data (2022-23)

Tier 1 - Teaching

Target	Success Criteria – How will we know when the target has been achieved?	Actions	Rationale/Evidence Base for Actions	Timescale (when will actions be completed by?) and Person/s Responsible	Review – What is the evidence that the Success Criteria has been met?
<p><i>To ensure that there is a strong music curriculum in place.</i></p>	<p>Children will be taught music for an hour a week</p> <p>Lesson observations show that staff are confident in using the music scheme Charanga.</p> <p>Hymn practice will demonstrate that children have a love of singing.</p> <p>Staff voice will show that staff are confident when teaching music.</p> <p>Composer of the exposes children to a range of different musical genres and allows children to</p>	<p>CM to create a staff voice to see how staff feel about using Charanga</p> <p>CM to conduct lesson observation of staff to ensure all children are getting good-outstanding music provision.</p> <p>Sign post staff towards training with regards to note recognition and compositions.</p> <p>CM and DT to ensure hymn practice is delivered to all children in the school weekly for 30 minutes</p> <p>CM to ensure all staff are displaying the composer</p>	<p>'The Department for Education has stated that a high-quality music education can improve self-confidence, behaviour and social skills as well as improve academic achievement across the curriculum. And while music touches the lives of all young people, the disadvantaged can benefit most. This is why it is so important to ensure all children and young people have access to learning and making music as part of their broad and balanced curriculum. '10 things schools should know</p>	<p>From September – Hymn Practice carried out weekly for 30 minutes.</p> <p>CM to conduct a staff voice.</p> <p>CM to conduct observations – termly</p> <p>CM – Spring 2 – Send out details of training coming up in Summer.</p> <p>CM to attend Charanga</p>	<p>CM emailed staff with training happening in the summer term regarding note recognition and composition.</p> <p>ACTION CM to attend Charanga training delivered by the Music Partnership and Charanga.</p> <p>Hymn practice takes place weekly.</p> <p>Staff play music by the composer of the week in the morning when the children are coming into school. Staff then talk about the composer of the week and talk to the children about the different musical styles there are – this has generate questions from the children such as why are most</p>

	apply their knowledge of music to a range of different musical styles.	of the week on the wall and giving children the opportunity to listen to music by that composer. CM to also ensure that staff are teaching the children about the musical style of the composer.	about music' DfE, <i>Music Mark Booklet</i>	training – Summer 1	composers male? Can we have composers from our culture? ACTION FOR NEXT YEAR <i>my next step is to diversify the composers, using the BBC Ten Pieces to support this</i> ACTION FOR NEXT YEAR – To look at how we can integrate more use of music technology into the curriculum using the Creative Tools tab on Charanga.
Ensure that Music incorporates meaningful opportunities for children to learn about climate and sustainability. (priority 1)	<p>Pupil voice shows that children are able to talk confidently about the importance of making sustainable choices and caring for our environment, and that they can give examples of how to do this.</p> <p>A progression document has been created setting out the key learning objectives in each phase in relation to UNESCOs 17 Sustainable Development Goals (SDGs) https://en.unesco.org/themes/education/sdgs/material</p>	<p>CMs to liaise with LE regarding audit of existing subject progression and coverage documents, and adaptations to include relevant learning objectives from to UNESCOs 17 Sustainable Development Goals.</p> <p>CMs to liaise with LE and contribute to the creation of progression guidance for the teaching of sustainable development, reflecting appropriate learning objectives for each of the EYFS and primary phases.</p> <p>CM to work with Sinfonia Viva Orchestra and Rolls</p>	<p>“Across all levels and types of education, curriculum change should be further advanced to involve more ESD [Education for Sustainable Development]-relevant content, learning objectives and learning practices.</p> <p>Kindergartens, schools and institutions of TVET and higher education should not only offer individual courses, but should ensure that all learners can develop the knowledge, attitudes and competencies needed to respond to</p>	<p>By end of 2023-24 academic year.</p> <p>CM and LE by the end of the year.</p> <p>CM – by the end of Spring 1</p>	<p>Spring 1 – KS2 children took part in the music project Energy with Sinfonia Viva – this project taught the children about renewable and sustainable energy. The children took part in an inspiration day where they learn about sustainable and renewable energy. They then used this knowledge to composed a songs about how to use renewable energy to protect planet earth. They also composed their own piece using different rhythms to perform on the glockenspiel. The children then performed to parents at Derby Theatre.</p> <p>60 children in KS2 also took part as an audience school where they learnt to perform the songs about renewable energy with Rachel Wilkes These children</p>

	<p>Subject Progression and Coverage document provides clear guidance to teachers about when and how learning objectives from the Sustainable Development Education progression document should be taught in each topic.</p> <p>'Book looks' show evidence that children have meaningful opportunities to learn about sustainable development and that teachers are effectively addressing misconceptions in their marking.</p>	<p>Royce in a new project called 'Energy' which will teach the children about the issues of climate change and how energy is produced.</p>	<p>sustainability challenges throughout their professional and personal lives (UNESCO, 2014a)."</p>		<p>then also performed at Derby Theatre alongside other schools.</p> <p>https://www.youtube.com/watch?v=e_23FBrhSus</p>
<p><i>Ensure that Music incorporates meaningful opportunities for children to learn about the experiences and histories of those with protected characteristics (priority 1)</i></p>	<p>Pupil voice shows that children are able to identify the protected characteristics and talk about when they have learned about these in different curriculum areas.</p> <p>Pupil voice shows that pupils; value and respect diversity, challenge racism and stereotypical attitudes, and have developed a</p>	<p>CM to liaise with LE regarding audit of existing subject progression and coverage documents, and adaptations to ensure a wider range of backgrounds and experiences are reflected in the curriculum.</p> <p>Arrange School Firsy vision song contest after success of last year.</p>	<p>"...it is important that ethnic identities are explored in school because, as Cline et al. (2002:9) note, 'almost all pupils, in all parts of the country, have considerable levels of confusion, misunderstanding, learned misinformation and ignorance about 'race'" Cline, T., De Abreu, G., Fihosy, C., Gray, H., Lambert, H.</p>	<p>By end of 2023-24 academic year.</p> <p>CM and LE</p> <p>Spring 2 – CM to organise Firsy vision –</p>	<p>ACTION FOR NEXT YEAR</p> <p><i>Composer of the week - Pupil voice has identified that children would like more diverse composers that represent them and their culture– CM to action this ready for next September.</i></p> <p>A change in the Year 5/6 music curriculum means that chn are now learning about important women who have made a difference to the world</p>

	<p>willingness to learn more about people they are like and different to.</p> <p>Pupil voice show that children feel their backgrounds and experiences are reflected in the curriculum.</p> <p>Key and model texts used to deliver teaching in English represent experiences of people from a wide range of backgrounds/protected groups including those from ethnic minority backgrounds, those with SEND, those who are LGBTQ+, non-binary, disadvantaged and those from different age groups.</p> <p>Famous people and events studied as part of the curriculum represent a wide range of backgrounds/protected groups including those from ethnic minority backgrounds, those with SEND, those who are LGBTQ+, non-binary, disadvantaged and</p>	<p>(celebrate different cultures)</p>	<p>and Neale, J. (2002) <i>Minority Ethnic Pupils in Mainly White Schools</i> (London, DfES/RR 365).</p> <p>“More than half of UK teaching staff say that non-binary and LGBT+ groups are not represented in the resources, topics and materials that are taught in schools. Around a third say the same for disadvantaged groups and those with SEND or additional needs. At the other end of the scale, the most represented groups in school resources, topics and materials are white British; women / girls and men / boys.”</p> <p>“As part of preparing children for life and society beyond the school gates, education should reflect the diverse world they live in, helping to promote greater understanding and acceptance of different cultures, abilities, families, and people.”</p>		
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	<p>those from different age groups.</p> <p>Resources and displays reflect and celebrate a wide range of backgrounds/protected groups including those from ethnic minority backgrounds, those with SEND, those who are LGBTQ+, non-binary, disadvantaged and those from different age groups.</p> <p>Teacher voice shows that planned topics and resources, including books, have contributed to meaningful discussions with children reflecting a “greater understanding and acceptance of different cultures, abilities, families, and people.”</p>		<p>https://www.pearson.com/content/dam/one-dot-com/one-dot-com/uk/documents/educator/schools/issues/inclusion/diversity-and-inclusion-in-schools-report.pdf</p> <p>‘Multiculturalism embodies a very unique aspect in elementary school music classrooms, so it is of great significance to study multiculturalism and effectively penetrate into music classrooms. For elementary school music education, it is the starting point for students’ music journey, and it is also the best stage to meet students’ spiritual needs and cultivate students’ personal hobbies. In order to better enable students to develop in music, it is necessary to have a comprehensive understanding of music culture, and to edify the temperament of primary school students. Guo, J, 2021 Analysis of Primary School Music Teaching Plan Under the Multicultural Background</p>		
<p><i>To ensure that units of work within the subject area are adequately</i></p>	<p>Teacher questionnaires at the end of the year will show that teachers felt they had the</p>	<p><i>Permanent Resources</i> CM to audit resources kept in school for repeat for delivering planned</p>	<p>Teacher evaluations of the last teaching cycle indicated that there were not enough of some</p>	<p>CM January 2024</p>	<p>Audit completed in Spring 1 of instruments – More percussion instruments needed. Laptops accessible to children in school</p>

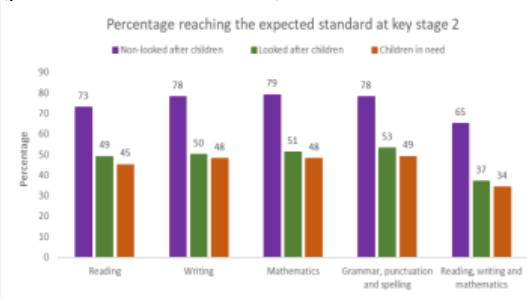
<p>resourced, enabling effective teaching and learning. (Priority 1)</p>	<p>appropriate resources to deliver the teaching set out in the subject's progression and guidance document.</p>	<p>units e.g. artefacts and technical equipment.</p> <p>CM to liaise with teachers from each phase, to ensure available resources meet the needs of the planned curriculum.</p> <p>CMs to either order, or support teachers to order any resources required.</p> <p><u>Single Use Resources</u> CM to ensure that teachers are aware of any single use resources (e.g. materials required for DT projects) needed in advance of commencing a new topic.</p> <p>Subject leaders to signpost teachers to suppliers if needed.</p> <p>Teachers to use year group/phase budgets to ensure that they have the single use resources required to deliver the intended teaching sequence.</p>	<p>types of resource to adequately deliver the intended learning in some units of work.</p>	<p>CM January 2024</p> <p>CM January 2024</p> <p>CM January 2024</p> <p>CM January 2024</p> <p>Teachers/Phase leaders Before the start of each new topic.</p>	<p>to support them when composing.</p> <p>CM spoke with staff who asked for more Glockenspiel beaters – ordered</p> <p><i>Summer 1 – CM completed Charanga percussion training – CM to discuss with PM about ordering more percussion ready for next year.</i></p>
<p>Ensure that teaching in music is good across the</p>	<p>Staff feel confident to use charanga to teach music weekly.</p>	<p>CM to carry out lesson observations to ensure staff are teaching the</p>	<p>Great music education is a partnership between classroom teachers,</p>	<p>Aut 1 – CM to design an up to date Nursery</p>	<p>Autumn '23 – All children in Nursery were given a Nursery rhyme book made by CM that</p>

<p>school to ensure pupils know more and remember more. (priority 1)</p>	<p>Children in EYFS are confident to sing Nursery rhymes independently.</p> <p>Golden Nuggets show the progression of knowledge through KS1 and KS2 and this knowledge will demonstrate through half termly quizzes.</p>	<p>knowledge needed for that lesson.</p> <p>CM to ensure EYFS children are being taught key nursery rhymes.</p> <p>Weekly hymn practice by CM and DT will take place where the inter – related dimensions of music will be spoken about and related to the piece of music the children are singing about.</p>	<p>specialist teachers, professional performers and a host of other organisations, including those from the arts, charity and voluntary sectors. <i>The importance of Music Education. A National Plan for Music Education, DfE, 2011</i></p> <p>Research has shown that nursery rhymes, songs and listening activities can help preschoolers take the first steps towards becoming competent readers (Cunningham, 1991 in Danielson, 2000; Goswami, 2001; Raz & Bryant, 1990). It has been suggested that phonological and musical processing skills are related (Rubinson, 2009). <i>Using Nursery Rhymes to Foster Phonological and Musical Processing Skills in Kindergarteners. Creative Education, 2021</i></p>	<p>Rhyme booklet. CM to work with EN to look at links for parents.</p> <p>CM to ensure Golden Nugget grids are kept upto date so staff know what children should be learning each half term .</p> <p>Summer 2 – KW to start in year 2</p>	<p>Parents afternoon and youtube links to each song.</p> <p>ACTION FOR NEXT YEAR – <i>Nursery Rhyme training through the music partnership and organise a Nursery rhyme week for EYFS.</i></p> <p>Spring 1 – EYFS have a Nursery rhyme group and a list of Key Nursery rhymes that the children should know by the time they leave.</p> <p>Summer 1 – Golden Nugget progression grid changed to specify the different areas of music (listening, composition, performance etc) to ensure staff are building on prior learning and recapping learning.</p> <p>Hymn practice happens weekly – the children are taught about warm up, posture and key vocab which is also consistently taught in all year groups throughout the year. This link will help children to know more and remember more.</p> <p>ACTION FOR NEXT YEAR <i>Work with the Music Partnership and MusicBuds to teach children about Nursery rhymes from Around the world – CM has</i></p>
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					<p><i>signed up for notifications on training.</i></p> <p><i>VB (Music partnership) to see if she can share resources with their permission.</i></p>
<p>To set out a clear and flexible framework in order to develop arts provisions through the Arts Mark award.</p> <p>CPD</p> <p>Ethnicity and Diversity - celebrates and reflects the diversity of the setting and of society.</p>	<p>Staff voice will show that staff are confident to use Charanga when teaching music.</p> <p>Staff voice will show that staff are more confident in teaching singing</p> <p>Lesson observations will show that staff are confident in teaching music using Charanga and their own methods (where confident to do so.)</p> <p>Individual case studies of staff will show how their confidence has increased over time.</p>	<p>CM to carry out termly staff voice</p> <p>CM to speak with Year 2 staff and carry out a case study with AS.</p> <p>CM to go on Arts Award training.</p> <p>CM to speak with Music partnership regarding Singing CPD</p> <p>CM to carry out a governor voice.</p> <p>CM to look at the composers of the week so that different cultures and races are represented and celebrated.</p> <p>CM to work with Sinfonia Viva and Derby Theatre on projects involving artists from different cultures.</p>	<p><i>'Music performance provides an opportunity for learners to do more than demonstrate their knowledge and skills. It can also actively engage students in a learning process that will deepen their understanding and increase their sense of the different cultural lenses through which they come to see themselves and others. (Skelton, 2004). What is needed is an approach that fosters cultural diversity in education by learning in and through music performance. This approach would need to encourage students to view music performance not only as a form of music-making, but also as lens through which teachers and students, together, may awaken a part of themselves and those musical and cultural understandings that might otherwise remain dormant or frozen.</i></p> <p><i>A Cultural Psychology of music education, Learning in and through music performance: understanding cultural diversity via inquiry and dialogue' 2010, Susan O'Neill.</i></p>	<p>Termly Lesson observations</p> <p>Aut 1 – CM and PM meet with SV</p> <p>Summer Term – KW from music partnership to work with Year 2</p> <p>CM to work closely with TS to ensure the music curriculum celebrates and reflects diversity</p>	<p>Aut 1 – CM and PM met with SV and arranged for the Paddington concert and artists to come in and work with the children to compose music.</p> <p>Spring 1 – Preetha and Saied from Sinfonia Viva delivered a workshop with the Yr4 Violin children. Preetha spoke about her career as a violinist with an interest in Classical Indian music and Saied spoke about his career as an Oud player and being a composer. The children composed music in the style of different cultures and performed to parents. They were also treated to a small concert by Preetha and Saied.</p> <p>Spring 2 – CM Liaised with TS who is completing the Anti Racism award to see how we can ensure music reflects equality and diversity of society. Look at BBC Ten Pieces - Women composers.</p>

					Summer 1 – Governor voice - completed

Tier 2 – Targeted Academic Support (e.g. interventions, targeted extra-curricular activities)

Target	Success Criteria – How will we know when the target has been achieved?	Actions	Rationale/Evidence Base for Actions	Timescale (when will actions be completed by?) and Person/s Responsible	Review – What is the evidence that the Success Criteria has been met?																								
<p><i>To ensure that all teachers are aware of the vulnerable and disadvantaged pupils in their class (including PP, LAC, GRT, SEND and those at CIN or CP level of support) and that they are providing an appropriate level of challenge to ensure these groups make accelerated progress. (Priority 1)</i></p>	<p>Book scrutinies show that work is well matched to pupil needs.</p> <p>Lesson observations by SLT and MLT, and lesson visits by CMs indicate that all pupils are accessing learning at a level appropriate to their needs.</p> <p>Monitoring of half termly assessments show that pupils from these groups are making AT LEAST expected progress</p>	<ul style="list-style-type: none"> CM to monitor books of vulnerable and disadvantaged pupils to ensure work in their subject area is appropriately challenging CM to monitor half termly and termly assessments to ensure these pupils are making accelerated progress, enabling them to close the attainment gap with peers CM to liaise with SENDCo and designated teacher for Looked After Children to ensure that IEPs and PEPs contain appropriately challenging targets to support identified pupils to make progress within the subject (where necessary) CM to audit teaching resources in their area, and make recommendations for 	<p>“On average, children with a social worker do worse than their peers at every stage of their education” Promoting the Education of Children with a Social Worker, DFE, June 2021</p> <p>“In 2006, an analysis of school census data concluded that ‘Gypsy/Roma, Traveller of Irish heritage, Black, Pakistani and Bangladeshi pupils consistently have lower levels of attainment than other ethnic groups across all Key Stages’ (DCSF, 2006). Furthermore, Gypsy/Roma and Traveller of Irish heritage pupils ‘make less progress at (primary and) secondary school than similar White British pupils’ Improving Outcomes for Gypsy, Roma, Traveller Pupils, Final Report, DFE, 2010</p> <p>Outcomes for children looked after by local authorities in England, 31 March 2019 (published March 20, DFE)</p>  <table border="1"> <caption>Percentage reaching the expected standard at key stage 2</caption> <thead> <tr> <th>Subject</th> <th>Non-looked after children</th> <th>Looked after children</th> <th>Children in need</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>73</td> <td>49</td> <td>45</td> </tr> <tr> <td>Writing</td> <td>78</td> <td>50</td> <td>48</td> </tr> <tr> <td>Mathematics</td> <td>79</td> <td>51</td> <td>48</td> </tr> <tr> <td>Grammar, punctuation and spelling</td> <td>78</td> <td>53</td> <td>49</td> </tr> <tr> <td>Reading, writing and mathematics</td> <td>65</td> <td>37</td> <td>34</td> </tr> </tbody> </table>	Subject	Non-looked after children	Looked after children	Children in need	Reading	73	49	45	Writing	78	50	48	Mathematics	79	51	48	Grammar, punctuation and spelling	78	53	49	Reading, writing and mathematics	65	37	34	<p>Half termly monitoring of topic books, recordings and assessments. CM</p>	
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		purchases from year group budgets, to ensure that teachers are equipped to provide appropriate support to pupils.			
To Empower children to talk about music.	<p>Pupil voice will demonstrate that children have a good knowledge of composers and the inter-related dimension of music.</p> <p>Children will be confident to talk about their learning within the classroom with regards to music.</p> <p>Lesson observations by SLT and MLT, and lesson visits by CMs indicate that all pupils are accessing learning at a level appropriate to their needs.</p>	<p>Staff to use effective questioning to ensure children have a knowledge rich curriculum</p> <p>CM to conduct pupil voice to identify any gaps in the children's learning/ get children used to being questioned.</p>	<p>Research increasingly suggests that when learners are engaged in shaping and leading their own learning and education this can result in benefits for all learners, educators, the institution and the education system as a whole (eg Davies et al 2007). <i>Davies, L and Yamashita, H (2007). School Councils: School Improvement. School Councils UK as referenced in Learner Engagement: A review of learner voice initiatives across the UK's education sectors. Walker, L., Logan A, 2008.</i></p>	<p>Half Termly - CM to conduct half termly pupil voice interviews.</p> <p>CM to conduct observations of lessons across the school to ensure that children are able to access learning at their level.</p>	
To ensure there is a rigorous assessment	Golden nugget assessments will show age appropriate	Staff will upload recordings on to the one drive each half term that they	Assessment of music through work in books or through photographs of them engaged in musical activities is of limited use in the early years. It is more	CM to check half termly.	Summer 1 – Golden Nugget assessment was revised to ensure that the different

<p>system in place for music.</p>	<p>progression for each year group. Recordings of lessons will show progression.</p>	<p>complete a music unit.</p> <p>CM to ensure Golden Nuggets show progression.</p> <p>CM to ensure staff upload their recordings.</p> <p>CM to check that there is progression shown in the recordings.</p>	<p>important to observe children's musical responses, either live or through recordings. However, book-sharing activities can also incorporate opportunities to share and check whether pupils have foundational knowledge, such as remembering the names of musical instruments Ofsted, 2021, Research Review.</p>		<p>components of music were being covered and assessed.</p>

Tier 3 – Wider Strategies

(e.g. family learning, parental engagement, school trips, visitors, home learning, learning environment etc)

Target	Success Criteria – How will we know when the target has been achieved?	Actions	Rationale/Evidence Base for Actions	Timescale (when will actions be completed by?) and Person/s Responsible	Review – What is the evidence that the Success Criteria has been met?
<p>To continue the Wider Ops Music scheme in school with Year 4 (Priority 4)</p> <p>Whole class instrumental teaching</p>	<p>Assemblies by Wider Ops will demonstrate that children are confident to play an instrument in an ensemble</p> <p>Lesson observations by CM/SLT will show children playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>CM has arranged for Wider Ops in Year 4.</p> <p>Through a grant we have received from the opportunity areas funding we will be working with Sinfonia Viva Orchestra to bring in a professional violin player who will talk about her career and also work with the children to compose a piece of music – CM to organise with MB from SV</p> <p>CM to arrange for the children to play with the Halle in conjunction with the Wider Ops scheme</p>	<p><i>'Music Hubs have played an important role in establishing sustainable provision with adequate breadth and capacity to deliver a high quality service, at the same time as meeting local and national priorities'</i></p> <p>Hubs will augment and support music teaching in schools so that more children experience a combination of classroom teaching, instrumental and vocal tuition and input from professional musicians.</p> <p><i>The importance of Music: A national plan for music education. DfE.</i></p>	<p>CM to assess recordings – Half Termly</p> <p>CM to observe lessons to ensure that children are progressing with their playing of the violins.</p> <p>CM to sign Year 4 up to play with the Halle in April 2024</p>	<p>Clear plans from the Music Partnership have shown the progression for the children.</p> <p>Feb 2024- The chn worked with a professional violinist Preetha and Ood player Saied to compose music using their violins. It was clear to see the children knew how to hold the violin and play a range of notes using open and closed strings. The children then performed to their parents at the end of the day.</p> <p>ACTION FOR NEXT YEAR Book Wider oppourtunities</p>

<p>To Ensure children have access to a range of lessons including instrumental and voice.</p>	<p>Pupils will be given the opportunity to access music lessons outside of their standard classroom lesson.</p> <p>Observations of peripatetic teacher will show that children are being offered high quality instrumental lessons.</p> <p>Timetables and Lesson observations will show that music lessons include both the teaching of the glockenspiel and singing each lesson across the school.</p>	<p>CM has booked for Singing stars to come into school to work with the Year 2 children for a second year.</p> <p>Children in Year 4, 5 and 6 are offered small group music lessons which are delivered by a peripatetic teacher – HH</p> <p>1:1 Guitar lessons for students who show an interest to take place every Thursday.</p> <p>Hymn practice takes place every week in both EYFS/KS1 and KS2</p>	<p><i>Singing is key to developing musicianship and will be a core part of the curriculum offer at primary 'The Power of music to change lives' DfE, 2022</i></p> <p>Studies have shown that fine motor discrimination is closely related to instrumental music training in children between 5 and 11 years. A study by Forgeard et al. (2008b) reports that children with 3 or more years of music instrumental training outperform those without such an experience in skills in fine motor coordination (both hands). <i>The wider benefits of instrumental music learning in childhood Dr Rachel Drury, 2015</i></p>	<p>September- Violin and guitar lessons to start.</p> <p>Summer 1 – Singing starts started in Year 2.</p> <p>Hymn practice to take place weekly each half term by CM and DT</p> <p>Half termly – CM to</p>	<p>From September 2023 we have 7 students who all have violin lessons with a peripatetic teacher</p> <p>1:1 Guitar lessons take place for approx. 6 children weekly.</p> <p>Recordings of lessons show that children are singing in lessons weekly and learning about the importance of warming up their voices and having a good posture.</p> <p>ACTION FOR NEXT YEAR <i>It would be nice to offer more individual music lessons – CM to send a letter to parents to gauge interest and then get in contact with the Music partnership to see if we can arrange more individual music lessons.</i></p>
<p>To attend Music Network meetings to continue CPD and build relationships with other DDAT schools. (priority 5)</p>	<p>Links with other schools will demonstrate that the music lead is keeping her knowledge and contacts up to date.</p>	<p>CM to attend 2-3 network meetings a year led by the music partnership.</p>	<p>The network resources for music education span a variety of subject areas, demonstrating not only the depth and breadth of the network's resources but also their</p>	<p>CM to attend network meetings Aut, Spring and Summer</p>	<p>Aut 2 – 6/11/23 – Music Network – Deep dives and composing</p> <p>Aut 2 – Sinfonia Viva training – Energy project</p> <p>Spring 2 – Music Network meeting - History of Music.</p>

	<p>Attendance at music network meetings will show that the music lead is enhancing her CPD and keeping up with latest research.</p> <p>Observations from SLT will show that knowledge disseminated from other schools is having a positive impact on music in the school.</p>		<p>capacity to disseminate cutting-edge musical ideas, methods, and cultural advancements. <i>Development and optimization of Network Music course resources based on data mining technology under the personalized online education environment, Journal of Environmental and Public health, 2022</i></p>		<p>Spring 2 – Arts Mark award training – writing the statement of commitment</p>
<p>To continue to build opportunities with outside agencies to develop children's cultural and opportunities to enjoy live performances. (Priority 4)</p>	<p>Pupil voice shows that children are given the opportunity to apply and enhanced their musical knowledge in the wider world.</p> <p>Parent voices will show the impact that live performances and work with outside agencies has on their child's development.</p> <p>Whole class topic books will show children applying their knowledge of music in a range of different ways.</p>	<p>CM secured £2500 funding to work with Sinfonia Viva</p> <p>CM and PM to liaise with SV orchestra</p> <p>CM to book Come and Play with the Halle Orchestra</p>	<p>Inspectors will consider how curriculum design gives all learners the knowledge and cultural capital they need to succeed in life. <i>Ofsted inspection framework 2019,</i></p> <p>Great music education is a partnership between classroom teachers, specialist teachers, professional performers and a host of other organisations, including those from the arts, charity and voluntary sectors. <i>The importance of Music Education. A National</i></p>	<p>Aut 1 – Meeting with SV, PM and CM re: funding.</p> <p>Aut 1 – CM to be in contact with SV regarding the up and coming projects.</p> <p>Summer 2 – Year 4 children will be given the opportunity to see the Halle orchestra perform live at Derby Arena</p>	<p>Summer 2023 – CM secured opportunity area funding to work with SV.</p> <p>Aut 1 – Sinfonia Viva came in 18/10/23 – Wait, What? Performance to Year 2. Chn also learnt to write their own song.</p> <p>Aut 2 – Sinfonia Viva did a live performance to EYFS and KS1 about a bear who travelled the world. The children learnt songs with signs and were introduced to the different instruments. KS1 then had workshops delivered to them teaching them how to compose their own songs.</p> <p>Aut 2 – All children attended the church where they took part in</p>

			<p><i>Plan for Music Education, DfE, 2011</i></p>		<p>the nativity and sang a range of traditional Christmas songs.</p> <p>Spring 1-Year 4 violin performance to parents and the whole school.</p> <p>Spring 1 – Sinfonia Viva sent Preetha (violinist) and Saied (ood player) into school to work with Year 4. The children composed their own music. Listened to Preetha and Saied play and then performed to each other and parents at the end of the day.</p> <p>Spring 1 – Energy project with Sinfonia Viva – 20 KS2 children worked with SV to compose their own song based on renewable energy. They also composed their own piece of music on the glockenspiels based on rhythms they had independently thought of. The children then all came together to perform at Derby theatre to other schools and parents. These children also got the opportunity to listen to other musicians perform. 1 Year 3/4 class and 1 5/6 class also attended in the audience where they joined in with singing the songs and listened to live music.</p>
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<p>To Ensure the children have access to a school choir</p>	<p>Pupil voice will show the impact that the choir has had on them as a child.</p> <p>Children will be confident to stand up and perform in front of a group of people</p> <p>Parent voices will show the impact choir has had on their child.</p>	<p>CM and BP to lead choir weekly on a Monday after school.</p> <p>CM to sign the choir up to Young Voices</p> <p>PM to invite the children to perform Christmas songs to her Church dinner.</p>	<p>Music should be embedded in every primary school. Singing should be the golden thread through these years 'The power of music to change lives' DfE, 2022</p>	<p>Sum 2 2023 – CM signed the choir up to YV</p> <p>Aut 1 – Rehearsals for YV to start</p> <p>Summer 1 – CM to conduct a parent and pupil voice to gauge the impact of the choir and the projects we do.</p>	<p>Parent voice – One parent said that when they saw their child perform at Sheffield Arena they cried.</p> <p>Another parent said that their child's confidence has changed dramatically.</p> <p>Aut 2 – Choir performed at St Martin's Church</p> <p>Spring 1 – Choir performed at Young Voices in Sheffield Arena</p>
<p>To ensure the children have access to a school band/ensemble</p>	<p>Children will be confident to play a simple melody together</p> <p>Children demonstrate that they can read simple notes on a stave.</p> <p>Children will be confident to perform to a small group of people.</p>	<p>CM to liaise with HH from the music partnership regarding peripatetic lessons</p> <p>CM to liaise with PM to see if this is something that we can put in place for children next year.</p>	<p>Community and friendship generating – a school choir or orchestra/ensemble can become additional smaller communities within a school, where children can gain a sense of belonging and experience success in a team. 'Music teachers magazine'</p>	<p>September – Violin small group ensembles and 1:1 lessons to begin.</p>	<p>A small group of KS2 children receive lessons with the schools violin teacher. For some children they have their lesson as part of a group and learn to confidently play a simple melody together. Children also learn to read from music on a stave.</p> <p>ACTION FOR NEXT ACADEMIC YEAR – due to 60% transition across the school this has been something which has been difficult to sustain but something which I will continue to build on starting with a small group of children.</p>
<p>To ensure there is space provided for rehearsals and individual practice.</p>	<p>Children will show a development in skills learnt in class music lessons and during individual lessons.</p>	<p>CM to liaise with Key Stage leaders and arrange for the phonics rooms and intervention rooms to be a place</p>		<p>CM to speak with Key Stage leaders regarding practice rooms and times that these rooms will be available.</p>	<p>Lessons delivered by a peripatetic music teacher are done so consistently in a small room in the junior building. Music stands are provided and a piano if needed.</p>

	<p>Through practising children will know more and remember more.</p> <p>Children will be more confident to perform in front of others.</p>	<p>that children can ask to go to practice.</p>			<p>Children at times use this space to practice their instruments with their peers.</p>
<p>To support the needs of parents to enable them to better impact on their children's education and outcomes (Priority 2)</p>	<p>Children will be confident to talk to their parents about what they have learnt in music.</p> <p>Parent surveys will show that they are confident to talk to their child about what they are learning in music.</p>	<p>CM to look into children having access to Charanga at home so they are able to practice songs and musical elements at home.</p> <p>CM to encourage staff to include music within the children's home learning.</p> <p>Parents will be invited to key performances and event throughout the year to help them gain a better understanding of what their child is learning about.</p>	<p>Parents play an important role in fostering young children's learning. Specifically, parents are critical in terms of providing stimulating and responsive experiences in promoting young children's development in the early years (Ghirotto & Mazzoni, 2013; Shonkoff & Phillips, 2000).</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF, Working with parents to support children's learning, 2021</p>	<p>Aut term – CM to look into setting up home learning accounts for children.</p> <p>CM to create a Nursery rhyme booklet for parents to take home.</p> <p>CM to invite parents to Young voices</p> <p>CM to invite parents to Derby theatre</p> <p>Year 3/4 to invite parents in during Spring for a violin performance</p>	<p>Aut 1 – All parents in Nursery were given a Nursery rhyme booklet to practise at home.</p> <p>Spring 1 – Year 4 violin concert inviting parents to see what the children have been learning since September</p>

End of Year Review: