# School Music Development Plan (Henry Whipple Primary School)

## The School Music Development Plan

***Extracts from*** "The power of music to change lives – A National Plan for Music Education" (DfE 2022)

In partnership with their Music Hub, [DfE] would like **every school** (including multi-academy trusts) to have a **Music Development Plan** that captures the curricular and co-curricular offer and sets out how it will be staffed and funded, in place for academic year **2023/24 at the latest**.

The School Music Development Plan should set out how the school will deliver high-quality music provision for all pupils in the three areas of curriculum, co-curricular and enrichment, and against the key features set out [in the template below].

Plans should consider how the school will staff and fund this provision, including how staff development will be supported, how the school will work with its Music Hub to support and build on this provision, and how the school will monitor success.

The school should also consider developing a music progression strategy, as part of their Music Development Plan, developed with their Music Hub… considering opportunities for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. The strategy should consider the barriers pupils may face and the role of the school in helping them, setting out key elements [as in the template below]:

Capturing this in a Music Plan will help a school to:

- engage critically with its music offer
- feed music into wider school improvement
- open a dialogue with Music Hubs to enhance in-school provision and connect pupils to broader opportunities
- publicise their music offer to pupils and parents, including on the school website, so families know what to expect

Pupils from families with little experience of music education may benefit from mentoring via the Hub, to support and chart their progression. This could be communicated by publishing the school Music Development Plan, allowing parents to understand the school's approach to music.

School leaders and music teachers should be able to articulate how any aspiring musician in their school can access high-quality opportunities. To reach their full potential, pupils may want to attend a Saturday Music Centre or a local ensemble, in school or beyond.

## School Music Development Plan: progression strategy

Schools should consider developing a music progression strategy, ***developed with their Music Hub,*** for pupils to pursue music beyond the core curriculum, and how they can be supported to access those. ***The strategy should consider barriers pupils may face and the role of the school in helping them.***

## The relationship between Schools/Trusts and the Music Hub

Hubs building strong relationships with local state-funded schools and multi-academy trusts is crucial. While it is the responsibility of all schools to deliver music well, Hubs should support and empower them to excel:

- Schools to have a **Music Development Plan**, owned by the school, but **Hubs should initiate discussions & support schools to develop them**.
- **Music Development Plans** should consider how the school and the Hub will work together to provide broad and high-quality opportunities for all pupils. For example, through WCET/large/small-group tuition, instrumental tuition for pupils (and teachers), CPD and networking opportunities.
- Hub partnerships should communicate their offer to schools, both what they already do and what they could do
- Discussions should be two-way, considering also **what the school could offer its wider community, through and in partnership with the Hub**.

# School Music Development and Progression Plan (Henry Whipple Primary School)

| *DfE key features of high-quality school music NPME22* | *School strategy question prompts* | *Music Hub support for developing this plan, with linked programmes* | *Info for pupils/parents/carers, including on school website* |
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| PARTNERSHIPS & PUBLICITY<br><br>1. School music plan publicised to pupils/parents<br><br>2. Schools, trusts and music hubs work together to improve the quality and breadth of music education for C&YP | *Is a user-friendly version of this plan, outlining progression routes and other opportunities publicised to parents, including on the school website?*<br><br>Henry Whipple Primary School will draft and publish on its website, a user-friendly version of the Music Development and Progression Plan.<br><br>*How will your school/trust work with the music hub to provide broad and high-quality opportunities for all pupils?*<br><br>Henry Whipple Primary School currently works with the Nottingham Music Hub to access and support instrumental tuition through the First Access Programme. Henry Whipple Primary School also attends the Hub for Music Network Meetings in order to keep up-to-date with local and national news, events and opportunities for pupils to have wider experiences. We will access CPD offered by the Nottingham Music Hub to ensure our curriculum offer is of the highest quality.<br><br>*What can your school/trust offer its wider community, through and in partnership with the music hub?*<br>Henry Whipple Primary School attends the yearly Christmas in the City event, and the Great Orchestra Experiment. | **Support for developing this plan** and ongoing discussion about possibilities and connections<br><br>Links on music hub website | Summary of school music development plan on school website, signposting opportunities in school, and through the music hub/trust<br><br>Explanation of how school/trust/music hub will work together and how children can progress and access high-quality opportunities<br><br>Links to the music hub |
| CURRICULUM PROVISION<br><br>3. Timetable curriculum music of at least one | *What is the overall timetable plan for music?*<br>All children in Years 1-6 have access to at least one hour of music provision per week.<br>Fortnightly music appreciation | Nottingham progression framework for music KS1-2. | Overview of curriculum |

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| hour each week of the school year | *How is the curriculum sequenced so that by the end of primary school pupils meet key outcomes on page 28 of NPME22?*<br>At Henry Whipple, we follow the Original Scheme of Music from Charanga.<br><br>*Is music for listening, singing and performing inclusive and reflective of diverse musical cultures?*<br>Our fortnightly music appreciation is drawn from the recommended listening from the Model Music Curriculum. This gives children a range of different cultural music, and also music from a variety of eras.<br><br>*Does input to the curriculum from music hub and/or other providers integrate into a logical progression framework?*<br>The Nottingham Music Hub Progression has been considered when teaching in Year 4 due to the First Access Whole Class Instrumental Tuition. | Resources on MusicHubSCHOOLS and Music Progression Framework – contact info@nottinghammusichub.org.uk for access<br><br>CPD and networks, both locally and through MEHEM (Music Education Hubs of the East Midlands)<br><br>Limited offer of curriculum delivery outside WCET/first access (at full cost recovery) if capacity available | |
| FIRST ACCESS - INSTRUMENTAL LEARNING<br><br>4. First access to instrumental learning for all children built into regular class time, at no cost to the pupil, through Whole Class Ensemble (WCET) or large group tuition | *Is this first access programme properly embedded both in the school's curricular music offer and a clear progression strategy?*<br>Whole Class Ensemble is one lesson per week in Year 4; with the opportunity to continue in Years 5 and 6.<br><br>*How will the music lead and class teacher work with the music hub to determine how this tuition would work best for their pupils, and to understand how each pupil has progressed through the programme so they meet the outcomes on page 30/31 of* NPME22?<br>Nottingham Music Hub staff make assessments on attainment twice a year. This assessment will then be used by the class teacher to make an overall assessment of each | Music Hub offers Whole Class Ensemble or large-group programmes to all primary schools in the city – first access designed for year 4<br><br>Nottingham progression framework for music KS1-2 demonstrates how WCET, based in year 4, forms part of carefully planned sequenced progression<br><br>Music hub assessment sites for each school. Contact info@nottinghammusichub.org.uk if you do not already have access to the one for your school | Information about the first access (WCET/large-group) programme, how it fits within the curriculum, and signposts to opportunities for continuing to learn an instrument afterwards |

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| | pupil's musical attainment for the Music Lead to see on Arbour.<br><br>*What reasonable adjustments are you making so that every child can access this programme?*<br>SEND Children are considered in every music lesson within the lesson plan so that they can access as much as possible.<br>We have access to the provision of adapted musical instruments through the Nottingham Music Hub.<br>Instrumental parts are adapted where necessary so that all children can access playing on their instrument.<br>Music is a completely inclusive subject and all opportunities can be adapted to suit any child.<br><br>*Do classroom teachers participate in first access lessons, and support the specialist teachers in enabling pupils to engage fully, maximising the chances of success?*<br>Class teachers attend and proactively participate in the lessons, supporting and encouraging pupils. | Music Hub adapted instruments programme for SEND pupils (contact info@nottinghammusichub.org.uk for info)<br><br>CPD for schools and classroom teachers – including possibility of instrumental training for staff | |
| PROGRESSION –<br>BEYOND FIRST ACCESS<br><br>5. Provide access to progression routes/lessons across a range of instruments and voice<br><br>6. Access to small-group and 1:1 instrumental tuition as appropriate | *How will pupils be supported to take instrumental learning beyond the core first access experience, and progress on their chosen instrument?*<br>Children in years 5 and 6 are given the opportunity to attend small group lessons.<br><br>*Have school and music hub developed a shared understanding of how best to do this most effectively?*<br>The timing for this is agreed in discussion with the school and Nottingham Music Hub staff.<br><br>*How is this instrumental and vocal tuition incorporated into the school day through the timetable?*<br>The timing for this is agreed in discussion with the school and Nottingham Music Hub staff. | Music Hub offer follow-on small/large group or 1-1 instrumental teaching and/or help to connect with other providers<br><br>Music hub staff in schools available for discussion | Outline of available instrumental progression routes for beyond the initial first/access WCET experience |

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| INSTRUMENTS & PRACTICE FACILITIES<br><br>7. Support for children to access instruments<br><br>8. Provide space for rehearsals and individual practice and to store instruments | *Is there a bank of instruments in school/across a trust available to access?*<br>Yes. The Nottingham Music Hub loans the school a full class set of guitars.<br><br>*Are there clear signposts to instrument loan schemes via the music hub or others?*<br>Nottingham Music Hub do provide information for parents who request it.<br><br>*What practice spaces and times are available to young musicians?*<br>A practice time and space is to be developed.<br><br>*How many students are regularly accessing this provision?*<br>None at the moment.<br><br>*What storage is available, and how can instruments be accessed by pupils for practice purposes?*<br>Instruments are accessible to children. | Music Hub Instrument loan scheme | Information about in-school instrument availability and links to music hub/other loan schemes<br><br>Information about practice spaces available, when, and for what purpose<br><br>Information about instrument storage and access |
| SCHOOL CHOIRS AND ENSEMBLES<br><br>9. Develop a school choir and/or vocal ensemble<br><br>10. Develop a school ensemble/band/group | *What school choirs and instrumental ensembles are available to pupils?*<br>Key Stage 2 'Singing Squad' which is run by the Music Lead.<br><br>*How does these reflect the local community and needs/interests of pupils?*<br>To be developed.<br><br>*How do these complement school curriculum provision and link to local out-of-school opportunities?*<br>Singing Squad have the opportunity to attend the Christmas in the City event.<br><br>*How can school ensembles impact on the local community?* | Area Band network, based in schools, coming together regularly across the city<br><br>Music Camp to support development of skills needed to play in an ensemble<br><br>Music Hub singing strategy, resources/repertoire and CPD for school staff<br><br>Resources on **MusicHubSCHOOLS** site: contact info@nottinghammusichub.org.uk if you do not already have access | Information about school choirs and ensembles and how to get involved<br><br>Links to music hub and other out-of-school support for choirs and ensembles |

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| | Singing Squad have the opportunity to attend the Christmas in the City event.<br><br>*What percentage of the school population are involved with school choirs and instrumental ensembles?*<br>To be confirmed.<br><br>*How will these be timetabled to support broad pupil engagement and avoid clashes?*<br>'Singing Squad' is an afterschool club to avoid clashes with timetable.<br><br>*Does the music rehearsed and performed reflect diversity of musical genres and cultures?*<br>The Nottingham Music Hub is well regarded and recognised for its diverse musical repertoire. | Performance opportunities for school musicians throughout the year, live and sometimes online<br><br>Music hub singing groups and ensembles | |
| PERFORMANCE OPPORTUNITIES<br><br>11. Develop a termly school performance<br><br><br><br><br><br><br><br><br><br><br><br>12. Provide opportunity to enjoy live performance at least once a year | *What performance opportunities are planned each term in school and/or beyond the school?*<br>Years 1 - 6 and Singing Squad perform at the school Christmas Sing-a-long.<br>Singing Squad perform at the Nottingham Music Hub Christmas in the City<br>Developing more opportunities throughout the year.<br>*Are there opportunities for regular classes as well as pupils learning in small/large groups/ensembles?*<br>This is in development. Performance opportunities have been discussed for assemblies.<br><br>*What percentage of the school population have the opportunity to perform?*<br>All children have the opportunity to perform. | All Music Hub programmes in schools can contribute to performances, both in and beyond school<br><br>Music hub events provide regular performance opportunities<br><br>School and city ensemble performances featured on Music Hub YouTube channel<br><br><br><br>Range of music hub/other opportunities for schools on music hub Twitter/FB feeds and school email bulletin: | Calendar of performances, in and beyond the school (including music hub performances that school pupils participate in)<br><br>Links to School/Music Hub YouTube channels for performances<br><br><br><br><br><br>Programme of live events for each year group |

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| | *How will you plan for each year group to experience live music at least once a year?*<br>Year 4 attend the Great Orchestra Experiment. The Singing Squad attend the Christmas in the City event.<br>Letter to parents has been sent inviting parents who play instruments to showcase them.<br>In development. | contact info@nottinghammusichub.org.uk if not already on mailing list<br><br>Music hub staff already in schools have potential to give short performances in school<br><br>Music hub events such as:<br>Great Orchestra Experiment<br>Christmas in the City<br>Other music hub events | |
| PROGRESSION ROUTES OUTSIDE SCHOOL<br><br>13. Pupils access relevant local and national opportunities such as ensembles, choirs, workshops<br><br>14. Pupils access routes into specialist national music provision where appropriate | *How are you working with the Music Hub and /or wider Trust to identify appropriate out-of-school ensembles and other opportunities?*<br>In development.<br><br>*How many children are regularly engaging in music hub or other ensembles/workshops outside school?*<br>In development<br><br>*How will you identify children who would benefit from more advanced specialist music provision?*<br>In development. | Area Band network<br>Range of music hub ensembles<br>Music Camp<br>Music hub events and workshops<br>Links to regional and national opportunities<br><br>Music Hub can advise schools and/or broker connections to specialist national music providers | Links to music hub, trust and other ensembles signposted<br><br>Specific opportunities signposted as and when appropriate |
| OVERCOMING BARRIERS<br><br>15. Strategy to help students overcome barriers pupils may face in progressing | *What support is in place for those who might face financial or other barriers?*<br>Whole class instrumental tuition is provided free of charge; including the small group tuition.<br><br>*Is the Pupil Premium being used to cover/subsidise costs of instruments/small-group tuition/accreditation?* | | Signposting support for pupils to enable them to access follow-on small/large group tuition and ensembles both in school and through the music hub |

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| | *What support is available to enable pupils to come out of lessons to take part in small-group/1-1 instrumental and vocal tuition?*<br>This is available to pupils selected to attend small-group lessons.<br><br>*Do pupils know about and take advantage of the additional sessions run by the music hub to support progression through ensembles and working towards music exams?*<br>To be developed. | Support sessions for YP working towards exams<br><br>Support for learning through hub ensembles | |