

## School Music Education Plan:

# Tri-borough Music Hub Guidance for Schools to ensure a 'broad and balanced curriculum'

This document is intended for Headteachers, Senior Leadership Teams, and Music Leaders, and contains information and guidance for schools in the Tri-borough Area about:

## Writing a School Music Policy and Using the Self Evaluation Tool for Music in Schools



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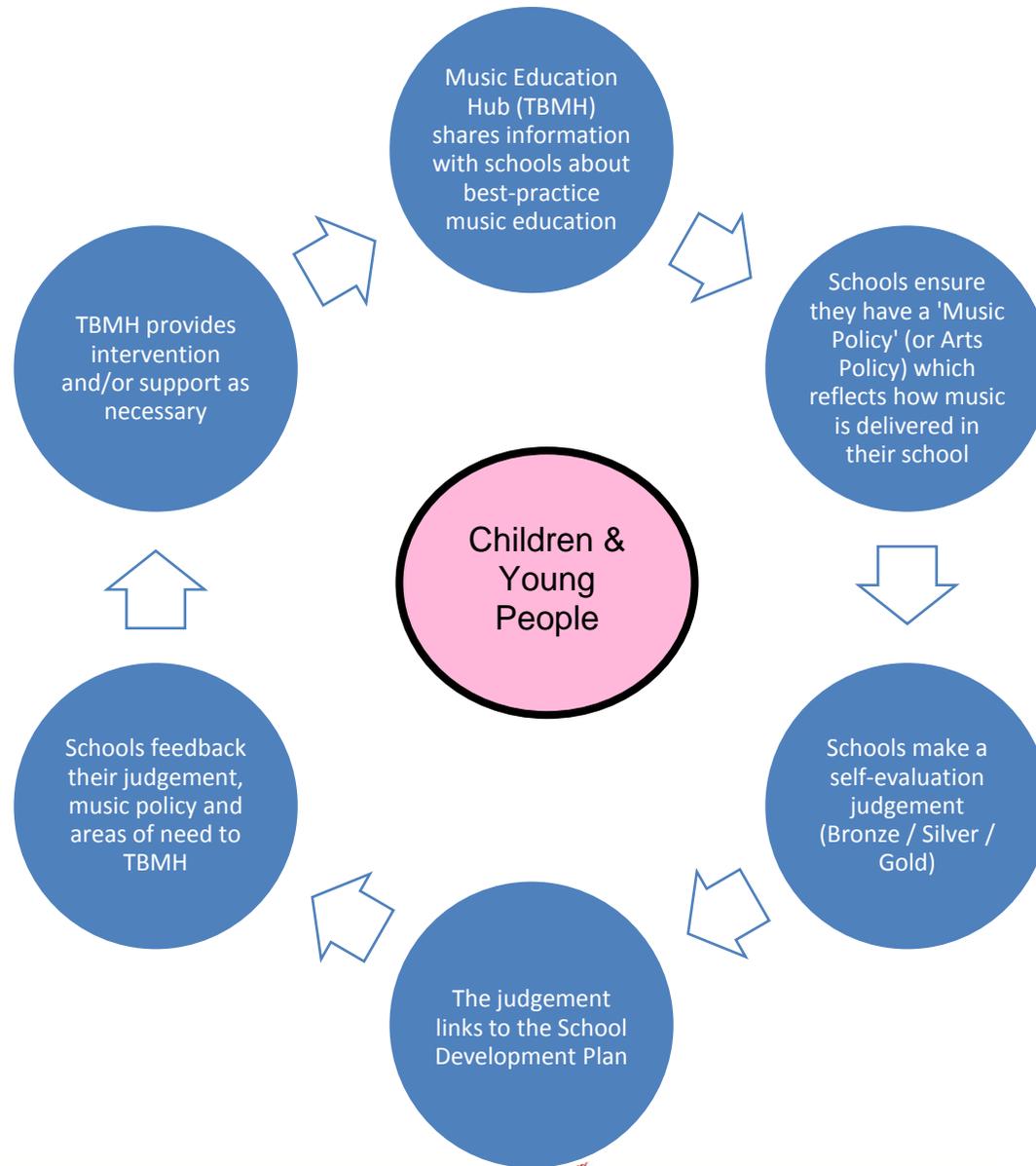
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## Ensuring a solid Music Education for all Children & Young People

This diagram shows the process for how schools and the Tri-borough Music Hub can work together to ensure that all children and young people have the best possible music education experiences and access this via a broad and balanced curriculum in school.



## School Music Policy, Guidance

The Music Hub recommends that a School Music Policy, (which outlines how music is delivered in your school; how music relates to your school's values and how it is structured and delivered) will be a useful document for a range of audiences – Ofsted, Governors, and Parents. It should not be long and should be reviewed every two years (or earlier as appropriate). By using the prompts below schools will achieve an overview of the current delivery of music education in school and as a result have an effective School Music Policy.

<b>Nursery (3-5)</b>	<b>Primary (5-11)</b>	<b>Secondary and Post-16 (11-18)</b>
<p>This document should include:</p> <ul style="list-style-type: none"> <li>a) Who teaches music in your school</li> <li>b) How music is timetabled weekly</li> <li>c) What the provision is for singing</li> <li>d) Which external music organisations regularly work in school:               <ul style="list-style-type: none"> <li>- who are the organisations and what is their remit in the school?</li> </ul> </li> <li>e) If there is an assigned lead person for music</li> <li>f) How the school links with the Music Education Hub</li> <li>g) How often there are performances in the school</li> <li>h) How music is used in cross-curricular work</li> <li>i) How inclusive your music provision is; and how you cater for all children</li> <li>j) How technology is used to aid musical learning</li> </ul>	<p>This document should include:</p> <ul style="list-style-type: none"> <li>a) Who teaches the National Curriculum Music lessons</li> <li>b) How music is timetabled weekly</li> <li>c) How musical progression is assessed</li> <li>d) What the provision for singing is:               <ul style="list-style-type: none"> <li>- is there a regular weekly whole school (or phase) singing opportunity?</li> <li>- is there a school choir?</li> <li>- is there a regular accessible music opportunity (in relation to SEND)?</li> </ul> </li> <li>e) What instrumental opportunities and/or extra-curricular learning is available. What are these opportunities and when do they happen?</li> <li>k) Which external music organisations regularly work in school:               <ul style="list-style-type: none"> <li>- who are the organisations and what is their remit in the school?</li> </ul> </li> <li>f) Who the assigned music co-ordinator is</li> <li>l) How the school links with the Music Education Hub</li> <li>m) How often there are performances in the school</li> <li>n) How music is used in cross-curricular work</li> <li>o) How inclusive your music provision is; and how you cater for all children</li> <li>g) How technology is used to aid musical learning</li> </ul>	<p>This document should include:</p> <ul style="list-style-type: none"> <li>a) How music is delivered across KS3</li> <li>b) How KS3 provision builds upon KS2 prior attainment</li> <li>c) Who the assigned lead for music in the school is</li> <li>d) The provision on offer post KS3 (e.g. GCSE/BTEC or other)               <ul style="list-style-type: none"> <li>- If so, which course and which Exam board?</li> <li>- How many students are taking the exams in each year?</li> </ul> </li> <li>h) How musical progression is assessed</li> <li>e) What your staffing for class music is; and what the roles of staff are</li> <li>f) How a regular weekly school choir is delivered</li> <li>g) How regular and/or extra-curricular weekly ensembles are delivered</li> <li>h) What instrumental learning opportunities are available; what these are; and how they link to progressive, developmental and sustainable work</li> <li>i) Which external music organisations regularly work in school:               <ul style="list-style-type: none"> <li>- who are the organisations and what is their remit in the school?</li> </ul> </li> <li>j) How the school links with the Music Education Hub</li> <li>k) How often there are performances in school</li> <li>l) How music is used in cross-curricular work</li> <li>p) How inclusive your music provision is; and how you cater for all children</li> <li>m) How technology is used to aid musical learning</li> </ul>



## A Self Evaluation Tool for Schools in the Tri-borough Area

The Music Hub recommends that schools use the Self-Evaluation tool to make a judgement based on their current music provision. We ask that this is shared with the TBMH so we can then support schools as required and according to need.

### Background to the School Music Education Plans

As a result of the Ofsted report, 'Music in schools: what hubs must do', (Nov 2013) Music Education Hubs in England have been tasked with ensuring that *all* schools have a **School Music Education Plan (SMEP)**. This coincides with the Introduction of the new National Curriculum for Music (September 2014).

A **School Music Education Plan** should not be complicated but needs to indicate that schools are delivering a Music Curriculum, and ensuring that pupils have the opportunity to learn to play an instrument, sing regularly, to perform and hear live music, and to work with professional musicians. The **Tri-borough Music Hub (TBMH)** will be working with all schools on the development of these **SMEPs** whilst also ensuring that schools have achievable goals.

In order to support schools, the TBMH has produced a simple self-evaluation structure (for Headteachers/Music Coordinators/Heads of Music/Teachers of music) which outlines the activities that could be offered as part of a progressive musical programme. Whilst some schools have significant provision others may need more support in developing their work. The TBMH has suggested three possible stages of development. These stages are similar to the Artsmark and are categorised as Bronze, Silver and Gold.

It is recommended that all schools use this self-evaluation to feed into their own **school development plan**; and school music policy. This can be discussed with TBMH colleagues and could be used to determine priorities for next year as part of your Service Level Agreement for Music. It will also provide valuable information to the TBMH who can then provide support as appropriate.



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## Nursery (Nursery & Reception)



*Dispositions: ability to concentrate, engage enthusiastically and confidently;*

*Skills: listening and responding, conducting and performing, handling instruments effectively, making marks to represent sound, linking movement to sound;*

*Knowledge: begin to understand different ways of creating sound: blowing, percussion, string (plucking).*

<b>Bronze</b> (standard expectation for all schools)	<b>Silver</b> (builds upon bronze)	<b>Gold</b> (builds upon bronze and silver)
In addition: <ol style="list-style-type: none"> <li>1. There is an assigned music co-ordinator who can access CPD opportunities</li> <li>2. Children actively engage with music, movement and dance through play</li> <li>3. There is a school music policy that is inclusive of all children</li> <li>4. Reasonable adjustments are made to ensure that music making activities are accessible and enjoyable for all children</li> <li>5. Music activities are assessed using an appropriate framework</li> <li>6. Some additional external projects may happen in school</li> <li>7. There are performance opportunities in/out of school</li> </ol>	In addition: <ol style="list-style-type: none"> <li>1. There is an assigned music co-ordinator who actively engages with the local Music Education Hub</li> <li>2. Every child is sustained in meaningful musical activities</li> <li>3. Singing and dance is encouraged through all activities and is used as a tool to aid language development, self-confidence, communication and positive relationships</li> <li>4. The School engages with the Music Hub and school CPD opportunities</li> <li>5. There are performance opportunities in/out of school</li> <li>6. There are external projects which will help support music and the arts</li> <li>7. There is an assigned Governor with responsibility for Music (Arts)</li> </ol>	In addition: <ol style="list-style-type: none"> <li>1. Music is embedded in the whole school</li> <li>2. The School is actively involved with the local Music Education Hub and helps drive change</li> <li>3. The School engages in and/or leads CPD opportunities in/out of school and supports other schools</li> <li>4. There are regular performance opportunities in/out of school</li> <li>5. All additional external projects are linked across the school</li> <li>6. All musical activities have clear outcomes with tangible evidence of their impact across the breadth of the EYFS curriculum</li> <li>7. Music making across the school is of a high quality with informal monitoring systems in place to support good practice</li> <li>8. It is evident that music plays an important role in the life and ethos of the school</li> </ol>

**All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding**



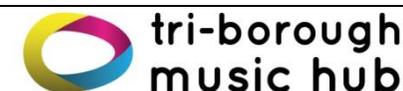


## Primary

<b>Bronze</b> (standard expectation for all schools)	<b>Silver</b> (builds upon bronze)	<b>Gold</b> (builds upon bronze and silver)
<ol style="list-style-type: none"> <li>1. There is an assigned lead person who is responsible for music</li> <li>2. There is a school music policy that is inclusive of all children</li> <li>3. Appropriate measures are taken to ensure that all music activities are accessible to all children</li> <li>4. The <b>National Curriculum</b> (or other suitable curriculum) for music is taught every week* at KS1 (min. 30mins) and KS2 (min. 45mins) using appropriate Schemes of Work <i>*or evidence of sustained musical experiences each week.</i></li> <li>5. Music activities are assessed</li> <li>6. There is at least one whole school, key stage or phase weekly singing assembly, (or elements of singing within an assembly) which all children can access and engage with</li> <li>7. Some additional external projects may take place</li> </ol>	<p>In addition:</p> <ol style="list-style-type: none"> <li>1. There is an assigned music lead person who actively engages with the local Music Education Hub</li> <li>2. Every child is sustained in meaningful musical activities</li> <li>3. There is a regular weekly choir and/or ensemble(s); or an accessible extra-curricular music opportunity</li> <li>4. There are regular weekly instrumental lessons open to all pupils either as a whole class or in small groups</li> <li>5. The School engages with the Music Hub and School CPD opportunities</li> <li>6. There are performance opportunities in/out of school</li> <li>7. There are external projects which will help support National Curriculum music and the arts</li> <li>8. There is an assigned Governor with responsibility for Music (Arts)</li> </ol>	<p>In addition:</p> <ol style="list-style-type: none"> <li>1. Music is embedded in the whole school (e.g. music can be offered in the morning, not just the afternoon)</li> <li>2. The School is actively involved with the local Music Education Hub and helps drive change</li> <li>3. The school engages and/or leads CPD opportunities in/out of school and supports other schools</li> <li>4. There are regular performance opportunities in/out of school</li> <li>5. All additional external projects are linked to the curriculum and provision map</li> <li>6. All musical activities have clear outcomes with tangible evidence of their impact</li> <li>7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.</li> <li>8. Children are able to communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music</li> <li>9. It is evident that music plays an important role in the life and ethos of the school</li> </ol>

*All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding*





## Secondary

Bronze (standard expectation for all schools)	Silver (builds upon bronze)	Gold (builds upon bronze and silver)
<ol style="list-style-type: none"> <li>1. There is an assigned lead person who is responsible for music</li> <li>2. There is a school music policy that is inclusive of all children</li> <li>3. Appropriate measures are taken to ensure that all music activities are accessible to all children</li> <li>4. The KS3 <b>National Curriculum</b> (or other suitable curriculum) music teaching builds on KS2 experience and attainment using appropriate Schemes of Work</li> <li>5. Lessons are progressive, challenging and developmental across a range of genres</li> <li>6. Music activities are assessed (the school has accessible Assessment and Accreditation opportunities for SEND)</li> <li>7. There is at least one weekly school choir or ensemble which is run by a member of music department staff</li> <li>8. Some additional external projects may take place</li> <li>9. There is a post-KS3 offer for music (e.g. GCSE/BTEC) where appropriate</li> </ol>	<p>In addition:</p> <ol style="list-style-type: none"> <li>1. There is an assigned lead member of staff who actively engages with the local Music Education Hub</li> <li>2. Every child is sustained in meaningful musical activities</li> <li>3. There is a sustainable take up of GCSE/BTEC, (and A Level, if appropriate) courses</li> <li>4. There are regular weekly instrumental lessons open to all pupils in small groups, pairs or individually</li> <li>5. There is a range of regular weekly school-based choirs/ensembles; or an accessible extra-curricular music opportunity</li> <li>6. The School engages with the Music Hub and School CPD opportunities</li> <li>7. There are performance opportunities in/out of school</li> <li>8. External projects help support National Curriculum music and the arts</li> <li>9. There is an assigned Governor with responsibility for Music</li> </ol>	<p>In addition:</p> <ol style="list-style-type: none"> <li>1. Music is embedded in the whole school (e.g. students are released from other curriculum lessons to attend instrumental/vocal lessons)</li> <li>2. The school is actively involved with the local Music Education Hub and helps drive change</li> <li>3. The school engages and/or leads CPD opportunities in/out of school and supports other schools</li> <li>4. There are regular performance opportunities in/out of school</li> <li>5. All additional external projects are linked to the curriculum and provision map</li> <li>6. All musical activities have clear outcomes with tangible evidence of their impact</li> <li>7. Music making across the school is of a high quality with formal monitoring systems in place to support good practice.</li> <li>8. Pupils are able to communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music</li> <li>9. It is evident that music plays an important role in the life and ethos of the school</li> </ol>

***All music provision should be progressive and sustainable with a clear focus on the development of skills; knowledge; and understanding***

