Subject Area: Music

Subject Lead:

**Rationale:**

At THE SCHOOL we endeavour to ensure that all practice is worthwhile and improves the outcomes for our pupils. Improved outcomes are not only measured through summative academic achievement but through a range of tools. This report aims to provide an audit of the quality of provision, plan of implementation for any changes made and measure the impact.

The cycle of review and improvement at THE SCHOOL is clear:

Audit

Plan

Implement

Impact Review

This document consists of 4 main sections

1. Audit of provision
2. Plan for improvement
3. Monitoring records
4. Review of Impact

**Start of the year**

**Audit of Provision:**

Are Curriculum Maps in place for the whole year? Can you see clear progression of knowledge and skills across the curriculum? Have you met with year group leaders to discuss the unit of work for the term?

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| **Commentary:**   * Curriculum overview is in place for the year * Music skills progression document for Years 1 – 6 * Medium term planning needs to be produced |

Are planning and resources in line with the National Curriculum expectations for each year group?

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| **Commentary:**  The music curriculum is in line with the National Curriculum expectations, and allows pupils to demonstrate the learning outcomes. Lessons in KS1 and KS2 include age-appropriate learning activities. |

**Plan for improvement:**

**Action Plan**

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| **KEY IMPROVEMENT AREA 2023-2024 (SDP):**  **KIA 1:**  **KIA 2:**  **KIA 3:** | | | | | | |
| **Focus KIA** | **Objective** | **Actions** | **Staff/ Resources** | **Time scale** | **Success Criteria** | **Evaluation** |
| **PLANNING AND PROGRESSION** | | | | | | |
|  | Produce MTP for Autumn Term (Years 2-6) | Create MTP with WALTs, vocabulary and activity overview (listening/performing/composing) for each weekly lesson for Years 2-6.  Focus on Autumn Term to ensure MTP is in place before start of Autumn Music lessons. | MD & NH | Autumn week 1 | MTP for Autumn Term will be completed and saved centrally to be accessed as needed. | Completed for whole curriculum and emailed to JS and CS – Will be updated during the year and once LSO and YV has been released. |
|  | Introduce Listening Assemblies for each week. | Show teachers how to use Charanga to access weekly listening assemblies and complete activities.  Send follow up email with link and instructions- including password | MD | Autumn Term | All classes will begin weekly listening assemblies so children can expand their musical horizons and listen critically. Teachers will gain confidence talking about the elements of music through guided teaching. | All staff have access to Charanga and will begin using from Week 2. |
|  | Decide when each Year Group will perform in Assemblies. | Review units with NH and choose which are suitable for performing.  Create timetable for performances in the school hall on Thursday mornings, during listening assembly weekly slot.  Ensure all classes perform at least once and act as an audience at least once. | MD & NH | Autumn Term | Children will be given the opportunity to perform regularly and showcase their musical skills and talents. |  |
|  | Review Year 1 music and produce Long Term Plan and Medium Term Planning. | Contact Year 1 music teacher to discuss lessons and access planning/overview.  Transpose information onto Long Term and Medium Term planning documents. | MD | Autumn Term | Long Term and Medium Term plans will include detail of Year 1 music lessons, across the year. | Plans are complete with information provided by HMS. |
|  | Create ‘composer of the week’ document with Line Riders for CS/JS to use in assemblies each week. | Research Line Rider videos and cross reference with Model Music Curriculum Appendices.  Create overview with links for each week and details of piece and composer.  Complete overview for 2023/24. | MD | Autumn Term | Children will be exposed to a variety of classical music and composers. They will be able to speak about classical music with increasing confidence and recognise a wider variety of classical composers and compositions. | Autumn 1st half term overview is complete and live. |
|  | Update MTP to include vocab and listening for Year 4: London Symphony Orchestra (LSO) and Year 5: Young Voices (YV) modules. | Reflect songs to be used in LSO performance and Young Voices in MTP.  Choose specific vocabulary to be taught, in keeping with songs. | MD & NH | Spring Term | MTP will be updated to reflect 2023/24 performances with LSO and YV and pre-learning in class. |  |
|  | Create curriculum map for singing. | Meet with Nicole to discuss singing and review MTP to identify singing.  Add singing to MTP as distinct section. | MD & NH | Spring Term | Ensure singing is evident in MTP and clearly shows progression of skills. |  |
|  | Create curriculum map for composing. | Meet with Nicole to discuss composition and review MTP to identify singing.  Add composition to MTP as distinct section. | MD & NH | Spring Term | Ensure composing is evident in MTP and clearly shows progression of skills. |  |
|  | Create vocabulary progression document. | Review notes from JH.  Format and collate information about vocabulary journey. | MD | Spring Term | Evidence of the progression in musical vocabulary throughout KS1 and KS2. |  |
|  | Add musical spellings to weekly lists. | Liaise with JS.  Choose spellings for each year group and add to spelling overviews. | MD, JS & CC | Spring Term | Children will learn musical vocabulary and practise writing and spelling key terminology. |  |
| **TEACHING** | | | | | | |
|  | Extending lessons from 30 mins to 45 mins per week. | Discuss contracted hours with NH and CS.  Extend hours as needed.  Create new timetable for Music lessons 23/24. | NH & CS | Summer Term ‘23 | All classes will have 45 minutes of directed music teaching per week, delivered by specialist music teacher. | Timetable is finalised to include 45 mins per week. |
|  | Provision for pupils with additional needs (SEND, EAL) | Meeting with CS to discuss current provision.  CS contact SN to ask for Music ARP lessons.  Establish weekly music lessons for ARP.  Consider instruments we have in school and place order for adapted instruments as needed. | MD & SS | Autumn Term | All children in ARP will receive weekly music lessons which are high quality and cover the NC. | Ms Norris has started delivering music lessons for 30 mins per week in the ARP. |
|  | Ensure continuous teaching of one instrument for at least one year. | Review curriculum and units with NH.  Agree instrument per year group and adapt planning/overview as needed.  Order additional instruments as required. | MD & NH | Autumn Term | Children will learn to play at least 5 instruments during their time at THE SCHOOL. They will be encouraged to continue playing the instruments they enjoy in school clubs or peripatetic lessons. | MTP reflects whole class ensemble teaching in each year group. |
| **EFFECTIVE ASSESSMENT** | | | | | | |
|  | Establish system for assessing pupils’ progress in music. | Discuss options with CS/JS/JH.  Begin weekly Pupil Progress Reviews with NH.  Review recordings of performances for moderation.  Ensure all children are discussed and moderated (2 yearly cycle). | MD & NH | Spring Term | Regular assessments will ensure children are making progress and retaining knowledge as they move through the school.  Assessments will also help to identify gifted musicians who should be encouraged to pursue music further, through the Music Progression Strategy. |  |
|  | Introduce music homework – Y6 | Discuss with JS.  Create and print sheet music booklets for Y6.  Create accounts and logins for chosen year groups on Charanga.  Add music homework section to weekly homework sheets and/or Dojo posts. | MD & JS | Spring Term | Children will review and revisit their learning at home and be encouraged to practise playing their instruments throughout the year. |  |
|  | Introduce music onto homework menus for Y3, Y4 & Y5. | Discuss with JS  Create overview:  - Choose questions which are progressive  - Match genres to MTP  Share with YGLs to add to menus. | MD | Spring Term | Children will develop their musical vocabulary and broaden their musical exposure by discussing and listening to music at home. |  |
| **CPD** | | | | | | |
|  | Attendance at subject leader meetings and borough curriculum planning days. | Book place on Primary Subject Leader Network Meeting at HMS  Attend borough meeting at HMS on 28th Sept and feedback to SLT and NH as needed.  Attend borough meeting at HMS on 9th Nov and feedback to SLT and NH as needed. | MD | Autumn Term | Enhanced understanding of support available from HMS and development of network with local music subject leaders. |  |
|  | Attendance at Music Teaching Conference | Book place at Conference for MD and NH  Attend conference on 10th October and feedback to SLT as needed | MD & NH | Autumn Term | Enhanced understanding of national plan for music and strategies to implement at THE SCHOOL. |  |
| **LEADERSHIP OF SUBJECT** | | | | | | |
|  | Create subject leader folder | Contact JS to collect existing folder  Print and update folder with current documents.  Ensure all documents are listed on and included from contents page. | MD & JS | Autumn Term | Curriculum folder is ready to share, update and review as needed during the academic year. |  |
|  | Create ‘music on a page’ overview for Music at THE SCHOOL | Create document outlining music provision at THE SCHOOL in all areas outlined in the Model Music Curriculum. | MD | Autumn Term | Document can be used to scaffold conversations about music and ensure all provision is evident and celebrated. |  |
|  | Collate information about music school performances and experiences during academic year. | Create spreadsheet for recording all performances and experiences pertaining to music,  for academic year 2023/24. | MD | Autumn Term |  |  |
|  | Music Deep Dive with School Improvement Officer | Ensure music folder is prepared with all relevant documentation and evidence.  Discuss with JS/CS ahead of time and prepare as needed. | MD | Autumn Term | Folder will be up to date to reflect music provision for 2023/24. | Documents are prepared and organised. |
|  | Create spreadsheet to record peripatetic lessons in school. | Contact NH and HMS for current student lists.  Collate current information into one centralised document.  Regularly update and review document to ensure accuracy. | MD | Termly - Ongoing | Accurate record of peripatetic lessons in school. | Accurate and updated list created for start of new academic year – starting Sept 2023 |
|  | Apply for Music Quality Mark | Research Quality Mark to understand process and consider benefits of applying.  Discuss with JS and CS. | MD/JS/CS | Autumn term | Awarded by Havering Music School. | **Awarded by HMS for 2023/24.** |
|  | Allow children and staff to perform during the start of singing assemblies | Discuss with CS.  Create timetable if needed.  Share idea with staff and pupils. | MD | Autumn Term | Children will perform as soloists during the start of assemblies. Staff will be able to perform, encouraging pupils to see them as musicians and promoting the musical culture. |  |
|  | Develop displays in music block | * Display for writing about music: look for cross curricular opportunities to write about music. * Instruments display: parts of the instrument * Genres of music display * Music from around the world * Timeline for music in music room * Examples of children playing instruments in music room: evidence of children’s work * Vocabulary and notes on staircase |  |  |  |  |
|  | Develop links with Secondary Schools | Liaise with Music Teacher at THE SCHOOL Academy during INSET session – 20th October.  Discuss curriculum and progression from KS2-KS3. | MD | Long term – Ongoing – Future academic years |  |  |
|  | Add bell ringing into the Year 6 curriculum: | Review curriculum plan  Adapt lesson plans and create supporting power points  WB 20th-24th May & 3rd-7th June | MD |  |  |  |
|  | Enhance Music Progression Strategy with focus on local and national events and organisations | Develop awareness of Havering Music School events and workshops, including Summer School, through in school promotion and newsletters to parents.  Enhance awareness and knowledge of routes into specialist music provision. | MD | Long term – Ongoing – Future academic years |  |  |
| **MONITORING** | | | | | | |
|  | Conduct lesson observations | Discuss appropriate observation schedule with JS/CS.  Communicate observation timetable with NH.  Conduct observations and provide feedback, with support and guidance from JS/CS. | MD | Termly - Ongoing |  |  |
|  | Learning walk for class listening assemblies | Choose date – review timetables  Conduct learning walk  Record and share findings in weekly INSET  Feed developments into action plan | MD | Autumn 2 |  |  |
| **STAFF CPD** | | | | | | |
|  | Share musical developments and plans in INSET sessions | Agree | MD |  |  |  |
|  | Feedback from learning walks |  | MD |  |  |  |
|  | Create CPD offer for musical specialists who are unqualified teachers | * Whole school priorities * Pedagogy: questioning and modelling * Lesson structure & planning * Seating arrangements & organisation | MD |  |  |  |
|  | Establish CPD offer for trainee teachers | * Whole school priorities Sequencing and progression * Planning | MD |  |  |  |
| **SEND PROVISION** | | | | | | |
|  | Aligning published learning strategies for individuals with provision in music lessons. | Discussions with class teachers  Class context sheets | MD |  |  |  |

**Monitoring records:**

**Quality of Recorded Learning Drop ins**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Consistently demonstrates to an exceptional standard across all classes |  |  |  |  |  |  |
| Demonstrates to a good standard across all classes |  |  |  |  |  |  |
| Inconsistent with some elements of good practice |  |  |  |  |  |  |
| Inadequate |  |  |  |  |  |  |
| **How do you know? Next Steps and record of conversations had** | | | | | | |
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**Quality of Planning**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Consistently demonstrates to an exceptional standard across all classes |  |  |  |  |  |  |
| Demonstrates to a good standard across all classes |  |  |  |  |  |  |
| Inconsistent with some elements of good practice |  |  |  |  |  |  |
| Inadequate |  |  |  |  |  |  |
| **How do you know? Next Steps and record of conversations had** | | | | | | |
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**Quality of Environment**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Consistently demonstrates to an exceptional standard across all classes |  |  |  |  |  |  |
| Demonstrates to a good standard across all classes |  |  |  |  |  |  |
| Inconsistent with some elements of good practice |  |  |  |  |  |  |
| Inadequate |  |  |  |  |  |  |
| **How do you know? Next Steps and record of conversations had** | | | | | | |
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**Monitoring**

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| **SUBJECT:** | | |
| **Autumn Term**  + Subject knowledge  + Progressive layering of new learning  + Expectations and routines  + Engagement  - Adaptive teaching: questioning & modelling (vocab, scanning, step-by-step)  - Lesson structure & planning (tuning etc)  - Seating arrangements & organisation | **Spring Term** | **Summer Term** |

**Quality of Teaching**

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|  | Class 1 (6P) | Class 2 (1SF) | Class 3 (4S) |
| Autumn:  Spring  Summer: |  |  |
| Pupil Voice |  |  |  |

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| --- | --- | --- | --- |
| **SLT meetings with music lead teacher** | **Autumn** | **Spring** | **Summer** |
| **Date of meeting:** |  |  |  |
| **Purpose:** |  |  |  |
| **Commentary** |  |  |  |
| **Actions after meeting:** |  |  |  |

**Review of impact**

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| **What impact have you had on your curriculum area? What has improved? How have you improved it? What evidence do you have?** |
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| **Actions for next academic year** |
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| What actions need to be carried |