



SCHOOL MUSIC STRATEGIC PLAN

This document supports the DfE vision set out in the refreshed National Plan for Music Education 2022

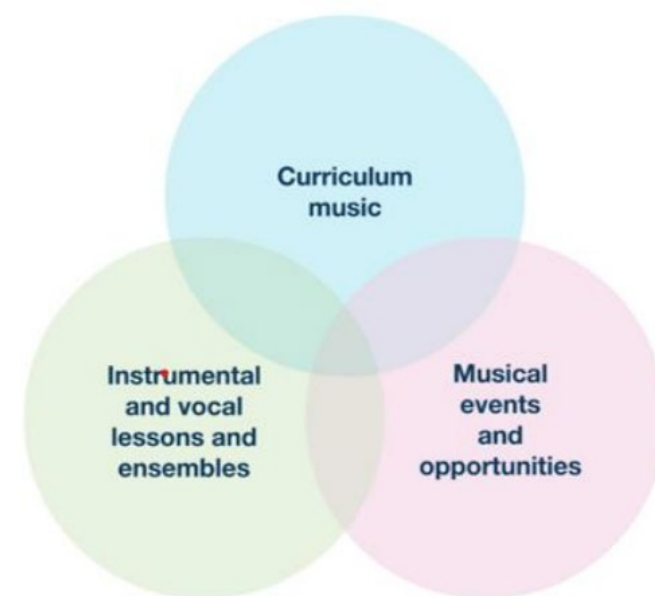
School Name: St Columb Minor Academy

Local Music hub: ASONE Perform

Music Lead: Rebecca Dunning

Music Specialist (if applicable)

Headteacher: Natalie Simmonds





Music Development Plan – How to read this document

1. **Each section starts with an Evaluation:** This should be a ‘best fit’ evaluation of St Columb Minor Academy’s current musical outcomes and practices. The evaluation will be chosen from the following options:

Not yet in place	Securing	Strengthening	Stretching Beyond
Needs priority support and development	Not yet fully in place Further development required Not yet sure of impact on outcomes Needing some support	Effective in driving good outcomes for pupils A strength of music in our school Some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils A real strength which our school would be willing to share with others.

2. **Setting Actions:** Each section is supported by actions to complete over academic year. THE RAG indicates the status of the action which will adapt and change throughout the year.

Area	Set your school some actions here		Review Date	Status
	1			
	2			
	3			

3. **Review:** The actions set will be reviewed throughout the academic year. This will be completed with the music Lead with a member of the SLT, a least once a year. Following the review, the rate of progress will be measured via the RAG rating (as above). As this is a working document, it may be adapted as and when required during the academic year.



Focus area 1: Curriculum

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

	Not yet in place	Securing	Strengthening	Stretching Beyond
Curriculum	<ul style="list-style-type: none"> * Music is delivered 'ad hoc' and not in every year group Some groups of students are unable to access the music curriculum. * Progress over time is not measured or celebrated. There are limited resources for teaching. 	<ul style="list-style-type: none"> Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups. Students engage with schemes of work and build areas of musical interest and growing skill. Pupils with additional needs are able to participate and engage with music-making. There is adequate teaching space and resources available. 	<ul style="list-style-type: none"> The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear. Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. 	<ul style="list-style-type: none"> Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).
Our curriculum best fit is: Securing				
Further Evaluation Detail	<ul style="list-style-type: none"> Follow Model Music Curriculum scheme on Charanga in all year groups. Curriculum music is taught weekly in classrooms by a combination of class teachers (mainly) and HLTAs. Singing is taught within the Charanga units in addition to weekly singing assemblies Evidence is recorded through videos, written music as and when appropriate, quizzes on Charanga Music lessons are approximately 40-45mins, singing assemblies are 15-20mins therefore music is taught for 60+ minutes a week. 			



Action Plan: Curriculum

Area	Set your school some actions here		Review Date	Status
Curriculum	1	To teach high level music vocabulary in every music lesson and singing assembly.	July 2025	
	2	Ensure children understand their next steps for progression in music	July 2025	
	3			

Curriculum Question Prompt
Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum?
Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum?
Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically?
Is there teacher assessment? Do you know how to use assessment to drive 'getting better at' music?
Is curriculum music provision 60+ minutes over the week (can include music / singing assemblies) in line with aspirations of the National Plan? If not, what is the current timetabled time for music?
Do all curriculum music lessons take place in a suitable space or specialised music environment?

Focus area 2: Co-curriculum

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles, and bands, and how pupils can make progress in music beyond the core curriculum.

	Not yet in place	Securing	Strengthening	Stretching Beyond
Co-Curriculum	<ul style="list-style-type: none"> Singing takes place infrequently in school. There are opportunities to perform for a small number of pupils. There may be barriers to participation. Facilitation of one to one and small group tuition is limited or inconsistent. 	<ul style="list-style-type: none"> Singing and vocal work is frequent, varied and all students are engaged All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly. The school facilitates one to one and group tuition through Rocksteady. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum. 	<ul style="list-style-type: none"> Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing. Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events. The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. 	<ul style="list-style-type: none"> A full, long-term singing strategy is in place that ensures progression for all students. The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully. Students are able to take leadership roles in musical opportunities. The school is actively involved in national, largescale events
Our curriculum best fit is: Strengthening				
Further Evaluation Detail	<ul style="list-style-type: none"> Music clubs / opportunities: KS1 choir KS2 choir and recorder club ASONE hub songfest events. Local community events: St Pirans day with Oll an Gwella. Carol Concerts in key stages at Treviglas secondary school. Christmas lights switch on at Newquay Killacourt. Performing at school event such as summer and Christmas fayres. Year 6 end of year production. FS nativity at Christmas. External providers for music: Rock Steady. Guitar lesson and keyboard lessons through the Cornwall music service trust. First access steel drums for year 5. 			



Action Plan: Co-Curriculum

Area	Set your school some actions here		Review Date	Status
Co-curriculum	1	Develop a repertoire of songs from around the world within our singing and music curriculum.	July 2025	
	2			
	3			

Co-curriculum Prompt:
Does the school provide 1-1 and small group tuition with ASONE Music Hub / Cornwall Music Service Trust / Registered music teachers / Rocksteady on a variety of different instruments?
Do you know what % of the school population engage in instrumental tuition?
Are there opportunities for your pupils to perform in both formal and informal settings on a regular / annual basis?
What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?
Are there any ensembles? If there are led by a competent musician?
Is there an annual/ termly concert event?

Focus area 3: Musical Events and Opportunities

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

	Not yet in place	Securing	Strengthening	Stretching Beyond
Events and Opportunities	<ul style="list-style-type: none"> Engagement ASONE music hub is limited. Small-scale performance takes place in the community, building on existing school links. Some parents and carers support music-making in the school by attending events. 	<ul style="list-style-type: none"> The school takes up opportunities from the ASONE music hub, (such as the Big Sing event) and signposts opportunities for students. Community links are established with the music team; regular events take place throughout the school year. Parents and carers actively support music making, through support at events and through home learning. 	<ul style="list-style-type: none"> The school makes the most of a wide range of opportunities from the hub, working with and supporting the ASONE music hub. Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education). 	<ul style="list-style-type: none"> The school is a leader musically in the local community and works closely with ASONE Music Hub being able to influence and support beyond their immediate setting. There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.



			<ul style="list-style-type: none"> The views of pupils, parents and carers have been considered when developing music provision. The school has links to the wider music eco-system and actively encourages students to join Rocksteady. Students benefit from interactions with those working in the profession. 	<ul style="list-style-type: none"> Parents/carers and the wider community are actively involved in school music making. The school has established connections with the next stages of musical education and the music service so that progression routes can be signposted meaningfully
Our curriculum best fit is: Strengthening				
Further Evaluation Detail	<ul style="list-style-type: none"> The school takes part in ASONE hub events such as Songfest. Staff including senior leaders are supportive of music events across the community and the year. Parents and carers support their children and our school by joining at multiple events. Connections with Treviglas secondary school are strong. There is a positive culture for music within our school. 			

Action Plan: Musical Events and Opportunities

Area	Set your school some actions here	Review Date	Status
	1		



Musical Events and Opportunities	2			
	3			

Musical Events and Opportunities	
Is there a designated member of school staff (lead music teacher) who holds suitable qualifications/ experience for leading music in school?	
In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life.	
Is there a named governor who takes responsibility for monitoring music (arts)?	
Is pupil voice taken into consideration when planning the school music curriculum, events and opportunities?	
Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests?	
Is music an everyday or occasional part of school life?	
Is there a designated member of school staff (lead music teacher) who holds suitable qualifications/ experience for leading music in school?	



Budget, CPD and Partnerships

Area	Detail
What Budget and/or Resources do you need to achieve your action plan?	<ul style="list-style-type: none"> • Replenish music resources. • Access to minibus to transport children to events when appropriate. • Time!
What CPD might be required to achieve your action plan?	<ul style="list-style-type: none"> • Attending ASONE music conference (19th Nov) which is focussing on progression in music • Attend twilight training from local ASONE representative • Staff meeting time to deliver CPD to school staff
What Partnerships will you put in place to achieve your action plan?	<ul style="list-style-type: none"> • Networking during ASONE conference • Working with ASONE leads to ensure we have full knowledge and access to all the opportunities • Maintain links with Treviglas and begin liaising and working with music lead from Tretherras.
Supporting Documents: This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.	



Budget, CPD and Partnership Prompt:
Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students?
Do children have to share instruments to participate or is there enough equipment for each student to have their own?
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions?
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding?
Does the school provide any additional support through resources to enhance accessibility for children with additional needs?
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department?
Is there a range of instruments within the school, including whole class sets of instruments?
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school?
Is there a designated budget to support music making in school?
Does the music lead undertake music specific CPD every year and access the offer of CPD from the ASONE Music Hub?
Does the music lead share their learning to upskill staff members within their own department or across the school as a result of their CPD attendance?
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision?
Does the school explore opportunities to work in partnership with other schools/ settings?
Does the school have any accreditation for its arts and cultural activity? E.g Music mark membership or artsmark?



Appendix 1 – Useful Resources for Teachers.

Useful Resources for Schools

- [ASONE | ASONE Hub \(asoneperform.com\)](https://www.asoneperform.com) – Cornwall's Music Hub
- Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>
- Classroom 100 – 100 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom100.org/login>
- BBC 10 Pieces – High quality resources for Primary and Secondary schools [BBC Ten Pieces \(www.bbc.co.uk/tenpieces\)](http://www.bbc.co.uk/tenpieces)
- Sing Up – Vocal resources for your school [Sing Up - Love learning, start singing](http://www.singup.org) www.singup.org (annual membership required)
- Charanga – Digital music teaching resource (annual membership required, currently subsidised by ASONE)
- Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning. www.outoftheark.co.uk www.outoftheark.co.uk
- Musical Futures – A wide collection of resources to help deliver music in the classroom www.musicalfutures.org
- Garage Band – Apple's leading digital music-making tool www.apple.com/mac/garageband
- Music Mark – The National Association for Music Education www.musicmark.org.uk
- The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music www.ism.org
- Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. www.musicalcontexts.co.uk
- Musician of the Month – subscription required [Musician of the Month - Primary School Music Resources](#)



Appendix 2 – Primary Music Lead – Subject Knowledge & Skill Audit & CPD Suggestion

Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					Cornet: Beginner at Newquay Brass for all. Flute Grade 5. Recorder. Ukulele: confident in a number of chords and songs. Singing: Sing with Cornwall music teacher's choir.
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					We have used recorders and Glockenspiels in classroom lessons
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons					I have led small choirs, year groups and whole school in singing. Focusing on warmups and learning new songs.



Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
Preparing children for performance: What is your understanding of concert preparation and stage etiquette					Ensuring children are feeling confident and have been warmed up sufficiently. Learning and teaching songs in a timely fashion to a proficient concert standard. Rehearsing how to stand before the performance and even practise performances.
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					I am confident to improvise with instruments and my voice to model to children and build their confidence.
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					I feel confident to encourage children to try new things including improvising in their musical learning. Model how children can do this and asking them on how they might improve.
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					I can compose short pieces; however, I am still building my confidence in knowledge of notation.
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme					I have led lessons in composition based on a classical piece of music. Allowing children to create their own pieces and perform then to each other.



Area of Knowledge, Skill or Understanding Primary Schools using a mix of specialist and non-specialist	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
Arranging Skills (class): Your ability to arrange pieces for students using classroom instruments.					This is something I have not yet had the opportunity to do yet.
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					This is something I have not yet had the opportunity to do yet.
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students					I have a musical background having played a musical instrument from an early age, however sometimes I lack the confidence in my own knowledge and ability when it comes to notation.
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					I have been leading the school choir at St Columb minor for the last 2 years. I am now leading whole school weekly singing assemblies.
The Inter-related Dimensions of Music: Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e. performance, improvisation, composition, listening etc.					I have a musical background having played a musical instrument from an early age, however sometimes I lack the confidence in my own knowledge and ability when it comes to notation and the inter-related dimensions of music.
Using apps in teaching					This is an area for development.



Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted Note any training needs
	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	
Primary Schools using a mix of specialist and non-specialist					
Making video recordings for performances/ assessment					This is done on iPads.
Making audio recordings for performances/ assessment					This is done on iPads.
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century					This is an area for development.
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					I feel confident in my knowledge of popular music.
Traditional Music: British and other traditions.					I confident in my knowledge of traditional music.
Music from other cultures and places: Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					This is an area of development, and this is also a target for our school.