



SCHOOL MUSIC STRATEGIC PLAN

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

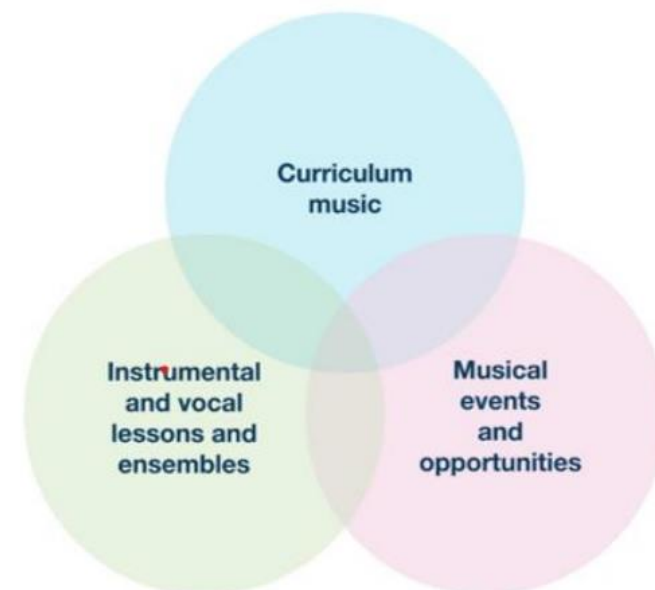
School Name: Trevisker

Local Music hub: ASONE Perform

Music Lead: Megan Goncalves

Music Specialist (if applicable)

Headteacher: Jules Jenkin





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 Major 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				
<p>Trevisker uses units from Charanga and Sing Up as a spine for our music curriculum. Cross- curricular links with a range of subjects, including history, science and dance encourage learning connections. Wider curriculum subjects, including music, are taught equally throughout the academic year, therefore time is allocated appropriately.</p>				

Further Evaluation Detail

The Foundation Stage curriculum, Music National Curriculum and Music Skills Progression documents are used when curriculum music is planned.

Teachers plan and teach their own units using a variety of resources including: Charanga, Sing Up, BBC Schools Radio and their own expertise and enthusiasm. Music units are planned strategically using small steps, with previous knowledge and skills as the entry point and the unit composite as the exit point. Singing and musical vocabulary are the golden threads which are woven into all music lessons and weekly singing assemblies for the whole school.

Space is allocated on a timetable for music lessons. Music planning is overseen by the music lead to ensure progression, quality and to support subject knowledge. Music is inclusive for all pupils, with adaptations and scaffolding where appropriate.

Action Plan: Curriculum

Area	Set your school some actions here		Review Date	Status
Curriculum	1	Strengthen the curriculum further with planned progression of vocabulary/CPD to upskills teachers/planning for musical teaching through knowledge organisers	Summer 2025	
	2	Ensure children understand their next steps for progression in music through oracy.	Summer 2025	
	3	Ensure good progress is backed up with evidence in the form of pupil comments and videos of music making	Spring 2025	

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: Securing				
Further Evaluation Detail	<p>Children at Trevisker School have many opportunities to learn about music and a variety of instruments during their time with us. We pride ourselves on providing the children with musical experiences both in and outside of school. We have woven ties with the community and are really focussing on having the opportunity to welcome in local singers and songwriters.</p> <p>Y3-Y6 Choir: The children have the opportunity to sing together. The choir are involved with many events throughout the year within our community including Christmas lantern parade performance and St Piran's Day Sea Shanty performance.</p>			



Every year group has the opportunity to perform to an audience multiple times throughout the year to provide that experience for every pupil. This includes, KS1 Nativity and KS2 Summer Musical.

We hold regular teacher led afterschool clubs such as Singing, Musical Theatre, and Music Makers. Our club offers change throughout the year.

Every Wednesday a singing assembly is held, in which our school Choir supports the school in learning new songs and improving their performance.

Peripatetic music lessons are facilitated and encouraged at the school. Children have weekly lessons from approved teachers and will have the opportunity to perform at various occasions throughout the year.

Action Plan: Co-Curriculum

Area	Set your school some actions here		Review Date	Status
Co-curriculum	1	Develop links with local secondary schools to create the opportunity for a wider range of musical activities and experiences, in addition to the ASONE music hub.	Summer 2025	
	2	Explore further opportunities for children to sing and participate in musical opportunities beyond their music lessons within school.	Summer 2025	
	3		Summer 2025	

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
Musical 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). 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 	<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. 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



			<p>encourages students to join Rocksteady.</p> <ul style="list-style-type: none"> • Students benefit from interactions with those working in the profession. 	<p>service so that progression routes can be signposted meaningfully</p>
<p>Our curriculum best fit is: Securing</p>				
<p>Further Evaluation Detail</p>	<p>Children at Trevisker School enjoy a variety of musical experiences and opportunities.</p> <p>Singing in assembly: Through weekly singing assemblies, the whole school are taught songs which create sense of belonging and purpose, include preparation for events within the school community in addition to local community and beyond. These songs are then sung in assemblies, and community, throughout the year.</p> <p>Music listening takes place within curriculum music, in addition to assemblies and during the school day. The music listening ensures breadth of genres and period of music through history.</p> <p>Often, during creative lessons, a variety of music styles will be played, enriching the exposure to all forms of music throughout their journey through our school.</p> <p>All children who learn a musical instrument will have the opportunity to perform to their peers during assemblies throughout the year when appropriate.</p> <p>This year we are introducing ‘Tuesday Tunes’ where music is also played at breaktimes (weather permitting) and singing and dancing is enjoyed by the children.</p> <p>Throughout the year, we invite professional and amateur musicians to school to widen the children’s experiences of listening to live music. This year we are fortunate to have Falmouth Gospel Choir in to support the children’s learning and education of Black History Month.</p> <p>Music ambassadors and leading School Councillors represent music within the school organising events and are beginning to lead with ideas and initiatives within the whole school and being involved with events working with other children.</p> <p>Where possible, we get involved with events organised by ASONE Perform.</p>			



Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review Date	Status
Musical Events and Opportunities	1	Take part in ASONE events throughout the year.	Summer 2025	
	2	Invite more real life musicians in to promote an positive culture around pursuin music further.	Summer 2025	
	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 • Create a working music room • Access to minibus to transport children to events when appropriate. • Time



<p>What CPD might be required to achieve your action plan?</p>	<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
<p>What Partnerships will you put in place to achieve your action plan?</p>	<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 • Liaising and working with music leads from Tretherras and Treviglas
<p>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.</p>	



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 \(asoneperform.com\)](http://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 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	
Your Performance skills: Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					Piano – Very Basic chords Recorder – Very Basic Can read sheet music
Performance Skills Classroom Instruments: Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					Keyboard, percussion. Demonstration, limited accompaniment
Singing: What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons					Somewhat confident and happy to deliver singing throughout school and in the community. Experience in the techniques of singing and vocal work within primary school context.



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					
Preparing children for performance: What is your understanding of concert preparation and stage etiquette					As a previous performer, I am confident in understanding how to prepare the children for a performance and how to have stage etiquette.
Improvisation: Your ability to improvise using the instruments/voice used in your scheme?					With the use of our scheme, I feel I can improvise well in singing units. Percussion units I would be fairly confident with too.
Leading Improvisation: How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					Through CPD throughout the year, I know I can gain more confidence in this area.
Your Composing Skills: To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					I would be able to compose short pieces for groups if provided plenty of notice and time to practice.
Composing in the Classroom: Your ability to teach, lead and encourage your students to compose in your scheme					I feel confident following the Trevisker music overview and the different schemes we use to support this.

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be honest &
help others.**

STRENGTH
WISDOM
COURAGE

Kernow Learning





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.					Within the parameters of primary school music and percussion instruments – some.
Arranging For School Ensembles: Your ability to arrange pieces for wider school ensembles					I have the basic knowledge and feel I could do it provided I was given plenty of notice and time to practice myself.
Notation: The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students					I am able to read sheet music and would be able to pass this skill onto pupils.
Conducting/Directing Ensembles in the Classroom or School: Please indicate your own skill and experience.					I have been happy to lead music assemblies for the past year and am continuing on working on my confidence with this.
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.					I believe that throughout my years of performing, I have embedded this knowledge enough to be able to teach it confidently within my classroom.



performance, improvisation, composition, listening etc.					
Using apps in teaching					I like to encourage the children to use apps such as garage band, but I have not perfected the use of these myself just yet.
Area of Knowledge, Skill or Understanding	Level of Knowledge, Skill or Understanding				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
Primary Schools using a mix of specialist and non-specialist	Limited	Some but lacking confidence	Some with confidence	Substantial: area of expertise	Note any training needs
Making video recordings for performances/ assessment					Happy to turn these into QR codes too so the children can access them quickly through an iPad.
Making audio recordings for performances/ assessment					If I don't have to digitally manipulate them!
Western Art Music: Renaissance, Baroque, Classical, Romantic, 20th Century					
Popular Music: Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
Traditional Music: British and other traditions.					
Music from other cultures and places: Indian					

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be honest &
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STRENGTH
WISDOM
COURAGE

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subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					
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