

A Vision for Music at East Herrington Primary Academy

Overarching Vision

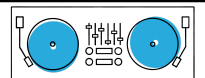
Our vision for a music curriculum is to focus on providing a high-quality provision to nurture a lifelong love of music among all students. At the heart of this vision is the belief that singing should be foundational in every school, serving as a core element in fostering musical appreciation and expression. This is closely followed by providing a wide range of musical activities and instruments throughout their time at school.

Ensuring equal access for all children is paramount, with a commitment to offering a diverse range of activities designed to engage and inspire students of varying interests and abilities. This inclusive approach not only supports their mental health and well-being but also provides a platform for them to express their emotions through music.

Central to this vision is the implementation of a wide and varied music curriculum that goes beyond mere skill acquisition. The aim is to cultivate creativity and curiosity, thereby enhancing self-esteem, self-confidence, resilience, and collaborative learning among students. By offering a holistic music education that encourages exploration and experimentation, we are equipping our students with the necessary tools to navigate the complexities of the modern world while appreciating the beauty and power of music.

In essence, our vision for a music curriculum is dedicated to empowering students to discover and develop their musical talents, instilling a lifelong passion for music that transcends the boundaries of the classroom.

Curriculum Aims



The curriculum aims to provide a progressive and inclusive approach, aligning with the school's curriculum to engage our pupils effectively. It enables children to enhance their skills in composing, performing, listening, appraising, improvising, music technology, and singing. Our music lead utilises a variety of tailored resources such as Kapow, Sing Up materials, and Charanga to facilitate teaching. Moreover, the curriculum has been mapped to the Music Model Curriculum by the music lead, ensuring that it meets rigorous standards and best practices. This framework not only supports staff in delivering high-quality music education but also ensures that pupils have a well-rounded learning experience.

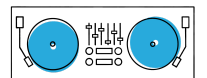
Co-Curricular Aims : Instrumental and vocal lessons and Ensembles

Our school places a strong emphasis on providing high-quality vocal and instrumental lessons and ensembles for our students. With a focus on accessibility, we offer group lessons at an affordable cost with support from the school to ensure that every child who wishes to can enhance their musicianship skills.

Starting from Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), we introduce curriculum lessons, progressing to classroom instrumental lessons in Year 3, 4 and 5. This structured approach aims to identify and nurture children's musical talents, paving the way for those interested to continue into small group lessons. These sessions are conducted by professional musicians, guaranteeing a standard of excellence in music education across all levels.

Enrichment Aims : musical events and opportunities

Enrichment in music education goes beyond the mere acquisition of skills; it aims to cultivate a deep appreciation for music that transcends age barriers. Our focus on musical enrichment includes providing opportunities for students to perform for

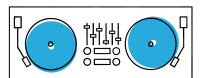


audiences of all ages, thereby honing their confidence and stage presence. We emphasise a diverse range of musical styles and genres to broaden the horizons of our pupils.

At our school, every student has the right to immerse themselves in a plethora of musical experiences both within and outside the school environment, regardless of their age. We promote inclusivity by making these opportunities accessible to all, viewing music as a unifying force that celebrates diversity.

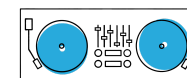
Our commitment to excellence is reflected in the high-quality performances our students deliver in various venues, enriching their cultural capital. We believe in exposing students to live music regularly, fostering their roles as both listeners and participants. This exposure, both in-school and beyond, instils a lifelong love for music and contributes to their holistic development.

Through these initiatives, we aspire to create a vibrant musical community that nurtures talents, fosters creativity, and shapes individuals who appreciate the transformative power of music.

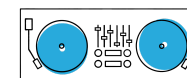


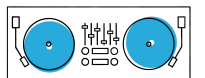
Step 2: Music Development Plan: Self-Assessment

Curriculum Music		
1 = Confident / practice embedded	2 = Underway / in progress	3 = Needs work / key priority
Prompt:	1/2/3	Notes
Is music taught across the school and in every class for an hour a week at Key Stages 1-3?	<u>1/2</u>	
Do you cover all aspects of the national curriculum for music (performing, composing and listening)? Are you/staff underconfident in any particular area?	<u>1</u>	
Do you embed any aspects of the model music curriculum?	<u>2</u>	I have used the MMC to match my progressive music curriculum – the hope is that this will continue to progress not all aspects are covered but key areas have been matched.
Do you know what CPD your staff need? Have you done a skills audit?	<u>2</u>	I haven't done a skills audit but I have 1 member of staff in most year groups who has more musical experience.
Do you have provision for music in EYFS? (Primary specific)	<u>1</u>	Yes – this needs reviewing
Do you have provision for KS 4? (Secondary specific)	<u>N/A</u>	
Is singing embedded in your curriculum?	<u>1</u>	Singing is a key feature to the school curriculum – head teacher is a Music specialist with singing as their specialism
If applicable, are you confident with any external curriculum scheme you use, e.g. Charanga/Sing Up?	<u>1</u>	As a music specialist I have used schemes and adapted and matched our curriculum
Are you able to offer pupils experiences using music technology?	<u>2</u>	We have started this – but this is not consistent yet



Are you confident with assessing/evidencing progression in music?	<u>2</u>	As a specialist I am very confident but this needs transferring to staff – work has been carried out over what should be assessed and this needs further work.
Is your curriculum inclusive? Do you ensure that barriers are removed and all participants’ needs are catered for e.g. SEND, Cared For, EAL, etc.?	<u>1</u>	Yes – all children have access to music – instruments are provided for some children if needed and reasonable adjustments are made as and when required.
Are you including opportunities for Youth Voice in your curriculum design and evaluation? Do you know what the children and young people you work with enjoy musically outside of school and are you catering for this to support them to stay engaged?	<u>1</u>	Singing is a high priority in school with all children having access to high quality provision. The school choir engages in National competitions and encourages performances of a high quality
For primary settings: are you connected with the music lead in the secondary settings the children and young people in your school attend after year 6 to support them with musical transition? For Secondary settings: are you connected with the music lead in the primary schools the children and young people in your settings attend before your setting to support with musical transition?	<u>1</u>	Yes – I have good communication with all secondary music leads and transfer information about pupils before they move to secondary education ensuring continuity of lessons. Previously been involved in concerts with secondary schools to promote music in secondary schools.
<p>Reflect : Key Priorities for this academic year:</p> <ul style="list-style-type: none"> ● Continue to reflect on the MMC and match up to the school’s curriculum ● Continue to refine the curriculum to ensure weekly 1 hour of music ● Further investigate the curriculum to ensure Music technology is embedded ● Continue a programme of CPD for staff teaching music ● Work alongside the EYFs team to provide a more detailed curriculum in EYFS ● Continue to develop and refine assessment within curriculum music for all staff 		





Co-Curricular: Instrumental and Vocal Lessons and Ensembles

1 = Confident / practice embedded

2 = Underway / in progress

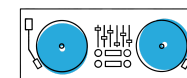
3 = Needs work / key priority

Prompt:

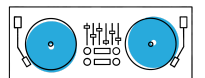
1/2/3

Notes

Do you have a small group or 1:1 instrumental/vocal lesson offer?	<u>1</u>	
Do you have specialist visiting teachers coming into school?	<u>1</u>	
Do you have a clear policy for children who can't afford to pay for small group / instrumental lessons? Is this clearly visible for families?	<u>2</u>	We ensure all pupils have the opportunity and use Pupil premium money to support music tuition for those pupils
Is Pupil Premium funding used to support music provision where appropriate?	<u>1</u>	Yes – for music lessons and trips involving music
Do you have a school choir/vocal ensemble?	<u>1</u>	High standard and achieves very well
Do you offer other extra-curricular opportunities do you offer?	<u>1</u>	Rock band is offered and dance clubs are offered as extra curricular
Is there a dedicated space in school where children can practice / have instrumental lessons?	<u>1</u>	Yes – this needs renovating but we have a very tight budget at present



Is your co-curricular offer inclusive? Are barriers removed to ensure all can participate?	<u>1</u>	All children have equal access to music provision
Do you have a plan to ensure progression from curriculum music lessons to co-curricular activity is relevant and accessible?	<u>2</u>	A bit more work on how the communication route for this is progressed
Do you have a plan to ensure progression and signposting from in school co-curricular activity to city wide ensembles/activity happens?	<u>2</u>	At primary this is limited.
<p>Reflect : Key Priorities for this academic year:</p> <ul style="list-style-type: none"> • Continue to strive to promote music lessons for all pupils and ensure routes to this are communicated • Review the musical instrumental offer in place for our students ensuring it is a combination of what pupils want and also achieving a high quality musical offer. 		



Enrichment: Musical Events and Opportunities

1 = Confident / practice embedded

2 = Underway / in progress

3 = Needs work / key priority

Prompt:

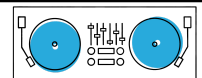
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Notes

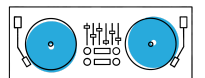
Do your pupils take part in performance opportunities at school?	<u>1</u>	<u>Lots</u>
Do your pupils take part in performance opportunities outside of school?	<u>1</u>	
Do your children get the opportunity to see/hear live performances?	<u>1</u>	
Do you know about any children who take part in musical activities outside of school?	<u>2</u>	
Are you able to signpost children to musical activities outside of school (for example via the music hub)?	<u>1</u>	
Do you have strong partnerships with local/regional organisations to support the breadth of your offer?	<u>1</u>	

Reflect : Key Priorities for this academic year:

- Continue to strive for excellence with the choir
- Continue to provide musical experiences both in and out of school for all children



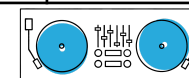
- **Continue to build networks and engage with outside of school opportunities to enable school to signpost this for parents**



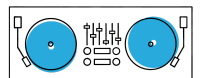
Step 3 - Music Development Plan: Plan of Action

Reflecting on the findings from the audit create an action plan that develops your school's music offer realistically over the next academic year and addresses gaps you have identified in the three priority areas.

Curriculum Music					
Action	Resourcing/next steps:	Staff Responsible	Priority (1-3 / 1=high)	Completion Date	Review Date
<ul style="list-style-type: none"> Continue to reflect on the MMC and match up to the school's curriculum 	<ul style="list-style-type: none"> Music lead to work on refining documentation and use support from Sing up as well as the other resources in school Staff meeting time to develop skills Check for progression of skills and ensure staff can see the documentation needed to show prior learning 	NH	2	Dec 2024	May 2025
<ul style="list-style-type: none"> Continue to refine the curriculum to ensure weekly 1 hour of music 	<ul style="list-style-type: none"> Look at all timetables and the assembly and singing practice timetable ensuring 1 hour is fulfilled monitor that this is embedded into timetables 	NH and class teachers to deliver this	2	Sept 2024	May 2025
<ul style="list-style-type: none"> Further investigate the curriculum to ensure Music technology is embedded 	<ul style="list-style-type: none"> Seek external support from Chris Little Staff to use new phones to record work by pupils Pupils to be in charge of own recording Investigate if any computer programmes need to supplement the curriculum 	NH	2	Dec 2025	May 2025

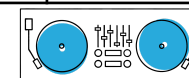


<ul style="list-style-type: none"> ● Continue a programme of CPD for staff teaching music 	<ul style="list-style-type: none"> ● Local authority offer of CPD for individual staff ● Staff meeting time for staff teaching music 	NH	2	April 2025	May 2025
<ul style="list-style-type: none"> ● Work alongside the EYFS team to provide a more detailed curriculum in EYFS 	<ul style="list-style-type: none"> ● In partnership with EYFS colleagues develop their music offer ● List of nursery rhymes songs that must be taught ● Skill progression to be completed for all pupils 	NH and EYFS team	1	April 2025	May 2025
<ul style="list-style-type: none"> ● Continue to develop and refine assessment within curriculum music for all staff 	<ul style="list-style-type: none"> ● Each scheme of work to have key assessment points ● Key vocabulary to be shared and understood ● Clear assessment criteria which is progressive and builds upon skills ● Central area on shared drive to keep a copy of work and use as a benchmark for further assessment purposes 	NH	1	April 2025	May 2025



Co-Curricular Music					
Action	Resourcing/next steps:	Staff Responsible	Priority (1-3 / 1=high)	Completion Date	Review Date
<ul style="list-style-type: none"> Continue to strive to promote music lessons for all pupils and ensure routes to this are communicated 	<ul style="list-style-type: none"> Communication map in school to be promoted and routes for progression easily accessible Regular updates for parents Regular analysis of payments and support for parents 	NH	2	May 2025	May 2025
<ul style="list-style-type: none"> Review the musical instrumental offer in place for our students ensuring it is a combination of what pupils want and also achieving a high-quality musical offer 	<ul style="list-style-type: none"> Survey for children Musical listening repertoire to enhance the instruments in school to offer more than just drums and guitar – widen musical repertoire Performances from children to highlight these instruments Continue to engage with Sunderland music hub 	NH	3	May 2025	May 2025

Enrichment: Musical Events and Opportunities					
Action	Resourcing/next steps:	Staff Responsible	Priority (1-3 / 1=high)	Completion Date	Review Date
<ul style="list-style-type: none"> Continue to strive for excellence with the choir 	<ul style="list-style-type: none"> Twice weekly practices All children can attend 	NH	2	May 2025	May 2025



	<ul style="list-style-type: none"> ● High quality pieces of music – investigate new music and genres ● Singing in at least two parts ● Looking for top quality venues – MFY and Barnardo’s national competition 				
<ul style="list-style-type: none"> ● Continue to provide musical experiences both in and out of school for all children 	<ul style="list-style-type: none"> ● Concerts and assemblies in school ● Children to play music in assemblies ● Take part in all local events offered by Music hub ● Fundraising at concerts to support transport costs for trips and events 	NH	2	May 2025	May 2025
<ul style="list-style-type: none"> ● Continue to build networks and engage with outside of school opportunities to enable school to signpost this for parents 	<ul style="list-style-type: none"> ● Surveys for parents/ children ● Links with Music hub for further information ● Investigate local area and offers of clubs and events taking place ● Put links to Sunderland Music hub upon school website 	NH	3	May 2025	May 2025

