

Curriculum Three Year Strategic Plan

<p><b>Subject: Music</b></p>	<p><b>Subject Leader: Mary Brooke</b></p>	<p><b>Local music hub: Trafford Music Service (TMS)</b></p>	<p><b>Date: July 2024</b></p>
<p><b>Curriculum music: (aligned to MMC)</b>  <b>TMS:</b> whole class instrumental sessions developing a range of musical skills and understanding (14 weeks for KS1, 10 weeks for KS2)  <b>Kapow:</b> class teacher lead composition and appraisal unit  <b>Music of the half term:</b> listening and appraising music from a variety of genres and cultural pieces in class  <b>Singing assemblies:</b> bi-weekly singing in key stages, learning a variety of progressive singing styles</p>		<p><b>Co-curricular music:</b>  <b>Junior choir:</b> in school KS2 choir  <b>TMS:</b> 1-2-1 violin and guitar lessons  <b>TMS:</b> small group music technology session  <b>Keyboard Squad:</b> 1-2-1 and small group keyboard lessons (subsidised places available)  <b>Rocksteady Music School:</b> 9 rock band sessions (subsidised places available)</p> <p><i>Pupils and parents are regularly provided with information on external music lesson/ensemble opportunities available through TMS.</i></p>	
<p><b>Musical experiences:</b>  <b>TMS:</b> Year 3 singing festival at the Waterside Theatre (perform to an audience)  <b>Young Voices:</b> Year 5  <b>Choir:</b> perform at school events (Christmas and Summer fairs), opportunities to sing with other choirs as organised by TMS (external venue to an audience), Bridgewater Hall  <b>Festive performance:</b> KS2 perform a variety of songs together to parents in an external venue with opportunities for children to perform on instruments (solo or in groups)  <b>Year 6 Leavers' Assembly:</b> Performing music of their choice to parents and carers  <b>Nursery:</b> Musical Theatre Visit</p>		<p><b>Further information:</b>  <b>TMS</b> - <a href="https://www.traffordmusicservice.co.uk/">https://www.traffordmusicservice.co.uk/</a>  <b>Keyboard squad</b> – <a href="https://www.musicsquad.co.uk/">https://www.musicsquad.co.uk/</a>  <b>Rocksteady Music School</b> - <a href="https://www.rocksteadymusicschool.com/">https://www.rocksteadymusicschool.com/</a></p>	
<p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• Whole school music framework in place</li> <li>• Music partially taught by specialists from Trafford Music Service and their aligned framework</li> <li>• Music of the Half Term and balance of internal and external provisions ensures music has a high profile across the academic year</li> <li>• Strong culture of music across school</li> <li>• Singing Assemblies with variety and progressive challenge in both Key Stages</li> <li>• Enthusiastic, confident and competent subject lead</li> <li>• Clear progression from Foundation Stage</li> <li>• Children are passionate and speak enthusiastically and knowledgably about music</li> <li>• Use of Kapow supports teacher CPD.</li> </ul>		<p><b>Areas for Development:</b></p> <ul style="list-style-type: none"> <li>• Further clarity on progression in singing when working in Key Stages</li> <li>• Staff CPD: focussed on implementation and the use of technology for composition, notation and improvisation</li> <li>• Further develop wider opportunities for performing and listening to live music: opportunities to engage in wider experiences through school: e.g. singing, plays and musicals</li> <li>• Evidencing of formative assessment (including from specialist provider)</li> <li>• Development of moderation across school and in time the trust</li> <li>• Review/audit the instruments in school and assess quality and fit for the curriculum</li> </ul>	

<ul style="list-style-type: none"> <li>• Extensive variety of individual and group instrumental lessons across the key stages, using a mixture of specialist providers.</li> <li>• Robust formative assessment</li> </ul>	
---	--

School Performance Matrix:

Future Key Priorities		
2024 - 25	2025 - 26	2026-27
<u>Framework documentation (intent)</u> <ul style="list-style-type: none"> <li>• Monitor that provision is fully embedded and fully aligned with framework (new staff and staff year group changes)</li> <li>• Use staff feedback to provide support and clarification with Kapow units</li> <li>• MB to continue to review TMS planning units against school framework.</li> </ul>	<u>Framework documentation (intent)</u> <ul style="list-style-type: none"> <li>• Ongoing monitoring that provision is fully embedded and fully aligned with framework</li> </ul>	<u>Framework documentation (intent)</u> <ul style="list-style-type: none"> <li>• Ongoing monitoring that provision is fully embedded and fully aligned with framework</li> </ul>
<u>Formative Assessment &amp; Moderation</u> <ul style="list-style-type: none"> <li>• Analysis of impact of formative assessment to impact longer term plans and CPD.</li> <li>• Working alongside TMS to further align assessment procedures</li> </ul>	<u>Assessment &amp; Moderation</u> <ul style="list-style-type: none"> <li>• Maintaining and embedding alignment of assessment processes</li> <li>• Beginning to work across trust to develop consistent expectations of attainment</li> </ul>	<u>Formative Assessment</u> <ul style="list-style-type: none"> <li>• Develop and embed trust relationships to ensure robust moderation process in music</li> </ul>
<u>Wider Live Music Experiences</u> <ul style="list-style-type: none"> <li>• Children engaging in performing and experiencing live music outside of the school setting</li> <li>• Develop further links with TMS to further enhance opportunities in place</li> <li>• Ensure appropriate opportunities are available for SEN and PP children across the key stages.</li> <li>• Reach out to local secondary schools and ex-pupils to develop aspirational opportunities to experience live music</li> </ul>	<u>Wider Live Music Experiences</u> <ul style="list-style-type: none"> <li>• Review and adjust live music opportunities based on experiences in previous year.</li> <li>• Continue to develop and enhance links with musicians in our area</li> </ul>	<u>Wider Live Music Experiences</u> <ul style="list-style-type: none"> <li>• Continue to review and optimise opportunities for pupils</li> </ul>

Staff Professional Learning Plan		
2024 - 25	2025 - 26	2026-27
<u>Whole Staff</u> <ul style="list-style-type: none"> <li>• CPD based on staff feedback– especially in the use of technology for making and recording music. Work with TMS for additional support on this CPD</li> </ul>	<u>Whole Staff</u> <ul style="list-style-type: none"> <li>• Upskill greater number of KS1 staff in leading singing</li> <li>• Training and support in moderation of music assessment</li> </ul>	<u>Whole Staff</u> <ul style="list-style-type: none"> <li>• Extend moderation across trust</li> </ul>
<u>Individual Staff</u> <ul style="list-style-type: none"> <li>• Bespoke support for new staff/those changing year groups in implementation of framework.</li> <li>• Subject lead to continue attendance of Trafford Music Network</li> </ul>	<u>Individual Staff</u> <ul style="list-style-type: none"> <li>• Bespoke support for new staff/those changing year groups in implementation of framework.</li> </ul>	<u>Individual Staff</u> <ul style="list-style-type: none"> <li>• Individual/Year group support in moderation</li> </ul>

