Transform

Music Development Plan

Transform Music Statement

At Transform, we understand the importance of a strong music curriculum and education for all children. Music is a universal language which enables all children to express themselves creatively. A high-quality music education will engage and inspire children to develop a love of music as well as their talent as musicians. It will also increase self-confidence, creativity and a sense of achievement. A high-quality music education is inclusive and has equitable access for all children. It reflects the diversity within our schools and wider communities.

We are committed to supporting our schools to develop music education. This will take the form of CPD, a music PLC and organising opportunities for performances.

Trust Performances:

Existing: Performing Arts Festivals

Every year, there will be Winter and Summer Transform Performing Arts Festivals. The Winter Festival will bring all Trust schools together. The Summer Festival will take place over 2 days – one in Derby and one in Nottingham. Schools will sign up to perform at these festivals an element of performing arts of their choosing: singing, dancing, drama, or instrumental. At these festivals children will perform to their peers. The festivals are organised by a committee of teaching staff from across the Trust.

New for 2023-24: Transform Choir

The Transform Choir will be formed by bringing together singing groups from each Trust school to perform a concert at a central venue. The local music hubs are joining together to lead CPD, for music leads, around how to teach the songs. Further CPD will be available throughout the year to support music leads. Parents will be invited to watch the final performance.

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
1. Curriculum provision	All schools have a music curriculum – monitored as part of the Partnership Review process. A range of schemes are used across the Trust, including Charanga, Music Express All schools have a named Music Lead	All children in Transform to have access to 1 hour of music teaching week – this can be made up of: whole school singing assemblies, whole class teacher-led music lessons, whole class instrumental lessons. School music curriculums to the QA'd yearly with support given to develop them. The new Transform Music PLC will support with leadership development and provide opportunities for networking.		
2. Whole class instrumental teaching	/21 schools have whole class instrumental lessons in at least 1 year group	All schools to have whole class instrumental in at least 1 year group.	Music Hubs to offer and provide whole class instrumental teaching.	
3. Access to lessons across a range of instruments and voice	/21 schools have access to a range of instrumental lessons	All schools to have an offer of instrumental teaching beyond the whole class instrumental lessons	Music Hubs to signpost possible peripatetic music teachers. Music Hubs to	
4. Develop a school vocal ensemble (choir)	/21 schools have a school vocal ensemble	All schools to have a vocal ensemble/choir led by confident choir leads. All schools to be part of the Transform Choir performing together.	Choir leaders are supported with CPD from the Music Hub to build their knowledge and confidence of teaching singing.	

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
5. Develop a school ensemble/band/group	/21 schools have a school ensemble/band/group	All schools to have a school ensemble/band/group.	Music Hub to support schools with setting up a school ensemble/band/group.	
6. Provide space for rehearsals and individual practice	/21 schools have spaces for rehearsals and individual practice	All schools to have identified spaces in school for rehearsals and individual practice.		
7. Develop a termly performance	/21 schools have at least 1 performance a year /21 schools have at least 1 performance a year Two Performing Arts Festivals (Winter and Summer). Some school choirs performing at children's awards events.	All schools to attend the twice-yearly Transform Performing Arts Festivals. All schools to attend the Transform Choir performance. All schools to produce a termly musical performance.	Choir leaders are supported with CPD from the Music Hub to build their knowledge and confidence of teaching singing.	
8. Provide opportunities to enjoy live performances at least once a year	/21 schools provide opportunities for children to enjoy live performances at least once a year	All schools to attend the twice-yearly Transform Performing Arts Festivals – watching their Transform peers perform.	5 Nottingham schools involved in the Cultural Capital project. Music Hubs to signpost opportunities for live performances.	

Transform Trust specific requirements	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
Quality Resource sharing	Music PLCs to be established from September 2023	Establish a Trust resource bank/Team with regular updates to signpost key resources and opportunities for children	Sharing of resources with Transform Links	
Sharing of best practice/bespoke support for schools	Informal support as requested for subject leadership from school improvement team	Identification of strong music leads (with regular QA as part of Partnership Reviews and SIT work) to offer support for other leads Music leads to share examples of best practice during PLCs Bespoke support to be facilitated by the SIT for schools	Identified music leads to access hub CPD and feed back to other leaders	
Quality assurance of Music Development in all schools	Music plans checked as part of ongoing generic QA Some Music leads undergo quality assurance as part of internal and external review	Quality assurance of all Music Curriculum Plans to be carried out by SIT as part of website reviews once yearly Plans shared during PLCs Music focus during P. Reviews? Music Development Plans to be quality assured by SIT annually		
Professional development	Music PLCs established from September 2023 Schools have accessed their own Music CPD as required	Music PLCs to happen 3 x yearly Links with local Music Hubs and providers to be signposted Bespoke support from in-school experts	Music Hub CPD to be signposted. Hubs to provide Transform SIT with information	

Transform

Ravensdale Junior School
Music Development Plan

school music provision			Hub Support	
1. Curriculum provision	Use of Charanga scheme across school to support teaching of music. Music lead to support teachers and pupils across school.	All classes to have 1 hour music lessons each week which can include singing assemblies as well as whole-class teaching. All teachers are confident in teaching with charanga and using this resource to assess students' attainment in music.		Charanga implemented across school. Singing assemblies support curriculum delivery. Continue to develop staff confidence and monitor progression and assessment in music.
2. Whole class instrumental teaching	Wider opportunities teach instrumental lessons to all year 4 children (currently clarinet).	Maintain this provision in year 4 with the possibility to open this up across more year groups.		Year 4 pupils continue to access whole-class clarinet lessons through Derbyshire Music Hub. Explore opportunities to extend whole-class instrumental provision to other year groups.
3. Access to lessons across a range of instruments and voice	All children have the opportunity to access peripatetic lessons on a range of instruments (string, woodwind, piano).	Offer a further range of peripatetic lessons (e.g. brass and vocal) to offer more choice for students.	Music Hubs to signpost possible peripatetic music teachers.	Rocksteady and peripatetic lessons continue to provide opportunities for pupils. Increase awareness of available instrumental and vocal tuition through parent communication.
4. Develop a school/vocal ensemble	Singing assembly once a week where all children join in to sing together. Opportunity for children to join the school choir to sing in the Christmas performance, during community action week and the annual Transform perfomance.	To grow the school choir to have more opportunities to perform throughout the year, including opportunities to perform outside of school (e.g. to the local community). To raise the profile of the school choir to encourage more children to join in.		The school choir continues to perform at events including Transform Choir, Christmas productions and community performances, providing valuable opportunities for pupils to develop confidence and performance skills. Continue to raise the profile of the choir, increase participation and expand performance opportunities within school and the local community.

DfE features of high-quality school music provision	Current provision	Planned development over the next 2 years	Possible Music Hub Support	Progress/What's next?
5. Develop a school ensemble/band/group	Rocksteady in school weekly to give children the opportunity to sing/play in an ensemble/band.	Create more opportunities for children who play instruments/sing to join together in an ensemble (other than rocksteady). Introduce a school band/ensemble as an after school club or lunchtime club.	Music Hub to support schools with setting up a school ensemble/band/group.	Weekly singing assemblies provide opportunities for all pupils to sing and explore key themes, celebrations and cultures throughout the year. Our Composer of the Half Term programme builds cultural capital through a four-year cycle, exposing pupils to 28 different composers by the end of Year 6. Continue to strengthen links between singing assemblies, Composer of the Half Term and the wider music curriculum**.**
6. Provide space for rehearsals and individual practice	Currently, music lessons are taking place in the assistant heads office or the community room	Create a space more suited to music-potentially with instruments/stands set up. This would keep the library free to stay as a designated reading space.		Music teaching currently takes place in shared spaces. Review available areas within school and identify opportunities for a more permanent music teaching and rehearsal space.
7. Develop a termly performance	All pupils in years 3-5 take part in the Christmas performance each year. Pupils who attend rocksteady take part in a termly concert to pupils and parents.	Create termly opportunities for children to perform their instruments to peers/parents (including those who have lessons outside of school and in school). E.g. summer concert/talent shows to celebrate their musical skills.		Pupils perform through Christmas productions, choir events, Rocksteady concerts, and the Winter Arts Festival. Develop further opportunities for termly informal performances to peers and parents.
8. Provide opportunities to enjoy live	Children are able to listen to their peers perform at Christmas	Provide opportunities for children to enjoy high quality musical	Music Hubs to signpost opportunities	Pupils access live performances through Rocksteady events, Transform performances, pantomime visits, and Derbyshire Music Hub opportunities. Continue to seek local professional

Transform

Music Development Plan

Guidance for completing your School Music Development Plan.

The National Plan for Music Education states that the key features of high-quality music provision are:

1. Curriculum provision

Do we have timetabled curriculum time of at least one hour each week of the school year for key stages 1 & 2
The sequencing of the curriculum from the youngest to the oldest pupils in your school – does the music lead understand the building blocks of music learning?
Who delivers the curriculum – a music specialist or class teachers – do they need any support to develop their music education, knowledge and skills?
Are the 4 key areas of music, as stated in the Model Music Curriculum, Singing, Performing, Composing/Improvising and Listening all regularly covered in the curriculum?
How well is the curriculum resourced? What is lacking?
Are networking and CPD opportunities for teachers to develop their skills and knowledge taken up?
How is music technology used by pupils in creative music-making?
Do pupils experience a wide variety of musical styles and genres including diverse repertoire from across the world.

2. Whole class instrumental teaching

Which year groups have this tuition known as Wider Opps or WCET?
Who delivers it?
How does the progression of musical skills document from all DDMP deliverers feed into curriculum mapping for music?
What reasonable adjustments are made to ensure every child can access the programme?
Do classroom teachers take part in these sessions – great CPD for them?
What happens to pupils who want to continue learning? How can barriers to this learning be removed?

3. Access to instrumental/vocal lessons – large group, small group or 1 to 1

What instruments are taught other than whole class?
Are at least 2 instruments from different musical families taught?
How is the work of these teachers advertised to pupils and parents?
How is the quality of these teachers' work ensured in your school?
How do you ensure that all pupils can access musical opportunities in school?
Can Pupil Premium funding be used to remove financial barriers to instrumental/vocal learning for eligible pupils?

4. Develop a school/vocal ensemble

Who has the expertise in your school to lead a choir? Do they need any CPD to develop their skills?
If there is no-one to lead this work, how could you develop this area of music provision? For example, specialist from the music hub
Does your choir rehearse weekly or just at specific times of the year?
Does your choir perform music from a variety of different styles? For example, musical theatre, gospel, choral, music from different countries?

5. Develop a school ensemble/band/group

How does the music-making in these activities complement school music curriculum provision?
Does the music the pupils learn to play in these groups show effective planning which represents diversity of musical genres and cultures?
What percentage of the school population are involved in choirs and ensembles in school?
Are there many opportunities for pupils to perform to each other and parents?

6. Provide space for rehearsals and individual practice

Are visiting instrumental teachers able to access an appropriate space to teach in?
If pupils cannot take instruments home, where can they practise in school?
What storage space for instruments is available in school?

7. Develop a termly performance

What performance opportunities are there for pupils to take part in?
Do these performance opportunities cater for whole class, large group, small group and individual performances?
Do you use performing spaces outside of school?
Do you join with other schools for performances? For example, within Transform Trust or a local secondary school?

8. Provide opportunities to enjoy live performances at least once a year

What planned experiences in school take place?
What external opportunities to hear live music being performed – small or large scale, visitors, secondary pupils, visiting instrumental teachers, parents, school trips?