



PRIMARY Schools Music Education Plan (SMEP)

Music Development Lead/Associate

2024-25

School	Dartington C of E Academy	Date	13 th September 2024
Music Development Lead/Associate	Anthony Chamberlain		
School representative(s)	Jake Jones and Rebecca Matthews		
SMEP self-evaluation judgement from school	PLATINUM / GOLD / SILVER / BRONZE		
SMEP self-evaluation judgement from Music Lead/Associate	PLATINUM / GOLD / SILVER / BRONZE		

1. Who teaches curriculum music lessons?

<ul style="list-style-type: none"> Jake Jones and Rebecca Matthews music subject leaders. Many class teachers.
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2. Who is the assigned Music Co-ordinator/Music Subject Lead? Is there a named governor, or SLT member championing Music?

<ul style="list-style-type: none"> JJ and RM MSLs Support from the HT. Support from the MAT.

3. How is music timetabled weekly? What form does this take?

<p>At least 1 hour a week in all years.</p> <p>Outside of classroom activities include weekly music assemblies, seasonal performances, choir, peripatetic demonstrations, weekly ukulele club, opportunities provided through DEMH.</p>
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4. How is musical progression assessed and evidenced? What is the impact of musical learning? How do you know?

<ul style="list-style-type: none"> In 2023-24, this was the main focus of the two MSLs. Through various CPD opportunities and discussions with music professionals/ subject leads, they have decided to assess music lessons formatively using live and developmental feedback with judicious use of summative assessment to check on the overall effectiveness of the curriculum where relevant. Using Charanga, Charanga's Model Music Curriculum and Sing Up! schemes of work with some additional planning of their own, MSLs developed their own scheme of work for Dartington C of E Academy that has since been shared and adapted to many of the schools in the Learning Academy Partnership Trust. Regular 'Pupil Voice' sessions to summarise classroom music lessons and attainment. Class teachers update working walls within their classrooms to ensure progression and objectives (enquiry questions) are achieved or developed.
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5. How do you use pupil voice to inform your music making?

<ul style="list-style-type: none"> Encouraging pupils to identify what they would like to know more about in music. Pupil voice used regularly to further engage children in music making E.G. CT converted a graphic notation of a class creative project into 'real notation'. Children were thrilled and indicated they are hungry to know more.
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Classification: UNCLASSIFIED

Additionally, children are able to request appropriate songs within music clubs such as choir and ukulele songs.

- Child perform and demonstrate their music learning from their peripatetic lessons in the weekly music assembly to showcase their skills and practice.
- Regular 'Pupil Voice' sessions to summarise classroom music lessons and attainment. This is then considered when planning and adapting the curriculum.

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6. What does musical provision look like in Early Years? How is the progression monitored into Year 1?

JJ is EYs trained and already getting KS1 responding to skills and knowledge base acquired in Reception.

- Creating music to fit a story scenario exploring nature of sound effects with appropriate timbres and textures.
- Using voice and classroom instruments.
- Recording ideas on the whiteboard/paper – graphic notation.
- Singing songs.
- Music in the provision. Children are encourage to communicate and socialise through music.

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7. What provision is there for singing? Is there a regular whole school (or phase) singing opportunity? Is there a school choir? Is there a regular accessible music opportunity (in relation to SEND)?

- In class
- In weekly music assemblies
- Choir
- Seasonal performances for all children and our local community ie. Local church.

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8. What instrumental tuition and/or extra-curricular instrumental ensemble opportunities are available and when do they take place? Is there a regular accessible music opportunity (in relation to SEND)?

WCET

- Using Charanga, MMC and Sing Up!: assorted percussion, glockenspiel, recorders, ukuleles and violins.

VMTs each week

- Guitar/ Ukulele
- Recorders/ Clarinet
- Piano/keyboard
- Violin
- Drum kit
- Vocal (singing)
- Rocksteady Band

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9. How do you ensure inclusivity within your music provision, including instrumental and singing provision described above? How do you ensure all children are catered for? Do all children remain in the lessons for the majority of the time each week? Are children allowed to leave other subjects for music tuition?

- All SEND pupils in the mainstream lessons.
- Support offered where this can become difficult for some children such as LSA support, targeting from CTs, visual aids where needed.
- Children are allowed to leave regular timetabled lessons to attend peripatetic tuition lessons.

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10. Which external music organisations regularly work in the school? Who are the organisations and what is their remit? Which partnerships are most successful and why? Do the children have opportunities to access live musical experiences?

- DEMH – organised workshops eg BSO Exeter performance, SoundWaves Take Art EY childhood music, Music Mix Festival
- Kip Pratt – previously taught percussion and glockenspiels and, last year, violins to Year 5.
- Torbay Symphony Orchestra
- Totnes Progressive School drama and music Year 6 workshop

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11. How does the school link with Devon & Torbay Music Education Hubs and hub partner organisations?

- Close working with previous MDLs (Ben VanWeede)
- CPD
- Newsletters
- Website
- SMEP follow ups
- Music Mark Membership
- Charanga

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12. What do you feel the Hub does well, and what would you like to see from the Hub moving forward?

- The school appreciates the MDL support particularly over the last 18 months.
- The Music Mix event is such a wonderful experience for both staff and children but we were unable to attend due to funding and travel constraints.

13. How have you adapted your provision to account for COVID-19 guidelines? Is there any specific support you would like around this issue?

Currently not applicable.

14. How often are there musical performance opportunities for your children?

- Seasonal festivals.
- In weekly assembly.
- Within class with WCET.
- Performances to parents eg. Rocksteady band, half-termly curriculum open afternoons.

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15. How is music used in cross-curricular work, to support the curriculum across the school?

- Music linked cross-curricular when relevant ie. Geography, History, Art.

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16. How is technology used to enhance musical learning?

- In some units, children log-in to Charanga accounts to record and produce music.

What are your CPD requests and what support would be useful for the subject leader?

- MSLS currently offering support to CT colleagues who are low in confidence regarding music through Incremental Coaching. Will let MDL know if extra support is needed.

Follow up action points and ways forward:

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Signed by Music Lead/Associate

Date

_____ Jake Jones _____ Becky Mathews _____

_____ 13/09/24 _____

Signed by School Representative

Date

_____ Anthony Chamberlain _____

_____ 16/09/24 _____