

NMPAT/Northamptonshire Music Education Hub – Audit of primary school music provision

Focusing

Developing

Establishing

Enhancing

In addition:

In addition:

In addition:

<p>Subject Leadership</p> <ul style="list-style-type: none"> ○ Assigned music subject leader in place ○ A whole school music policy in place 	<p>Subject Leadership</p> <ul style="list-style-type: none"> ○ With musical skills and a grasp of curriculum issues having attended subject leadership training. Links with the music hub 	<p>Subject Leadership</p> <ul style="list-style-type: none"> ○ With experience, vision, understanding of curriculum issues and best practice and is able to support and offer guidance to teachers across the school ○ Leads whole school music making opportunities confidently ○ Regularly attends networking meetings ○ Music lessons included in SLT annual observation schedule ○ Outcomes inform strategic planning ○ Actively seeks and benefits from the support of both governors and parents. 	<p>Subject Leadership</p> <ul style="list-style-type: none"> ○ Is inspirational and well qualified with a vision and passion for music making, a real understanding of curriculum issues and best practice, and is able to support and guide teachers across the school ○ Leads whole school music making opportunities, eliciting high standards from pupils. Engages with and / or leads CPD opportunities and/or network meetings in/out of school and supports other schools ○ SLT lesson observation and monitoring visits informed by Ofsted music guidance materials (for senior leaders) and inform whole school strategic planning ○ Governors are strategic and parents pro-active in their support for music
<p>The music curriculum</p> <ul style="list-style-type: none"> ○ National curriculum music taught every week at KS1 (min. 30mins) and KS2 (min. 45 mins) ○ Rely on a published scheme ○ Singing opportunities arise from our published scheme and also feature in some assemblies 	<p>The music curriculum</p> <ul style="list-style-type: none"> ○ Supplements published scheme with additional resources e.g. songs, chants etc. ○ Singing is well established in lessons and is an important part of whole school assemblies ○ KS2 'First Access' instrumental teaching delivered by a specialist or external provider for one term 	<p>The music curriculum</p> <ul style="list-style-type: none"> ○ Use the framework of an established scheme but interchange or develop our own materials to link with e.g. our topic cycle ○ Singing features regularly in a range of school contexts ○ KS2 'First Access' instrumental teaching is delivered either by a highly skilled teacher or by an external provider 	<p>The music curriculum</p> <ul style="list-style-type: none"> ○ Have developed a progressive curriculum, and enjoy creating new materials and resources, matching them to our topics and the needs and interests of our pupils ○ Have a singing strategy that ensures that singing flourishes in a variety of contexts across the school ○ KS2 First Access' instrumental teaching is well established, integrated into the curriculum and popular ○ Provision is made for pupils to continue with tuition if they wish and retention rates are impressive
<p>Extra curricular music making</p> <ul style="list-style-type: none"> ○ None established 	<p>Extra curricular music making</p> <ul style="list-style-type: none"> ○ A small school choir rehearses regularly and performs at school events 	<p>Extra curricular music making</p> <ul style="list-style-type: none"> ○ A school choir is well established and popular performing regularly in school and / or local events ○ Extra curricular instrumental group established 	<p>Extra curricular music making</p> <ul style="list-style-type: none"> ○ School choir and instrumental ensembles are well established, well attended, popular and perform regularly in a variety of school and community contexts
<p>Teachers</p> <p>EITHER:</p> <ul style="list-style-type: none"> ○ Teachers are generally challenged by music and struggle to plan, initiate and develop activities in class. <p>OR</p> <ul style="list-style-type: none"> ○ Music delivered through PPA time by an enthusiastic TA or teacher 	<p>Teachers</p> <p>EITHER:</p> <ul style="list-style-type: none"> ○ Some teachers have attended CPD and are more confident in planning, initiating and developing activities in class. <p>OR</p> <ul style="list-style-type: none"> ○ Music delivered through PPA time using a TA or recommended teacher with good musical skills 	<p>Teachers</p> <p>EITHER:</p> <ul style="list-style-type: none"> ○ Strong subject leadership ensures that teachers are generally well supported, and/or provide 'in house' CPD to support planning, initiating and development of activities and elicit a quality response. <p>OR:</p> <ul style="list-style-type: none"> ○ Music is delivered by the subject leader or other specialist music teacher across the school. 	<p>Teachers</p> <p>EITHER:</p> <ul style="list-style-type: none"> ○ Strong subject leadership and a targeted programme of CPD ensures that teachers understand how to engage, initiate and develop activities and elicit the most musical outcomes. <p>OR</p> <ul style="list-style-type: none"> ○ Music is delivered by a inspirational, qualified and creative subject leader or specialist music teacher who teaches across the school.
<p>Pupils</p> <ul style="list-style-type: none"> ○ Pupils engage but are held back by a lack of musical skills and understanding. ○ At KS2 a small number of pupils learn instruments and form the 'backbone' of assembly and concert music 	<p>Pupils</p> <ul style="list-style-type: none"> ○ Pupils respond enthusiastically but are held back by underdeveloped musical skills and understanding ○ A core of enthusiastic pupils participate in extra curricular groups 	<p>Pupils</p> <ul style="list-style-type: none"> ○ Pupils show a willingness to become increasingly involved in music developing increasing fluency and musical understanding ○ Growing numbers opt to take part in extra curricular groups 	<p>Pupils</p> <ul style="list-style-type: none"> ○ Pupils demonstrate high levels of musical skills and musical understanding ○ They commit themselves to music making, devoting time to acquiring skills even when this means a temporary loss of contact with music's expressive import ○ Large numbers take part in a range of extra curricular groups
<p>Resources spaces</p> <ul style="list-style-type: none"> ○ Varied selection of un-pitched percussion instruments and a small number of pitched instruments available ○ Some instruments are in need of repair ○ Books: a published scheme of work along with a small selection of class and assembly song books and CDs 	<p>Resources</p> <ul style="list-style-type: none"> ○ Additional sound makers and a small number of xylophones, glockenspiels and keyboards available ○ A set of instruments for use in 'First Access' instrumental lessons ○ Books: a small selection of a selection of song books (including multi cultural song books), a small selection of supplementary curriculum resource books ○ Use the web to access music 	<p>Resources</p> <ul style="list-style-type: none"> ○ Additional instruments from different cultures, a set of xylophones and glockenspiels and keyboards. ○ Books: A wide range of supplementary resource books available including cross curricular and multi-cultural publications ○ Use an increasing range of web based resources and sites, commercial CD ROMs and recording equipment 	<p>Resources</p> <ul style="list-style-type: none"> ○ Whole class sets of xylophones, glockenspiels and keyboards are available ○ Subscription to targeted web-resources, tablets, musical apps and sequencing programmes ○ Discrete music teaching area / room
<p>Partnership working</p> <ul style="list-style-type: none"> ○ Some instrumental tuition provided 	<p>Partnership working</p> <ul style="list-style-type: none"> ○ Instrumental tuition and leadership for ensembles provided by the local music hub or other delivery partner ○ Occasional use of amateurs e.g. for themed days / weeks 	<p>Partnership working</p> <ul style="list-style-type: none"> ○ Work closely with our local music hub or other delivery partner to develop instrumental tuition and use experts to lead ensemble work ○ Regularly employ amateurs for our themed days / Arts weeks and cluster singing days 	<p>Partnership working</p> <ul style="list-style-type: none"> ○ Strong links with our local music hub or other delivery partner, working closely to develop instrumental tuition, diversify the range of ensembles available and employ expert ensemble leaders ○ Devise projects and employ amateurs for themed days/Arts weeks, cluster singing days etc. ○ Enrich singing days by securing leaders with a proven record of excellence ○ Always open to involvement with all music projects.