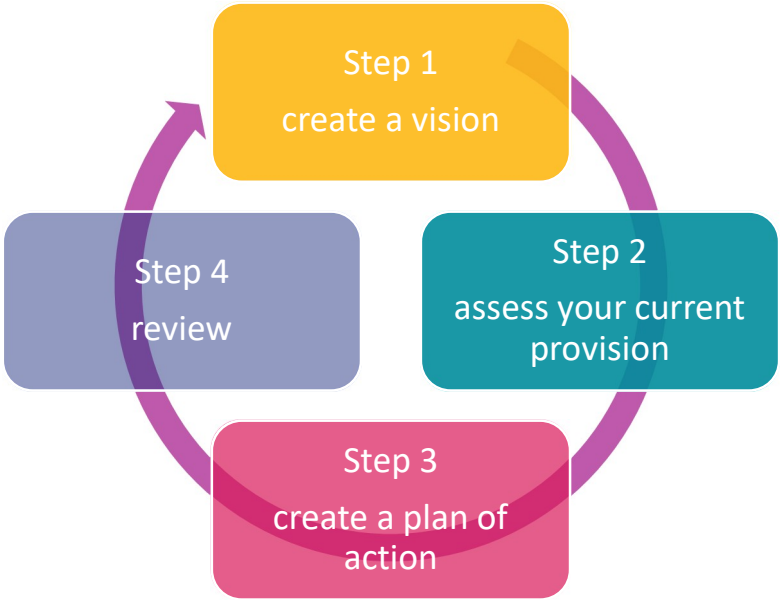
Music Development Plan

Developing Music in your Secondary School - A Self-Assessment Document

About this self-assessment document

This resource has been written by Kent Music to support Kent schools as part of our Curriculum Support offer. The aim, of this document is to provide an opportunity for reflection of your current music provision and an opportunity to plan and develop your school music vision. The refreshed National Plan for Music Education, published in June 2022 recommends all schools have a Music Development Plan in place to show their ongoing commitment to the development of music in their school.
Its intended audience is Headteachers, Senior Leadership Teams and School Music Leads.



How to use this document

Step 1: In collaboration with your school/department establish your vision for music

Step 2: Using the music provision self-assessment table, assess your current provision thinking about your newly created vision. Source evidence to back up your findings.

Step 3: Write a plan of action to identify how you will achieve your vision from your current position. How will you address the gaps in your provision?

Step 4: Review the impact the strategy has had on music in school and adjust your vision when necessary.

STEP ONE – CREATING A VISION FOR MUSIC IN YOUR SCHOOL

What is a vision

In the busy day-to-day life of a Music department, it can be difficult to see beyond the demands of teaching your classes, dealing with students and colleagues, and managing administrative tasks. However, it is essential that you find time to step back and look at the bigger picture and spend some time reflecting on your current position and thinking about where you see your department in the future.
The decision that you make will become the vision for your department.

Why is it important

A vision allows your department to work towards the same goal. This can often be a challenge in a music department as there are often so many areas of focus. If you lead a team, it's beneficial to complete this process together because it not only provides you with different opinions and ideas but also creates a more supportive environment where staff are invested in the long-term vision. If you have sole responsibility for music you may benefit from collaborating or linking with another school. Your Music Education Hub can help you to facilitate this if you don't know where to start. If that is not possible or you prefer to work independently then a vision will help you to keep track of your goals and progress towards them.

It's important to consider your school's ethos and vision when completing your departmental plans so that your vision aligns with the school's overall aims.

Things to consider when creating your vision

What do you think the purpose of studying music is?
How do you want your pupils to be changed by music?
What is your ultimate goal?
How does your department contribute to the school ethos?
How do you envisage all elements of musical provision working together: 1-1 tuition, small group tuition whole class and curriculum music.

Our vision for Music

Students to strive for excellence within performing, composing and listening by engaging in opportunities to be imaginative, creative and reflective. Students are able to develop cultural literacy through engagement with external agencies and ensembles, as well as being able to develop themselves as world citizens through the exploration of how music is used and celebrated throughout the world.

STEP TWO: MUSIC PROVISION SELF ASSESSMENT

Please use the following checklist to self-assess your school music provision.

For each category decide if your school has achieved Band One, Two or Three. The descriptors have been designed to work in a cumulative way. To meet the requirements for band three you must also meet all those for bands one and two. Additionally, you need to meet all the criteria in a band before you can say it is achieved.

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum.	Yes
		2	The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum.	Yes
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.	No
	Singing	1	There are opportunities for singing throughout KS3 and 4 curriculums.	In progress
		2	Singing is embedded into KS3 schemes of work, including the teaching of healthy singing.	In progress
		3	The school is considered at 'singing school' as it plays an integral role to school life and serves the local community.	No
	Assessment	1	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	Yes
		2	We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons.	Yes
		3	The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	Yes
	Timetabling	1	All curriculum music lessons are timetabled for 60+ minutes.	Yes
		2	Curriculum music in your school has the minimum of one weekly session per year group throughout the year	Yes
		3	All curriculum music lessons take place in a specialised music environment.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition (1-1 and small group)	1	Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition. Opportunities for your pupils to perform in both formal and informal settings on an annual basis.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. Opportunities for your pupils to perform in both formal and informal settings on a termly basis.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Regular opportunities for your pupils to perform in both formal and informal settings, at ie: once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	No
	Instrumental vocal ensemble provision	1	The school provides an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble. The instrumental ensemble is regularly attended by a minimum of 5 pupils. Vocal ensembles are inclusive. Ensembles are led by a competent musician. There is an annual showcase/concert which could be in collaboration with another department.	Yes
		2	The school has more than one instrumental ensemble. The instrumental ensembles are regularly attended by a minimum of 10 pupils. The vocal offer provides opportunities for progression eg: close harmony groups or senior choirs and practises healthy singing. It is planned that the ensembles rehearse and perform a range of styles and genres. There is an opportunity for the ensembles to perform to parents or peers.	In progress
		3	School provides ensemble opportunities that cater for all instruments taught in 1-1 lessons. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. Non-departmental staff take part in rehearsals and concerts alongside pupils or could sing in a staff choir.	In progress

Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff (head of department/lead music teacher) who holds qualifications for music at degree level, not a senior leader who has responsibility for music and advocates for the subject across the school	Yes
		2	In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Yes
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	In progress
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	In progress
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	In progress
		3	Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest.	In progress
	Value of Music	1	Music only plays a small role or no role at all in school life	No
		2	Music occasionally plays a role in school life	No
		3	Music is an important part of everyday life	Yes
	Inclusion	1	Schools signpost learners to KM bursary for 1-1 learning All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	Yes
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.	In progress

			Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.	
	Resources and equipment (physical)	1	There are limited instrumental resources within the school, possibly only a part set of class instruments. The department has access to a limited number of computers/Macs/iPads etc. which may be sourced from/be in another department.	Yes
		2	There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously. There are resources to support the everyday running of the music department including upkeep of instruments. There is a dedicated space for 1-1/small group music tuition within the school.	Yes
		3	The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. The department has a technology suite/studio and if required the expertise for running this space is outsourced (music technician). There are dedicated spaces for 1-1/small group music tuition within the school.	In progress
	Budget	1	There is limited budget for music provision outside of funding from Kent Music that is used to resource the department to deliver curriculum music only.	Yes
		2	The budget (including Kent Music funding/fundraising) is planned to support the delivery of the music curriculum and supports resourcing the school.	Yes
		3	There is a significant budget (including Kent Music funding/fundraising) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	No
	CPD	1	The lead member of staff for music undertakes music specific CPD every year	Yes
		2	The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance.	Yes
		3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Yes
	Partnerships	1	The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings.	Yes

		2	The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings).	Yes
		3	The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation.	In progress

STEP THREE: PLAN OF ACTION

Reflect on your findings from the self-assessment process. Take some time to select between one and four areas for development and however many categories you need to develop which you can detail in the drop-down boxes below.

Create a plan using the table which will support you as you develop your selected areas. This plan could be linked with the School Improvement Plan (SIP) or could be part of your own departmental plans.

If you would like additional support with creating your plan you are welcome to contact your Area Manager. Kent Music also offers a range of free CPD opportunities for music teachers across Kent. Please do visit our website for more information on what courses are on offer.

Area	**Category**	**Actions** *Meaningful tasks that contribute towards achieving the given objective*	**Deadline**	**KPIs/Evaluation Criteria** *Ways of monitoring progress/ achieving your objective*	**RAG**
Curriculum	**Singing**	Planning opportunities to incorporating singing into each unit within year 7 and 8	**July '27**	- One lesson per unit involves an opportunity to sing - Students are actively taking part in singing opportunities - Students understand the basics of safe singing	
School Life and Opportunities	**Pupil Voice**	Introduce students voice to establish which performance opportunities students would want to take part it.	**July '27**	- Conduct student voice 3 times a year to establish performance opportunities that students with to take part in - Keep a record of how the results of the student voice are implemented	
Tuition and Ensembles	**Instrumental Ensemble provision**	Increased participation in existing ensembles, through more advertising and consistency, with the target of 15% of students accessing extra-curricular music	**July '27**	- Increase social media presence of music ensembles - Increase opportunities for ensembles to perform for their peers - Increase communication home for targeted students suggesting ensemble attendance	

STEP FOUR: REVIEW

Once you have had time to work on some of your focus areas, review your original self-assessment and alter bands accordingly based on the improvements you have made over the year.

It is at this point where you can choose to create yourself new targets to support the development of music provision in other areas or continue working towards your current targets if there is still work needed.

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School Life and Opportunities	**Pupil Voice**	Introduce students voice to establish which performance opportunities students would want to take part it.	**July'27**	- Conduct student voice 3 times a year to establish performance opportunities that students with to take part in Keep a record of how the results of the student voice are implemented	**A**
Tuition and Ensembles	**Instrumental Ensemble provision**	Increased participation in existing ensembles, through more advertising and consistency, with the target of 15% of students accessing extra-curricular music	**July '27**	Increased participation in existing ensembles, through more advertising and consistency, with the target of 15% of students accessing extra-curricular music	**A**