

School Music Development Plans (Final v1 Dec 2024)

The National Plan for Music Education (NPME) – *The Power of Music to Change Lives* – requires all schools to have a Music Development Plan in place from September 2023 that sets out how they will deliver high-quality music provision in the three areas of curriculum, co-curriculum, and enrichment opportunities against seven key requirements of the national plan.

Provision of:

* Timetabled music lessons of at least one hour each week of the school year for key stages 1 to 3
* Access to lessons across a range of instruments and voice
* A school choir and/or vocal ensemble(s)
* School ensembles/bands/groups
* Space for rehearsals and individual practice to take place
* Termly performances to share and celebrate curricula and co-curricular success
* Opportunity to enjoy live music performances at least once each year

Music Development Plans should reflect school’s music provision for the given school year and their development plans for subsequent years. The plan should also refer to any existing partnership with their local music hub, other music education organisations and schools that supports the school with music provision.

To help schools/academies to evaluate their music provision and create their Music Development Plans a curriculum audit tool has been developed. The tool provides exemplars of best practice that schools/academies may use to benchmark against, and in doing so, identify potential areas for future developments in their music curriculum.

Curriculum Audit Tool

The music curriculum audit tool defines four areas of best practice that encompass the seven key areas of the national plan:

* Music in the classroom
* Music Beyond the classroom
* Music Leadership
* Music Partnerships

The tool kit exemplifies four levels of progression in each area:

* Emerging Practice
* Developing Practice
* Secure Practice
* Enhanced Practice

**Using the toolkit**

Schools/academies are encouraged to review each of the exemplar statements and highlight which ones best reflects their current position. There is space at the bottom of each grid in the green area for schools/academies to briefly detail evidence they may have to support their judgment. Below this in the grey next steps section schools/academies are encouraged to identify particular development priorities that can also include identify resourcing needs, action owner and timeframes. This information can then be used to inform the development areas in the school/academy Music Development Plan.

School Music Development Plan Template

The Department for Education has provided a template to help schools/academies to record their development plans. This template along with guidance about its use is included in the appendix of this document. Schools/academies may wish to use their own template.

Curriculum Audit Tool

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| **Part 1: Music in the classroom** | | | **Overall Current Rating 1 to 4** |  |
| **Recommendation** | **1. Emerging** | **2. Developing** | **3. Secure** | **4. Enhanced** |
| **Timetabled curriculum music lessons of at least one hour per week take place each term for all students in KS1 to KS3** | *Little or irregular music provision is in place in the classroom.*  *Some students access the curriculum when/where it is provided* | *A timetable of music provision is planned and delivered at some point(s) during the academic year. This may be on a carousel basis and may/may not be for period of up to an hour.*  *Most students access the curriculum when it is planned to take place.* | *A regular weekly timetable of music provision of at least 1 hour per week is established across all required key stages.*  *All students access the music curriculum.* | *A regular timetable of music provision of more than 1 hour per week through the year takes place across required key stages is embedded in the schools curriculum.* |
| **Delivery of a high-quality curriculum that displays appropriate progress and challenge to meet the needs of all pupils** | *Music is delivered on an ad hoc basis.*  *There is inconsistency in the planning and delivery of the curriculum, progress and challenge shown.*  *Some pupils participate in the music curriculum when it is available to them.* | *The Model Music Curriculum is used as a basis for the school’s curriculum.*  *There is a level inconsistency in the planning and delivery of the curriculum, progress and challenge shown.*  *Some students engage in schemes of work that aim to build particular areas of musical knowledge and skills.* | *A progressive and balanced music curriculum that mirrors the requirements of the Model Music Curriculum is in place.*  *The curriculum enables the systematic acquisition, development and applications of musical knowledge and skills.*  *As a result of well-planned and effective teaching, demonstrated by secure, incremental learning of the technical and expressive aspects of music being taught, the majority of pupils make good or better progress.* | *A progressive and balanced music curriculum that extends beyond the requirements of the Model Music Curriculum is in place.*  *The curriculum enables the systematic acquisition, development and applications of musical knowledge and skills.*  *As a result of well-planned and effective teaching, demonstrated by secure, incremental learning of the technical and expressive aspects of music being taught, all pupils make good or better progress.*  *The curriculum involves critical listening to pupils’ musical responses and regular feedback from staff and peers enabling accelerated incremental learning of the technical and expressive aspects of music being planned and taught.* |
| **The provision of Curriculum Resources** | *The schools have a limited supply of curriculum resources such as tunned and untuned classroom percussion instruments.* | *The school has a range of musical instruments and resources to support the delivery of the curriculum that includes some music technology and has a plan to develop this over time to meet the needs of its curriculum.* | *The school has a good range of musical instruments and resources to support the delivery of the curriculum including some world music instruments and music technology such as ipads and computer sequencing applications.*  *A resource needs analysis informs a plan to further enhance the schools curriculum resources needs over time.* | *The school has a board and diverse range of musical instruments and resources from a range of musical cultures and traditions that enhance the delivery of the curriculum including music technology such as ipads, computer sequencing applications, sound capture and manipulation hardware and applications.*  *A resource needs analysis informs a plan to further enhance the schools curriculum resources needs over time* |
| **Evidence**  *Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here* |  |  |  |  |
| **Next Steps** | **Required action?** | **Resources needed?** | **Who will be responsible?** | **Planned completion date?** |
| *Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here*. |  |  |  |  |
| **Review Date:** | **Review Notes:** | | | |
| *Note the outcome of your review of progress made here to inform your next development steps here.* |  | | | |

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| **Part 2: Music beyond the classroom** | | | **Overall Current Rating 1 to 4:** |  |
| **Recommendation** | **Emerging** | **Developing** | **Secure** | **Enhancing** |
| **Provision of instrumental and vocal lessons** | *There are no instrumental or vocal learning opportunities provided in school.*  *The school has little, or no instrumental resource to support learning.* | *There may be some first access/whole class instrumental learning opportunity available for a particular cohort/year group of learners in place or being developed.*  *The school facilitates some small group and/or 121 instrumental/vocal tuition on a limited range of instruments.*  *Pupils and families facing barriers are offered some level of support to engage in musical learning beyond the curriculum.*  *The school have some musical instruments to support instrumental learning and draws upon the support of the Music Hub partners to support the provision of musical instruments.* | *Progression from an established first access programme(s) in school or from feeder schools supports the provision of a range of instrumental/vocal lessons opportunities that meet the needs of most of pupils.*  *The school and/or its chosen provider(s) has a board, balanced and progressive instrumental/vocal curriculum in place that is effectively monitored and quality assured.*  *Pupils who play instruments have regular opportunities to use their instruments in curriculum lessons.*  *Remission arrangements remove access barriers for most instrumental/vocal learners.*  *The school operates an assisted purchase scheme to support parents/carers in their purchase of instruments for their children.*  *The school has a good supply of instrumental resources to support learning opportunities and draws upon the support of the Music Hub partners to support the provision of musical instruments.* | *Planed progression pathways from established first access programme(s) in school or from feeder schools supports the provision of a wide range of instrumental/vocal learning opportunities in school. These are enhanced through work with the Music Hub/Service to enable learners access to a full range of instrumental learning opportunities within and beyond school to fully meeting all learner needs.*  *The school and/or its chosen provider(s) of has a board, balanced and progressive instrumental/vocal curriculum in place that is clearly linked to the school core curriculum effectively monitored and quality assured.*  *The school works closely with its Instrumental Learning provider to embed an instrumental/vocal engagement strategy and takes a proactive approach to promote and engage pupils in learning of minority instruments.*  *A well-established learning culture enables pupils use of their instruments to form and integral part of all curriculum lessons in school.*  *The school operates an assisted purchase scheme to support parents/carers in their purchase of instruments for their children.*  *Remissions and other types of funding support effectively promote and enable all pupils who which to play a musical instrument to do so regardless of background or starting point.* |
| **Provision of choirs and vocal ensembles** | *There is no regular school choir or instrumental music group in place.* | *School singing or music groups are formed to support wider musical activity such as school productions on an ad hoc basis.*  *Some pupils participate in choirs and musical group outside of schools operated by the Music Hub/Service Partners or other providers.* | *There is an established vocal and instrumental ensemble offer in place that engage most instrumental/vocal learners.*  *There is some level of progress between levels of the ensemble offer in school. E.g. beginner and intermediate levels of ensemble types.*  *Many pupils participate in choirs and musical group outside of schools operated by the Music Hub/Service Partners or other providers.* | *There is a diverse and progressive range of choirs and ensembles with beginner, intermediate and more advanced offers embedded for pupils.*  *All instrumental/vocal learners participate in school ensemble opportunities.*  *Large numbers of pupils activity engage in ensembles provided by the Music Hub and its partner organisations.*  *Some pupils participate in groups at a regional and national level.* |
| **Provision of teaching, practice, rehearsal & performance space and facilities** | *There is limited or no dedicated space for music teaching or resource storage.*  *The school hall or similar space is available for music making activity when required.* | *There is a space that is shared for music making with other subject areas.*  *The school hall or similar space is available for music making activity when required.*  *Some space for instrumental/ vocal lessons to take place is made available when required.*  *There is no space and/or facility to enable pupils to practice their instruments in school between their lessons each week.*  *There is limited space for the effective storage of instruments & music resources.* | *There are some dedicated areas for music teaching & learning activities and other shared space that are available for rehearsals and performances as required.*  *There are dedicated practice rooms for instrumental/vocal lessons to take place.*  *Practice rooms have keyboards, music stands and mirrors to aid teaching.*  *There is facility and mechanisms in place for some pupils to practice in school between their instrumental lessons each week.*  *There is adequate space to effectively store curriculum and instrumental resources.* | *A range of dedicated fully resourced facilities for music including classroom(s), practice rooms, rehearsal and performance space are in place to support and enhance curricula and cocurricular delivery through the year.*  *There are dedicated facilities for Music Technology such as recording studios, keyboard labs or dedicated computer suites.*  *There is facility and mechanisms in place to enable all pupils who wish to do so to practice in school between their instrumental lessons each week.*  *All resources are effectively stored with appropriate ease of access.* |
| **Live Music Performances opportunities** | *Opportunities for pupils to perform or experience live music performances are limited and/or occur on an ad hoc basis.* | *There are some planned opportunities for pupils to share and celebrate their musical achievements planned through the year.*  *Some Live Music is provided by visiting groups or professionals on an ad hoc basis.*  *The school occasionally organises visits to concerts and events in the local area.* | *Termly performances are held in school assemblies and/or concerts to share and celebrate students’ musical achievements in their curricular and co-curricular lesson activities.*  *The schools enable their pupils and music groups to participate in at least one performance or workshop event outside of school such as local singing festivals or instrumental days organised by the Music Hub or its partners each year.*  *Pupils are signposted to participate in performances opportunities organised by the Music Hub or its partners as a soloist or as ensemble members.*  *All pupils experience at least one live music performance provided by artists in or outside of school each year.*  *.* | *An annual concert series is planned, promoted and delivered throughout the year enabling students to perform to a variety of audiences at school, within the MAT, in the local area, at regional and national festivals.*  *Performances are diverse and musically challenging, displaying a range of musical styles and genres.*  *Pupils are signposted and actively supported to participate in performances opportunities organised by the Music Hub or its partners as a soloist or as ensemble members.*  *All pupils experience at least one live music performance provided by artists in school each term and regular visit to a range of performances in local, regional and national concert venues take place through the year enabling students to experience a diverse range of high quality live music.* |
| **Evidence**  *Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here* |  |  |  |  |
| **Next Steps** | **Required action** | **Resources needed** | **Who will be responsible forthis?** | **Planned completion date** |
| *Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here*. |  |  |  |  |
| **Review Date:** | **Review Notes:** | | | |
| *Note the outcome of your review of progress made here to inform your next development steps here.* |  | | | |

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| **Part 3: Music Leadership** | | | **Overall Current Rating 1 to 4:** |  |
| **Recommendation** | **Emerging** | **Developing** | **Secure** | **Enhancing** |
| **The strategic vision music** | *There is no clear strategy or Development Plan in place for music at present.* | *There is a commitment to the development of music in the school’s leadership and improvement planning that is framed in the schools Music Development plan.* | *The schools Music development Plan details the schools, ambition for its music curriculum offer for all pupils.*  *Curriculum audit activity enables the plan to frame current strengths in provision and identifies development priorities and future resourcing needs.* | *The schools Music development Plan effectively articulates the schools, ambition for its curricula, cocurricular offer and clearly demonstrates that music and the arts are at the heart of the strategic vision and values of the school.*  *An annual cycle of needs analysis alongside regular curriculum audit activity enables the plan to effectively frame current strengths in provision alongside short, medium and long term development priorities and resourcing needs.* |
| **Subject Leadership** | *There is currently no designated subject leader for music.* | *There is a subject lead responsible for music who has some level of musical experience, training, or skills.*    *The subject and/or senior leaders monitors the quality of music teaching & learning and provide feedback to support teachers and development of the school’s music provision.* | *The subject leader responsible for music is a qualified musician.*  *The subject leader is a member of the school’s management team.*  *The subject leader monitors the quality of teaching and learning and uses the information they capture to inform CPD and improvement planning.*  *Music features regularly in the school ‘s improvement plan; it articulates targets for pupils to achieve good musical standards and identifies strategies and resources to enable them to develop and progress musically.*    *The subject lead has some authority to govern the music budget, organise events and commission music provision from the Music Hub Partners and other organisations.*  The subject leader occasionally provides support to other schools in their locality and/or MAT.  *The subject lead attends networking meetings provided by Music Hub partners.* | *There is a subject leader for music is a qualified and experienced musician.*  *The subject leader is a member of the school’s senior leadership team.*  *The subject leader systematically monitors the quality of teaching and learning and uses the information they capture to inform CPD and improvement planning.*  *The place of music in the school, and its relationship with other areas of learning in and out of the curriculum, is prioritised, clear and well-articulated.*    *Clear and appropriate development actions form an integrated part of the school/academies SEF and Improvement plans to enable all pupils to effectively develop and progress musically.*    *The subject lead has autonomy to govern the music budget, to organise events and commission a range of provision to from Music Hub Partners and other organisations.*  The subject leader regularly provides support to other schools in their locality and/or MAT.  *The subject lead activity participates in a variety of networking opportunities provided by the Music Hub Partners, MATs/Federations and school locality groups.* |
| **Training for staff delivering music (CPD)** | *There is little planned CPD provided for staff in school, but opportunities available from the Music hub may be accessed on an ad hoc basis.* | *The school takes advantage of CPD opportunities provided by Music Hub Partners and other providers to ensure that teachers are aware of the latest developments and innovations in music education.* | *Quality assurance and performance management processes inform effective training and development planning for subject teachers.*  *There is a clear commitment to supporting and providing CPD opportunities for all staff that teach music that has a positive impact on the quality of pupils’ learning and achievements.* | *Quality assurance and performance management process inform effective training and development planning for subject teachers.*  *CPD training is provided on a regular basis for all staff who deliver music and there is a consistent approach to observation and feedback is regularly provided and taken on board.*    *The school works with other schools in their MAT or learning consortia and through Hub organised activities to share good practice and ensure consistently high standards of music delivery in every aspect of the school* |
| **Evidence**  *Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here* |  |  |  |  |
| **Next Steps** | **Required action** | **Resources needed** | **Who will be responsible for this?** | **Planned completion date** |
| *Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here*. |  |  |  |  |
| **Review Date:** | **Review Notes:** | | | |
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| ***Part 4:* Music Partnerships** | | | **Overall Current Rating 1 to 4:** |  |
| **Recommendation** | **Emerging** | **Developing** | **Secure** | **Enhancing** |
| **Engagement with the Music Hub, its Partners, and Schools to support and enhance the provision of musical opportunities available to pupils.** | *The school does not currently engage with the Music Hub or its partners to support or enhance its music provision.*  *The school occasionally works with other schools in their locality and/or MAT to support or enhance its music provision.* | *The school is aware of event opportunities provided by the Music Hub and its Partners and engages with them on an ad hoc basis to support or enhance its music provision.*    *The school works with other schools in their locality and/or MAT to support or enhance particular aspects of its music provision.* | *The school works with the Music Hub and its Partners to provide some opportunities to support and enhance its provision such as: instrumental/vocal lessons, curriculum support, Music Therapy, music groups & ensembles Instrumental/vocal workshops days and large scale performance events.*  *The school regularly works with other schools in their locality and/or MAT to support or enhance music provision.* | *The school regularly works with the Music Hub and its Partners to provide a range of opportunities to support and enhance its provision such as: instrumental/vocal lessons, curriculum support, Music Therapy, music groups & ensembles Instrumental/vocal workshops days and large scale performance events*  *The school regularly works with other schools in their locality and/or MAT to support or enhance music provision and is a leader in creating and supporting musical opportunities for schools and pupils in their locality and/or MAT.* |
| **Evidence**  *Detail the key pieces of evidence that support your assessment of your curricula and co-curricular offer here* |  |  |  |  |
| **Next Steps** | **Required action** | **Resources needed** | **Who will be responsible for this?** | **Planned completion date** |
| *Detail the actions you will take to develop your curricula and co-curricular provision in response to your audit here*. |  |  |  |  |
| **Review Date:** | **Review Notes:** | | | |
| *Note the outcome of your review of progress made here to inform your next development steps here.* |  | | | |

**Appendix 1**

**Department for Education Music Development Plan summary****:  
[*insert school name*]**

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| All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.  This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education/):   * timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3 * access to lessons across a range of instruments, and voice * a school choir or vocal ensemble * a school ensemble, band or group * space for rehearsals and individual practice * a termly school performance * opportunity to enjoy live performance at least once a year   The summary should reflect your school’s music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.  Before publishing your completed summary, delete the advice in this template along with this text box. |

**Overview**

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| **Detail** | **Information** |
| Academic year that this summary covers |  |
| Date this summary was published |  |
| Date this summary will be reviewed |  |
| Name of the school music lead |  |
| Name of school leadership team member with responsibility for music (if different) |  |
| Name of local music hub |  |
| Name of other music education organisation(s) (if partnership in place) |  |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

**Part A: Curriculum music**

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

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| Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](https://www.gov.uk/guidance/what-maintained-schools-must-publish-online) and for [academies and free schools](https://www.gov.uk/guidance/what-academies-free-schools-and-colleges-should-publish-online).  If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.  Also consider including:   * whether your school music curriculum is informed by the [model music curriculum](https://www.gov.uk/government/publications/teaching-music-in-schools) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance. * a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups. * information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.   **For secondary schools**: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary. |

**Part B: Co-curricular music**

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

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| Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.  Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.  Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.  Also consider including:   * what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility). * how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility). * information on where pupils can rehearse or practice individually or in groups.   Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.  **Alternative titles** for Part B could be ‘Extra-curricular music’ or ‘Music tuition, choirs and ensembles’. |

**Part C: Musical experiences**

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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| Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.  For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.  Also consider including:   * charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).   Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.  **Alternative titles** for Part C could be ‘Musical events’ or ‘Musical performances’. |

**In the future**

This is about what the school is planning for subsequent years.

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| Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.  Also consider including:   * any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance. |

**Further information (optional)**

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| Use this space to provide any further information about your school’s music development plan, including links to your local music hub partners, other local music education organisations and contacts.  The Department for Education publishes a [guide for parents and young people](https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.  Your local [music hub](https://www.artscouncil.org.uk/MusicEducationHubs#section-1) should also have a local plan for music education in place from September 2024 that should include useful information.  If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan. |

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