

Bolton Music Service is here to support you in improving the quality of music education in your school. To help you work out the support you might need you can use the following 7 key questions to help you evaluate how well music is delivered in your school, whether all pupils benefit whatever their circumstances, and to what extent your pupils enjoy their musical experiences and make good progress.

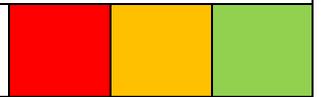
Emerging	Established	Embedded
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<p>Leadership <i>Is there a clear vision and leadership for music in your school? Does your ambition match the national expectation for music in schools?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Head teacher and Governors champion music - Music Coordinator has a clear vision for music and is supported in her/his role - Curriculum documents clearly linked to National Curriculum and MMC - There are high expectations for all pupils 	<p>Self-review notes:</p> <ul style="list-style-type: none"> • Music teaching is at least good and this is evidenced through performance management observations and triangulated monitoring and evaluation: audio evidence, pupil voice, planning assessment, pupil performance, GM network meetings • Triangulated monitoring and evaluation using data analysis, progress tracker and pupil voice shows progress is consistent and good. This is completed half-termly. • Outcomes from monitoring and evaluation are shared with the Curriculum Lead and reported to governors. • Continually review the music assessment tracker based on musical skills and knowledge. • Update the music Impact Plan termly to share with SLT and governors. Complete the annual mini SEF which informs next steps for the preceding academic year and links with the SDP. • Reflect upon the progression documents for children from EYFS to Year 6 showcasing tangible examples that can be discussed. • Progression document completed showing the skills and knowledge taught from EYFS to Year detailing the progression across the school. • Medium Term Plans are completed clearly linked to the National Curriculum and MMC. • Cultural Capital overview is completed for the year outlining opportunities for all year groups to enrich their school experience with regards to music. • Assessment approaches are a combination of recorded digital evidence and teacher judgement. Formative assessment takes place in every lesson. 			
<p>Supporting the Workforce <i>Who delivers music in your school? How do you know whether this is being delivered well? Are there any teachers in need of support? What is provided in terms of CPD?</i></p>				
<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music is given adequate time in the timetable - All teachers who deliver music are confident to deliver the music curriculum - Pupils enjoy music lessons - Effective monitoring of teaching and learning - Staff CPD needs are identified and support is provided 	<p>Self-review notes:</p> <ul style="list-style-type: none"> • Music teaching is at least good and this is evidenced through performance management observations and triangulated monitoring: audio evidence, pupil voice, planning assessment, pupil performance, GM network meetings • All classes receive 50 minutes weekly lesson • Lower and upper school alternate singing assemblies on a fortnightly basis – children learn songs for assembly/special occasions linked to P.S.H.E. • Triangulated monitoring and evaluation using data analysis, progress tracker and pupil voice shows progress is consistent and good. This is completed termly. • New teacher being mentored by experienced Curriculum Lead. • Coaching for music teacher by Music Subject Lead • Musical Pathways : Wider Opportunities – First Instrumental Access : 			

	<p>Y3 Recorders Y4 Continuation of recorders (Autumn2 term) Recorder Club (Spring2 term) (Summer term)Keyboards skills introduced in Y4/Y5/Y6 music lessons</p> <ul style="list-style-type: none"> • Weekly choir and showcase performances allow children to apply their learning and encourage a real sense of shared emotion, togetherness and co-operation. • Music teacher attends all local & Greater Manchester Hub network meetings to ensure monitoring within the school is consistent. • All pupils enjoy music which is evidenced through pupil voice during termly triangulated monitoring and evaluation • The music teacher attends CPD to further her own music education, training days and courses i.e. Primary network meetings and workshops. The music lead is studying for a Master's Degree in Music Education • Follows a supportive approach helping staff to develop their own confidence and self-esteem in using music cross-curricular i.e. introduce science songs in staff meeting • Staff attend appropriate music courses directed by the music lead • CPD has provided a cross-curricular approach i.e. singing phonics course
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Promoting Progression in Music

Are your schemes of work reviewed regularly? Do they promote year-on-year progression? And how is pupil progress measured?



Quality Characteristics:

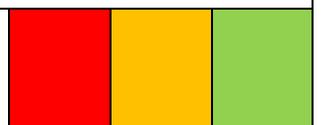
- Music curriculum is sequenced to allow progressive development of learning, skills and knowledge
- Learning objectives are clear and simple and focus on the musical skills, knowledge, and understanding, rather than the activity to be completed.
- Planning considers the needs, experiences and interests of pupils
- All pupils are included
- Assessment procedures help to maintain a clear focus on pupils' musical progression
- Whole class instrumental projects delivered by specialist teachers

Self-review notes:

- Progression document created by the school showing the skills and knowledge taught from EYFS to Year detailing the progression across the school.
- Implementation of the EYFS scheme and the MMC for KS1 and KS2 including some of the recommended repertoire. This is sequenced and allows progressive development of learning, skills and knowledge.
- Opportunities: performing, composing, listening and appraising activities encouraging the love of musical learning. This considers the needs, experiences and interests of pupils.
- Medium term plans bespoke to school, written by the music lead, include musical dimensions running throughout. Cultural capital is a key focus for the school, highlighting the needs, experiences and interests of pupils.
- Build a growing awareness of inter-related dimensions of pitch, duration, tempo, timbre, texture, structure.
- Music scheme written by the music lead building on previous work and achievement making judgements about the quality of music teaching. The school's curriculum is cross referenced matching recommendations in the MMC.
- Triangulated monitoring and evaluation using data analysis, progress tracker and pupil voice shows progress is consistent and good. This is completed termly. This evaluates progression and development of learning and skills.
- Assessment approaches are a combination of recorded digital evidence and teacher judgement. Formative assessment is ongoing and summative assessments are completed half termly. This procedure helps maintain a clear focus on pupils' musical progression.
- Outcomes from monitoring and evaluation are shared with the Curriculum Lead and reported to governors.
- Music Subject Lead to report to governors about the outcomes of music within the school at governors curriculum committee meetings,
- Children with an EHCP come to music lessons with their 1:1 special needs assistant.

Music Beyond the National Curriculum

How do you broaden your pupils' experience of music beyond the National Curriculum e.g. performances, specialist tuition and talent development, live music in school, music clubs/ensembles



Quality Characteristics:

- Weekly whole school or Key Stage singing
- Regular opportunities for pupils to experience live music
- Regular performance opportunities (formal and informal)
- Involvement in local and national projects and events
- Musical pathways are open to all pupils e.g. instrumental tuition, extra-curricular clubs e.g. choirs and ensembles

Self-review notes:

- Musical Pathways : Wider Opportunities – First Instrumental Access : Y3 Recorders
Y4 Continuation of recorders (Autumn2 term) Recorder Club (Spring2 term) (Summer term)
- Keyboards skills introduced in Y4/Y5/Y6 music lessons
- Resources are provided to reflect children's diverse needs i.e. using chime bars instead of Glock or of different complexity i.e. keyboard instead of Glock.
- Parents are invited to take part in musical activities i.e. Christmas singalong and to watch concerts (class showcase), nativities, school productions and GM Hub singing challenge/ Halle/ENO/parents' evening workshops
- Weekly choir and showcase performances allow children to apply their learning and encourage a real sense of shared emotion, togetherness and co-operation. Children perform at external venues, for instance the choir sings at Mill View Nursing Home every Christmas
- Monitoring and evaluation that includes pupil voice – music lead attends all local & Greater Manchester Hub network meetings to ensure monitoring within the school is consistent.
- Y6 musical production.
- Class assemblies
- Special assemblies e.g. Eid, Diwali, Christmas, class assemblies, annual leavers' song etc.
- Weekly Singing Assembly – lower school/upper school learn songs for assembly/special occasions linked to P.S.H.E.
- Experiencing live and recorded performances of professional musicians i.e BBC Ten pieces Rhapsody in Blue George Gershwin and peer groups, ENO Finish This project and opera and ballet workshops over Zoom
- Embed music topic folders encouraging a cross curricular approach. Easy access on the class pages on Charanga for both staff and children.
- WOW weeks when children are off timetable involve children going beyond the Music National Curriculum. For example, children from EYFS to Year 6 composed and performed poems that they set to music linked to a WOW week about Christmas and magical creatures. Children also composed and performed music this linked to a whole school project where each class designed and built a sculpture to create Clarendon's Sculpture Park.

Examples of cultural capital opportunities for music:

- Sign to sing – links to SMSC development and gives children opportunities to learn sign language
- Bolton Music Service recital
- English National Opera Finish This composition project with Year 4
- Year 1 Alice in Wonderland Ballet Workshop
- Year 2 Magic Flute Opera
- Year 3 – 5 Introduction to Opera workshop
- PASS music group
- Start the day the Halle Way
- Rock Kidz

Resources/Investment

Do you provide suitable spaces for musical activity to take place? Is the quality of the musical instruments used reviewed regularly?

**Quality Characteristics:**

- Music is taught in a suitable space

Self-review notes:

- Resources are provided to reflect children's diverse needs i.e. using chime bars instead of Glock or of different complexity i.e. keyboard instead of Glock.

<p>- Instruments are good quality and meet the needs of the curriculum</p> <p>- Resources to support teachers (e.g. published schemes) match the needs of the curriculum</p>	<ul style="list-style-type: none"> • There is a purpose built classroom with access to IWB, notation board, visualizer, recording devices and access to garage band on ipads. • There are a huge range of instruments including tuned and untuned percussion, keyboards, djembe, samba drums, recorders. • The musical instruments are well stocked and enough for every child to use during their music lesson. • All teachers in school have access to Charanga, Out of the Ark and Sing Up. • Children have access to Charanga at home with individual logins to enable and encourage extension and independent music study • Music scheme written by the music teacher builds on previous work and achievement making judgements about the quality of music teaching. The school's scheme is cross referenced matching recommendations in the Model Music Curriculum.
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<p>Partnerships Do you have a productive relationship with your local Music Education Hub (MEH)? Do you draw in musical expertise from outside of school which has a positive impact on your pupils?</p>			
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<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Good relationship with the local Music Education Hub; school accesses support and advice - Music coordinator attends termly network meetings - Involvement in MEH events and projects 	<p>Self-review notes:</p> <ul style="list-style-type: none"> • Music teachers and Subject Lead attend termly music hub network meetings. • Music specialist has worked for the hub and has a good relationship with them. • When opportunities arise, school is keen to involve pupils in MEH projects and events. • No hub teachers work for the school as the school has its own on-site specialist.
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<p>Demonstrating Impact What evidence do you have of the quality of music in your school? Recordings, videos, schemes of work, assessments, programmes of activity, lists of pupils involved etc</p>			
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<p>Quality Characteristics:</p> <ul style="list-style-type: none"> - Music activity is recorded (audio and visual recordings) regularly and evidences skills and progress - Assessment data reflects pupil progress and areas for development - Children with SEN/D are identified and supported (musical pathways) - Children showing potential for musical expertise are supported with additional activities 	<p>Self-review notes:</p> <ul style="list-style-type: none"> • Assessment approaches are a combination of recorded digital evidence and teacher judgement. Formative assessment is ongoing and summative assessments are completed half termly. This procedure helps maintain a clear focus on pupils' musical progression. • Historic recordings are also saved on the school's assessment folder in the digital evidence folder, highlighting the progression through school. • Class context information is used to identify children with SEND and other needs. Music teachers have access to SEND file and one page profiles to ensure all teachers have an understanding of the pupils' individual needs and that they are supported. • Children with an EHCP come to music lessons with their 1:1 special needs assistant.
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