A logo for a music and arts company

Description automatically generated**School Music Development Plan: Statements for Secondary Schools**

The revised National Plan for Music Education ([NPME, 2022](https://www.gov.uk/government/publications/the-power-of-music-to-change-lives-a-national-plan-for-music-education)), also titled ‘The Power of Music to Change Lives,’ was published jointly by the DfE and the DCMS. It states that all schools should have a Music Development Plan in place to show their ongoing commitment to the development of music in their school. The DfE has asked schools to publish a summary of their music development plan on their website before the start of the 2024 to 2025 academic year and update it before the start of each new academic year.

The DfE has provided a [Summary Template](https://www.gov.uk/government/publications/school-music-development-plan-summary-template) for schools to use. The template asks for descriptions of school activity across three categories for current provision and plans for the future:

* Curriculum music
* Co-curricular music
* Musical experiences

Using the DfE guidance CMA has drafted these statements which schools may copy and paste into the DfE template to create a draft plan which can be further edited. The statements describe focussing and developing practice, extending that to meeting the ambitions of the National Plan, and suggestions for enhancements. Where a statement says (e.g….) those are examples for schools to personalise.

**Please feed back any suggestions for changes or additions for improving this guidance for next year.**

As well as meeting the DfE requirement for publishing on your website to let your school community know what is available in your school, you can use your school music development plan to:

* Benchmark your school against DfE expectations and understand what excellent music provision looks like
* Have conversations between music staff and school leadership to decide on the actions for your school
* Identify support available from CMA, which is detailed on our website: [croydonmusicandarts.co.uk](https://www.croydonmusicandarts.co.uk/).
* Provide evidence for a Croydon Arts and Culture School endorsement, Osted Deep Dive and Artsmark
* Complete the data for the annual DfE music provision survey and keep a record of student engagement year on year

CMA is required to ask schools annually for information about their music provision and engagement with the DfE expectations for schools, including the status of their School Music Development Plan. Individual schools are not identified when data for Croydon is shared with the DfE. Schools completing the survey are nominated for school membership of [Music Mark, the UK Association for Music Education](https://www.musicmark.org.uk/join/schools/).

| **Focusing** | **Developing** | **Meeting Aspirations of National Plan** | **Enhancing** |
| --- | --- | --- | --- |
| **Curriculum: Timetabling** | | | |
| Music is taught in a carousel at key stage 3. | Music is timetabled weekly across key stage 3 and available as an option at key stage 4. | Music is timetabled for an hour a week across key stage 3 and available as an option at key stage 4/5. | Music contributes to other lessons (e.g. relationship education, for creative wellbeing) |
| **Curriculum: Planning** | | | |
| Curriculum includes listening and appraising, performing and creating music, singing and use of instruments, and a diversity of genres and traditions. | Lessons incorporate the interests of students.  . | Curriculum has been planned to provide progression based on the Model Music Curriculum..  Students are able to perform expressively and develop musicianship.  Creative music making enhances literacy (e.g. through songwriting, rap). | Curriculum planning reflects the cultural diversity of the school community.  Links are made with other performing and creative arts subjects. |
| **Curriculum: Inclusion and Differentiation** | | | |
| Students engage with music making according to their ability level. | Students with SEND are able to participate and build on their abilities. | All students are able to build on their abilities.  Those showing musical talents have opportunities to demonstrate them in lessons.  Students with SEND are supported by technology, tools and adapted instruments. | Curriculum lessons draw on the skills and talents students have developed in out of school activity. |
| **Curriculum: Classroom Instrumental Learning (CIL)** | | | |
| A range of instruments are used for music making. | Development of instrumental playing (e.g. keyboard, ukulele, guitar, drums) is included in classroom music.  Students are introduced to a range of other musical instruments. | Progression in instrumental playing is embedded across key stage 3 and into key stage 4.  Students are able to discover which instrument(s) they wish to develop alongside vocal and technology music making options. | Students are able to progress and express themselves using their chosen instrument(s) as part of the curriculum at key stage 3 and for their key stage 4/5 options. |
| **Curriculum: Resources** | | | |
| The school has access to some musical instruments.  Computers or tablets can be used to explore recordings and musical software. | The school has a classroom set of tuned and untuned instruments, including keyboards.  Computers or tablets with software are available to capture, manipulate and record compositions through technology.  There are permanent displays supporting the music curriculum. | The school has access to equipment and technology required to fulfil the Model Music Curriculum.  Students have an authentic practical experience when studying a diverse curriculum (e.g. West African drums, rock and pop instruments, music production equipment).  There are breakout rooms for small group composition and performance work.  Displays include diverse role models and exemplary student work. | Alongside comprehensive resources for classroom music, there are resources for students to access informal learning beyond the classroom (e.g. access to practice rooms during break, software for learning at home). |
| **Curriculum: Partnerships** | | | |
| Use is made of resources across the internet (e.g. (e.g. BBC [Bitesize](https://www.bbc.co.uk/bitesize/subjects/z9xhfg8) and [Ten Pieces](https://www.bbc.co.uk/teach/ten-pieces), ABRSM [Classical 100](https://www.classical100.org/login) and [Classroom 200](https://www.classroom200.org/login)) | Curriculum music is enhanced through partner resources (e.g. Charanga, Sing Up)  Our academy chain provides additional support (e.g. CPD, resources). | Through Croydon Music and Arts, our local Music Hub, the school is able to access staff training and development, resources, local partnerships (e.g. London Mozart Players) and links to other schools.  The school contributes to the development of music hub guidance and resources. | The school is recognised for its partnership working (e.g. through Music Mark membership, as a Croydon Arts and Culture *Bronze, Silver, Gold, Platinum* School, as an Arts Council England Artsmark school).  Support is provided to other schools (e.g. through the academy chain, through being a music hub lead school and member of the Croydon Music and Arts Schools Advisory Board) |
| **Curriculum: Assessment and Celebration** | | | |
| Teacher assessment occurs at planned points during the academic year. | Teacher assessment occurs at planned points during the year, using a variety of methods (e.g. written, video, audio), to track student progress.  Students are given the opportunity for self-assessment and peer-assessment.  Students can achieve qualifications in music at key stage 4 (e.g. GCSE, BTEC). | Alongside teacher assessment and student self-assessment in class lessons, the school tracks engagement in co-curricular activity, including those taking part in Croydon Music and Arts activity.  Practice developed at key stage 3 contributes to qualifications at key stage 4/5 (e.g. GCSE, BTEC). | Engagement in enrichment activities is monitored to ensure a large proportion of students engage in music in and out of school.  Students are able to access external certification at key stage 3, (e.g. RSL Star Award with CMA). |
| **Co-curricular Music: Instrumental / Vocal Tuition** | | | |
| Some students learn an instrument out of school with a private tutor.  Students are signposted to learn an instrument through a CMA Star Class. | Small group and individual tuition is available in school (e.g. keyboard, guitar, singing).  Students showing enthusiasm for other instruments in Year 7 are recommended for CMA Star Class provision. | The school encourages choice by facilitating small group and individual tuition in school (e.g. names of instruments, singing).  Students facing barriers are given support to engage (e.g. use of Pupil Premium funding, adapted instruments). | Students having additional lessons use their skills to enhance classroom instrumental learning. |
| **Co-Curricular Music: Choirs** | | | |
| A school choir is formed for specific performance opportunities. | There is a school choir that rehearses weekly.  Repertoire is engaging and diverse. | All students can access a choir which rehearses weekly.  Vocal skills are developed through challenging repertoire which is engaging and diverse. | Vocal performances take place in a variety of settings in the community. |
| **Co-Curricular Music: Instrumental Groups** | | | |
| An ensemble including instrumental playing is formed for specific events. | Musical skills and interests are extended through regular co-curricular activities (e.g. keyboard club, samba band).  Repertoire is engaging and diverse. | The school provides weekly opportunities that develop skills in music making (e.g. guitar club, music production club) and that develop ensemble skills (e.g. jazz band, rock band). | Co-curricular music making activities are designed to meet the interests of students, extend their musical skills and provide leadership opportunities.  Performances take place in a variety of settings in the community. |
| **Musical Experiences: In School** | | | |
| There are occasional performances in assemblies linked to calendar events and at school events. | There are regular opportunities for performances in assemblies and at school events. | Music performance is a prominent part of school life through class and group performances at assemblies and other events.  Events for parents and carers include (e.g. winter show, summer concert, a variety of performance opportunities). | Performance is used to enhance other messages in assemblies and school events. |
| **Musical Experiences: Through Partnerships** | | | |
| Families are signposted to out of school events. | Opportunities are sought to invite musicians to visit school. | All studnets are given the opportunity to access high quality musical performances through visiting musicians and school trips.  Students take part in events with other schools (e.g. Croydon Schools Music Association events). | The school takes a lead role in supporting activities across different schools (e.g. hosting events for primary schools).  Performances take place supporting local community events. |