



Stretton Sugwas

Church of England Academy



"Each bee plays a part in the hive."
 Inspired by 1 Corinthians 12: 12-31



Music Development Plan

How can we help *all* stakeholders at Stretton to "Bee"long, "Bee"lieve in their skills and "Bee"have in a way that helps others?

Scriptural Background: 1 Corinthians 12 v12-31 (NIV)

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ. ¹³For we were all baptized by one Spirit so as to form one body—whether Jews or Gentiles, slave or free—and we were all given the one Spirit to drink. ¹⁴Even so the body is not made up of one part but of many. ¹⁵Now if the foot should say, "Because I am not a hand, I do not belong to the body," it would not for that reason stop being part of the body. ¹⁶And if the ear should say, "Because I am not an eye, I do not belong to the body," it would not for that reason stop being part of the body. ¹⁷If the whole body were an eye, where would the sense of hearing be? If the whole body were an ear, where would the sense of smell be? ¹⁸But in fact God has placed the parts in the body, every one of them, just as he wanted them to be. ¹⁹If they were all one part, where would the body be? ²⁰As it is, there are many parts, but one body. ²¹The eye cannot say to the hand, "I don't need you!" And the head cannot say to the feet, "I don't need you!" ²²On the contrary, those parts of the body that seem to be weaker are indispensable, ²³and the parts that we think are less honourable we treat with special honour. And the parts that are unrepresentable are treated with special modesty, ²⁴while our presentable parts need no special treatment. But God has put the body together, giving greater honour to the parts that lacked it, ²⁵so that there should be no division in the body, but that its parts should have equal concern for each other. ²⁶If one part suffers, every part suffers with it; if one part is honoured, every part rejoices with it. ²⁷Now you are the body of Christ, and each one of you is a part of it. ²⁸And God has placed in the church first of all apostles, second prophets, third teachers, then miracles, then gifts of healing, of helping, of guidance, and of different kinds of tongues. ²⁹Are all apostles? Are all prophets? Are all teachers? Do all work miracles? ³⁰Do all have gifts of healing? Do all speak in tongues? ³¹Do all interpret? ³¹Now eagerly desire the greater gifts.

2023/24 Self- Assessment

Links to music docs on school website: Curriculum Teams Stretton Sugwas Chur	
Links to Government docs: Teaching music in schools - GOV.UK (www.gov.uk)	
Scheme(s) Used: Kapow	Local Music Hub/ Organisations Used: Encore

A: Curriculum Music

Category	Description	Comments
Timetabling	Established- There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision.	Music afternoons and days are used to cover curriculum content if weekly lessons not possible.
Curriculum Design	Established- There is a whole school curriculum in place for music which covers all parts of the National Curriculum.	Solid curriculum planning is in place. Kapow scheme in place.
Assessment	Established- Class teachers record progress using school-wide approach.	Floorbooks used to show evidence and progression. Pollen-8 trackers in place to assess skills and knowledge.

Belong, Believe, Behave. How has our Christian Vision impacted our decision-making today?

Quality of Teaching	Established- Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas.	Staff growing in confidence in teaching music (teaching notation/instruments).
EYFS	Established- Music is regularly planned in to EYFS timetables and is generally of a good standard, though some CPD and support may still be beneficial.	Music plays a fun and regular part of the EYFS provision.
Diversity	Established- Musical themes, artists and genres used show a good level of diversity.	Good range of artists and representation of cultures/genres/gender.
Whole-Class Instruments	Established- Children learn to play an instrument as part of whole class learning during their time in school.	Ocarina and xylophones in Y1/2; Recorders in Y3/4 and ukulele in Y5/6. Samba drums also planned for this year.
Instrumental Duration	Established- Children are given a 'taster' of one or more instruments in whole class lessons which is less than one year in duration.	Increased amount of time given to learning instruments. Encore involved in programme of instrumental learning.

B: Extra-Curricular Music

Category	Description	Comments
Year Group Singing	Established- Children sing together all or most weeks as part of a singing assembly or similar.	Singing assemblies on Thursdays cover range of traditional hymns and worship songs.
Choirs	Established- There is at least one school choir which meets regularly led by a skilled teacher.	Military kids choir; Cathedral concerts; Christmas choirs.
Tuition	Established- Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments.	Guitar, piano and violin available for children. Opportunities in assembly for performances.
Whole-Class Follow-On	Established- There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	Guitar, piano and violin available for children out of class-not in class.
Ensembles	Emerging- There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities.	Opportunities provided in summer term during talent shows.
Inclusion	Established- School finds ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage	Lessons are inclusive. More could be done to increase the participation of children learning an instrument out of class.

Environment	Established- Musical knowledge, themes and skills are given some thought and reference in the school environment.	Music room is well-resourced. More displays and coverage in library planned.
Pupil Leadership Groups	Established- There is a pupil leadership group associated with music in the school.	Story Swarm pupil group involved in developing the creative arts in school.

C: Musical Events

Category	Description	Comments
Hub Participation	Established- There is some level of engagement with local music hub or other partner organisations with occasional participation in local events .	Local specialist music provider now involved with school.
CPD	Established- Music lead has occasional opportunities to access CPD, other staff only rarely.	Local specialist music provider has given CPD and is available for more depending on needs of school.
Links With Other Schools	Established- Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	Concerts at cathedral with other schools. Military choir with other local schools too.
Live Music	Established- There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians.	Young Voices concert. Courtyard performances. Looby Lou workshops.

2023/24 Action Plan Summary

Based on evidence from observations, monitoring or feedback, the top three priorities for this subject area are:	
Priority 1	Explore and embed music scheme, ensuring fidelity and correspondence to progression plans.
Priority 2	Continue to increase opportunities to engage <i>all</i> children in showcasing music.
Priority 3	Explore and embed new assessment routines in music.
Subject Lead: Emma Fisher	
Date: 7/9/23	