

| DfE features of high-quality school music provision | Current provision   | Planned development over the next 2 years   | Possible Music Hub Support  | Progress/What's next?  |
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| 1. Curriculum provision                             | <p>Combination of units planned by music lead and Sing-up.</p> <p>Termly units planned for each year group and taught in either 30 min slots weekly or 1hr fortnightly.</p> <p>30 mins weekly singing/music assemblies lead by music co-ordinator or music specialist</p> | <p>All teachers to be confident in teaching and assessing using the relevant planning for their year group.</p> <p>Assessment procedures for each element of the MMC introduced and implemented so that teachers are confident in assessing.</p>  | <p>Staff meeting on focused on the MMC expectations for upper school.</p> | <p>CF to continue to offer support and training via staff meetings.</p> <p>Assessment procedures introduced.</p>                             |
| 2. Whole class instrumental teaching                | <p>Singing from provided from Derby Cathedral Music in schools programme with Y4 ½ weekly tuition.</p> <p>Class recorder lessons in Y4,5 and 6 using the following schemes:<br/>Sing-Up Y4<br/>Charanga/teacher devised planning – Yrs 5 and 6<br/>Handbells in Y3</p>    | <p>Knowledge of singing to filter through as children receive the tuition to impact on quality of whole school singing and musicianship.</p> <p>The children will become more proficient in recorder playing as they progress through the school.</p> <p>More notes and progressively difficult pieces to be introduced in upper school – full octave by Y6</p> | <p>Derby Cathedral staff provide planning and assessment for singing.</p> | <p>Staff meetings on recorder playing to ensure all teachers are confident in leading the class sessions/ teaching by music specialists.</p> |

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| <p>3. Access to lessons across a range of instruments and voice</p> | <p>Peripatetic teachers for guitar, piano, woodwind and violin</p>   | <p>Encourage more children to take up lessons by making giving them a higher, visible profile in school. Playing in assembly, chamber concerts etc. Offer individual voice lessons.<br/>Advise parents of PP and disadvantaged children that there are financial subsidies available to support them receiving music tuition.</p> | <p>Provide access to additional peripatetic teachers, including for voice.</p>  | <p>Investigate if there is enough interest in additional instruments not currently covered and voice to warrant more peripatetic teachers.</p>   |
| <p>4. Develop a school/vocal ensemble</p>                           | <p>Most singing taught and takes place in assembly.<br/><br/>School choir established and well attended by students across the school.</p> | <p>School choir rehearsing regularly, singing a range of material.</p>  | <p>Advice with repertoire for the choir.</p>  | <p>Introduce part and harmony singing.</p>   |
| <p>5. Develop a school ensemble/band/group</p>                      | <p>Violin and guitar ensembles for children who have group peripatetic lessons.</p>  | <p>Establish a recorder/wind group.</p>   | <p>Support with providing a teacher that can run this after school, as before covid, or suggestions of appropriate music that can be used for the combination of instruments we have.</p> | <p>Investigate the range of instruments and ability of players currently within school.<br/>Look into maybe a guitar or recorder ensemble, if there's not enough variety for an orchestra.</p> |
| <p>6. Provide space for rehearsals and individual practice</p>      | <p>Rainbow, PPA room or library available for 1to1 lessons.<br/>Children take instruments home for own practise.</p>                       | <p>Ensure visiting teachers continue to have access to the spaces to teach in.</p>  |   |  |

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| <p>7. Develop a termly performance</p>  | <p>Y3/4 to perform a concert at Xmas to demonstrate their learning with handbells, recorders and singing.</p> <p>All pupils involved in the whole school carol service, but led by Y5/6.</p> <p>Chamber concert for school choir, orchestra/ensemble individual solos at Easter.</p> <p>Y5/6 joint play in the summer.</p> <p>Y4 termly singing performances for parents</p> | <p>Children to be encouraged to play their instruments to their classes.</p> <p>Those receiving music lessons in school to play regularly in assemblies.</p> | <p>Music hub teachers to support their pupils to prepare for solo opportunities.</p> <p>Provide opportunities for pupils to perform at other events i.e. Rainbows hospice concert.</p> | <p>Share performance expectations with colleagues. Look for additional performance opportunities i.e. singing at Melbourne Hall, links with the cathedral etc.</p> <p>Use of the Parish Church for Xmas and possibly the chamber concert.</p> |
| <p>8. Provide opportunities to enjoy live performances at least once a year</p> | <p>Performances by professional String chamber group, Melbourne Town Band and solo instrumentalists i.e. peripatetic teachers, students.</p>   | <p>Continue to offer live performances from a range of performers, both in and out of school, ideally on a termly basis.</p>                                 | <p>Notification of relevant concerts the children could attend.</p> <p>Advise on any groups of instrumentalists who would be available to perform in school.</p>                       | <p>Investigate additional performers, make links with Chellaston for students to offer recitals. Look for concerts to attend.</p>   |