



Music and Design Development Plan



Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Leadership</p> <ul style="list-style-type: none"> Curriculum needs to be reviewed to ensure all aspects of music are being taught for 1 hour per week. Leadership knowledge of the music curriculum with new adaptations of the model music curriculum. The assessment process of Music needs to be adapted to suit the model music curriculum. <p>Staff</p> <ul style="list-style-type: none"> New staff to be introduced to Charanga and the areas of music we are to focus on. Staff are not consistently teaching music across the year. Vocabulary to be rich and consistent across school. Staff confidence has an effect on this. Use of music technology is limited. <p>Pupils</p> <ul style="list-style-type: none"> Students are not using a rich range of vocabulary in music lessons. Children find composition hard as they are not given the correct tools to do this. Children have a limited experience of music across all year groups especially underrepresented genres and artists. Access to a vocal ensemble. 	<p>What are the essential 'active ingredients' of the intervention?</p> <p>What activities and behaviours will you see when it is working?</p> <p>Active Ingredient 1 <i>Leaders to identify expectations for in Music including:</i></p> <ul style="list-style-type: none"> When and how often Music should be taught. Could it be taught in blocks to support teaching and fluid knowledge for children? Review the Music assessment process and how this will look as the end of topic evaluation. <p>Active Ingredient 2 <i>Training to improve teacher subject knowledge including:</i></p> <ul style="list-style-type: none"> Work with The Wigan Music Hub to support staff knowledge. Knowing and using topic specific vocabulary effectively. Clear timetabling of the subject. Knowledge of the technology that can be used to support teaching of musical technology to keep children up to date with the changes in musical composition. <p>Active Ingredient 3 <i>Introduce opportunities for children to present learning in a variety of ways including:</i></p> <ul style="list-style-type: none"> Encourage the use of topic specific vocabulary when children are working and evaluating. Link to Oracy projects across school. Ensure there is a positive working environment. Music enrichment to have a wide variety of experiences. Choir to be available to all children in KS2 with a look into an ensemble for KS1 in summer term. 	<p>How will it be done? What blend of activities are required?</p> <p>Active Ingredient 1 <i>Monitoring:</i></p> <ul style="list-style-type: none"> Teachers to teach in blocks for music to ensure required time is taught. Staff voice to evaluate teacher knowledge on subject specific vocabulary. BP to review which Model Music Curriculum topics are being taught and ensure correct assessment criteria is available. <p>Active Ingredient 2 <i>Coaching:</i></p> <ul style="list-style-type: none"> Team teaching with BP to ensure support for new staff. Invite sessions with Alison Home from Wigan Music Hub to support regular pedagogy opportunities. Music staff meeting on musical technology and available applications. Link this to evidencing to continue for second year on SeeSaw. Link with each year groups underrepresented artist or genre. <p>Active Ingredient 3 <i>Pupil Voice:</i></p> <ul style="list-style-type: none"> Conduct pupil voice to identify children's ability to articulate vocabulary in a range of topics they have completed. Discussion on ensembles and what they found good this year and would like to see in future years. <p><i>Folder Scrutiny</i></p> <ul style="list-style-type: none"> Seesaw scrutiny to enable level of evidence and a range of curriculum objectives. Clear use of technology/class genre & artist. 	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p> <p>Short term</p> <p>Teachers will become increasingly confident in using topic specific vocabulary when teaching music curriculum</p> <p>Pupils will be confident in the topic they are being taught and which aspects/knowledge of music are being included in that lesson.</p> <p>Children will have multiple opportunities to access performances through termly recitals and opportunities to sing as an ensemble.</p> <p>Medium term</p> <ul style="list-style-type: none"> Children are able to verbalise learning in Music using subject specific terminology. Progress of children's learning is evident on Seesaw and musical technology is present. Parents welcomed into watch peripatetic music lessons to enable the children to perform. Children will have ample space for rehearsals. <p>Long term</p> <ul style="list-style-type: none"> Children to begin to develop their own confidence in ways they can express themselves within music lessons. Children to gain a range of experiences across lots of musical genres and Students develop a deep appreciation and understanding of a wide range of musical genres, from classical to contemporary, world music to niche sub-genres 	<p>How will pupils, teachers and the school benefit?</p> <ul style="list-style-type: none"> Children become more engaged in music classes due to the relevance and real-world application of musical enterprise opportunities Children gain exposure to a variety of careers in the music industry, broadening their understanding of possible future paths. Children enhance their digital and technological skills, especially in areas like music production, online marketing, and digital distribution. Staff will become more confident in the teaching of music and using subject specific terminology. Enables them to move away from using musical scheme. The school will benefit as it will develop children who are able to express themselves in a range of ways having a knowledge of the history of music and its influence on society. Termly ensembles with perform in recitals to class or whole school. Rock Kidz/Music Alive and links to high school performances will be watched by the children annually.