

CREATING A VISION FOR MUSIC IN CROCKHAM CE PRIMARY SCHOOL

Our vision for Music

“A mind that is stretched by a new idea, never returns to its original dimension” Oliver Wendell Holmes

At Crockham Hill CE Primary School, Music is an important aspect of providing our children with not only a well-rounded education, but an ability to expand and shape their lives. Through our topic-led curriculum, working in harmony with other subjects and areas of study, Music helps children grow in self-esteem, build essential skills and prepare for bright futures.

Music at Crockham Hill is a life enhancement, a creative process that involves learning to play tuned and un-tuned instruments, singing and musical appreciation, that can be enjoyed by all, no matter their ability or barriers to learning.

At the end of Y6, children will have experienced the sheer enjoyment of listening to and performing music that we hope will never leave them.

Overview

| Detail | Information |
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| Academic year that this summary covers | 2024-2025 |
| Date this summary was published | October 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Mrs Ghislaine Lakin-Hall |
| Name of school leadership team member with responsibility for music (if different) | Mrs Ghislaine Lakin-Hall |
| Name of local music hub | Kent Music Hub |
| Name of other music education organisation(s) (if partnership in place) | N/A |

MUSIC PROVISION SELF ASSESSMENT

| Area | Category | Band | Descriptor | Achieved |
|-----------------------|--------------------------------|------|--|-------------|
| Curriculum | Curriculum Design | 1 | The music curriculum is planned for in all year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum. | Yes |
| | | 2 | Additional aspects (ie: whole class music, 1-1 tuition and ensembles) are embedded into the planning of the music curriculum so that they support the musical outcomes. | Yes |
| | | 3 | The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local secondary schools. | In progress |
| | Assessment | 1 | We have limited opportunities to assess pupil progress and have limited resources to monitor progress. | Yes |
| | | 2 | We use teacher assessment at planned points throughout the year using one method only (video, audio, written). | Yes |
| | | 3 | We use teacher assessment at planned points throughout the year using a variety of methods (video, audio, written etc.) to track pupil progress. There are opportunities for self and peer assessment planned into all music lessons. | In progress |
| | Timetabling | 1 | There is a dedicated curriculum music lesson on the school timetable each week for all year groups for a minimum of: KS1 30+ minutes, KS2 45+ minutes. | Yes |
| | | 2 | Whole class instrumental lessons are timetabled in addition to curriculum music lessons in at least one year group. | Yes |
| | | 3 | Continuation of whole class instrumental lessons via small group or 1-1 tuition is scheduled for within the school day. | Yes |
| Area | Category | Band | Descriptor | Achieved |
| Tuition and Ensembles | Instrumental and vocal tuition | 1 | Schools engage with an outside agency to provide 1-1 and small group tuition on up to 2 different instruments. Up to 10% of the school population engage in instrumental tuition. | Yes |
| | | 2 | Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. School engages in live performances for all pupils to raise awareness of instrumental families highlighting opportunities for additional musical learning. | Yes |
| | | 3 | Schools engage with an outside agency to provide 1-1 and small group tuition covering most instrumental families. Over 30% of the school population engage in instrumental tuition. | Yes |

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| | | | Opportunities for your pupils to perform in both formal and informal settings regularly (by regular we mean at least once per half term). | |
| | Whole class activity | 1 | <p>MusicPlus (whole class instrumental tuition) or MusicPlus Digital is delivered for 30 weeks on one instrument to one KS2 year group.</p> <p>MusicPlus is timetabled for an hour per week in KS2 and lead by a competent musician.</p> <p>10% of students choose to continue learning an instrument after the MusicPlus year.</p> <p>MusicPlus and/or MusicPlus digital delivery adheres to the aims and objectives of the MusicPlus framework.</p> <p>The school ensures there is an appropriate adult always supervising the MusicPlus class.</p> | Yes |
| | | 2 | <p>The school has selected an instrument for MusicPlus that promotes musical progression for their pupils.</p> <p>The school communicates effectively with the MusicPlus teacher (if external).</p> <p>The school/teacher ensures there is an opportunity for performance to parents and peers at the end of the MusicPlus year.</p> | Yes |
| | | 3 | <p>MusicPlus is timetabled for an hour per week in addition to an hour per week for curriculum music delivery.</p> <p>MusicPlus is planned to successfully integrate into the school's music curriculum.</p> <p>The school/teacher ensures there are opportunities throughout the year to showcase the MusicPlus class to their peers.</p> <p>15% of students choose to continue learning an instrument after the MusicPlus year.</p> | In progress |
| | Instrumental Ensemble Provision | 1 | <p>The school provides an opportunity for ensemble playing.</p> <p>The ensemble is regularly attended by a minimum of 5 pupils.</p> <p>The ensemble is led by a competent musician.</p> | Yes |
| | | 2 | <p>The school has more than one instrumental ensemble.</p> <p>The ensemble is regularly attended by a minimum of 10 pupils.</p> <p>It is planned that the ensemble rehearses and performs a range of styles and genres.</p> <p>There is an opportunity for the ensemble to perform to parents or peers.</p> | Yes |
| | | 3 | <p>School provides ensemble opportunities that cater for all instruments taught.</p> <p>Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres.</p> <p>There are many opportunities for the ensemble to perform to parents or peers.</p> | No |

| Area | Category | Band | Descriptor | Achieved |
|-------------------------------|-------------------------|------|---|-------------|
| Singing | Singing Assemblies | 1 | There are termly opportunities for massed singing, these could be linked with calendar events or performance opportunities. | Yes |
| | | 2 | There are regular opportunities for singing in Collective Worship for all pupils. | Yes |
| | | 3 | Singing is used frequently in music lessons to support curriculum learning. All staff are upskilled and confident at leading singing in their classrooms. | Yes |
| | Choirs | 1 | There is a Young Voices choir that rehearses weekly. | Yes |
| | | 2 | The choir is led by either a specialist teacher or a competent member of staff who has expertise of leading a choir and practices healthy singing. | Yes |
| | | 3 | The school has multiple choirs. | No |
| | Staff Singing | 1 | There is a person responsible for singing in the school. | Yes |
| | | 2 | There are singing opportunities for staff during Collective Worship. | Yes |
| | | 3 | All staff are upskilled and confident to lead healthy singing in their classes. | In progress |
| Area | Category | Band | Descriptor | Achieved |
| School life and opportunities | Leadership and advocacy | 1 | There is a designated member of school staff, who has responsibility for music and advocates for the subject across the school | Yes |
| | | 2 | In collaboration with the designated music leader, senior leaders drive the development of music across the school and advocate for the importance of music in school life. | Yes |
| | | 3 | A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life. | Yes |
| | Pupil Voice | 1 | Pupil voice is taken into consideration when planning internal school events through informal discussions. | Yes |
| | | 2 | Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council. | Yes |
| | | 3 | Pupil voice is taken into consideration when planning for the music curriculum, this could include repertoire selection or instruments of interest. | No |
| | Value of Music | 1 | Music only plays a small role or no role at all in school life | Yes |
| | | 2 | Music occasionally plays a role in school life | Yes |
| | | 3 | Music is an important part of everyday life | Yes |

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| | Inclusion | 1 | <p>All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students.</p> <p>All members of staff teaching music have an awareness of the pupil needs in the class</p> <p>Students have opportunities to listen to music from a range of cultures and traditions in all key stages.</p> | Yes |
| | | 2 | <p>The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding.</p> <p>The school provides additional support through resources to enhance accessibility.</p> <p>All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively.</p> <p>Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.</p> | Yes |
| | | 3 | <p>Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities.</p> <p>School provides access to alternative instruments where necessary.</p> <p>Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.</p> <p>Students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular Music (defined broadly) and Traditional Music from around the world.</p> | Yes |
| | Resources and equipment (physical) | 1 | There are limited instrumental resources within the school, possibly only untuned percussion or a part set of class instruments. | Yes |
| | | 2 | There are a range of instruments within the school, including whole class sets of instruments (owned or hired) for MusicPlus. The school has access to and uses teaching resources to support music teaching and learning (this could include online resources). | Yes |
| | | 3 | There is a dedicated space for music within the school. This is equipped with a range of tuned and un-tuned instruments and technology is available for use. The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning. | No |
| | Budget | 1 | There is limited budget for music provision outside of funding from Kent Music. | Yes |
| | | 2 | The budget (including Kent Music funding) is planned to support the delivery of the music curriculum and supports resourcing the school. | Yes |
| | | 3 | There is a significant budget (including Kent Music funding) that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences. | Yes |
| | CPD | 1 | The lead member of staff for music undertakes music specific CPD every year. | Yes |

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| | | 2 | The lead member of staff is given opportunities by the school to share and upskill other staff members as a result of their CPD attendance. | Yes |
| | | 3 | The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life. | In progress |
| | Partnerships | 1 | The school can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The school is exploring opportunities to work in partnership with other settings. | Yes |
| | | 2 | The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their local Music Education Hub (including completion of the annual survey and regular attendance at network meetings). | Yes |
| | | 3 | The school can demonstrate over time that it has established long-lasting partnerships with arts and cultural organisations that are having a positive impact on outcomes for a wider group of children, young people, and staff. This could include Arts Mark and Music Mark accreditation. | In progress |

STEP THREE: PLAN OF ACTION

| Area | Category | Actions <i>Meaningful tasks that contribute towards achieving the given objective</i> | Deadline | KPIs/Evaluation Criteria <i>Ways of monitoring progress/ achieving your objective</i> | RAG |
|-------------------------------|-------------------|--|-----------|--|-----|
| Curriculum | Curriculum Design | Liaise with secondary schools so that the curriculum is planned with consideration of expectations of the KS3 curriculum. | July 2025 | Minutes / notes from liaison Visits to secondary schools Amendments to curriculum | |
| Singing | Staff Singing | All staff are upskilled and confident to lead healthy singing in their classes. | July 2025 | Staff voice through a staff survey. Drop-ins | |
| School Life and Opportunities | CPD | The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life. | July 2025 | Staff Meeting Minutes Drop-ins Music Leader's forms for Headteacher | |