

## MUSIC DEPARTMENT VISION

### Our vision for Music

Falmouth School offers every student the opportunity to study music throughout KS3, with three lessons a fortnight. The importance of studying music for young people, has never been greater. Offering opportunities to create, express and experience music ensures that our students are well rounded, creatively articulate and confident.

At Falmouth school, we want every student to be changed by music. We aim to facilitate strong mental health, by challenging pupils, building resilience and ensuring they are confident young people. We want students to feel relevant in the world of music, having the skills that are necessary to be successful.

Our ultimate goal and vision is that the music department is the creative centre of the school, whilst contributing to the school values and cultures of Kindness, Responsibility and Ambition. We want to achieve this by ensuring that our classroom curriculum, 1-1, small group and whole class tuition work together to ensure that our students are able to enjoy learning music in school, but that they also feel empowered to take their love of music further after they leave us.

## MUSIC PROVISION SELF ASSESSMENT

Area	Category	Band	Descriptor	Achieved
Curriculum	Curriculum Design	1	The music curriculum is planned for in all year groups across Key Stages as guided by the National Curriculum.	Yes
		2	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
		3	The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.	No
	Singing	1	There are opportunities for singing throughout KS3 and 4 curriculums.	Yes
		2	Singing is embedded into KS3 schemes of work, including the teaching of healthy singing.	Yes
		3	The school is considered at 'singing school' as it plays an integral role to school life and serves the local community.	In progress
	Assessment	1	We use teacher assessment at planned points throughout the year using one method only (video, audio, written).	No
		2	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.	Yes
		3	The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	Yes
	Timetabling	1	All curriculum music lessons are timetabled for 60+ minutes.	Yes
		2	Curriculum music in your school has the minimum of one weekly session per year group throughout the year	Yes
		3	All curriculum music lessons take place in a specialised music environment.	Yes

Area	Category	Band	Descriptor	Achieved
Tuition and Ensembles	Instrumental and vocal tuition (1-1 and small group)	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. Opportunities for your pupils to perform in both formal and informal settings on an annual basis.	Yes
		2	Schools engage with an outside agency to provide 1-1 and small group tuition covering more than 2 instrumental families. Opportunities for your pupils to perform in both formal and informal settings on a termly basis.	Yes
		3	Schools engage with an outside agency to provide 1-1 and small group tuition covering all instrumental families. Over 15% of the school population engage in instrumental tuition. Regular opportunities for your pupils to perform in both formal and informal settings, at ie: once per half term). School regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	In progress
	Instrumental vocal ensemble provision	1	The school provides an opportunity for both KS3 and KS4 pupils to sing/play in an ensemble. The instrumental ensemble is regularly attended by a minimum of 5 pupils. Vocal ensembles are inclusive. Ensembles are led by a competent musician. There is an annual showcase/concert which could be in collaboration with another department.	Yes
		2	The school has more than one instrumental ensemble. The instrumental ensembles are regularly attended by a minimum of 10 pupils. The vocal offer provides opportunities for progression eg: close harmony groups or senior choirs and practises healthy singing. It is planned that the ensembles rehearse and perform a range of styles and genres. There is an opportunity for the ensembles to perform to parents or peers.	Yes
		3	School provides ensemble opportunities that cater for all instruments taught in 1-1 lessons. Effective planning is in place for the ensemble to rehearse and perform a wide range of styles and genres. There are many opportunities for the ensemble to perform to parents or peers. Non-departmental staff take part in rehearsals and concerts alongside pupils or could sing in a staff choir.	In progress

Area	Category	Band	Descriptor	Achieved
School life and opportunities	Leadership and advocacy	1	There is a designated member of school staff (head of department/lead music teacher) who holds qualifications for music at degree level, not a senior leader 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.	In progress
		3	A named governor takes responsibility for monitoring music (arts); as a result, music is an integral part of daily school life.	No
	Pupil Voice	1	Pupil voice is taken into consideration when planning internal school events through informal discussions.	No
		2	Pupil voice is taken into consideration when planning for participation in external events either through informal discussion or student council.	No
		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	No
		2	Music occasionally plays a role in school life	Yes
		3	Music is an important part of everyday life	No
	Inclusion	1	All music lessons are planned to use instruments/resources that are accessible and age appropriate to their students. All members of staff teaching music have an awareness of the pupil needs in the class Students have opportunities to listen to music from a range of cultures and traditions in all key stages.	Yes
		2	The school plans to target students eligible for pupil premium and supports these students to engage in musical opportunities and tuition through this funding. The school provides additional support though resources to enhance accessibility. All teachers and staff know when and how to differentiate appropriately using approaches which enable pupils to be taught effectively. Students have opportunities to listen to and actively engage with music from a range of cultures and traditions in all key stages.	Yes
		3	Bespoke financial support is applied so that all pupils can access the curriculum and extra-curricular opportunities. School provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these. 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.	No

Resources and equipment (physical)	1	<p>There are limited instrumental resources within the school, possibly only a part set of class instruments.</p> <p>The department has access to a limited number of computers/Macs/iPads etc. which may be sourced from/be in another department.</p>	No
	2	<p>There are a range of instruments within the school, including whole class sets of instruments (owned or hired). The school has access to and uses teaching resources to support music teaching and learning (this could include online resources).</p> <p>The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously.</p> <p>There are resources to support the everyday running of the music department including upkeep of instruments.</p> <p>There is a dedicated space for 1-1/small group music tuition within the school.</p>	No
	3	<p>The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision.</p> <p>The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.</p> <p>The department has a technology suite/studio and if required the expertise for running this space is outsourced (music technician).</p> <p>There are dedicated spaces for 1-1/small group music tuition within the school.</p>	No
Budget	1	There is limited budget for music provision that is used to resource the department to deliver curriculum music only.	Yes
	2	The budget is planned to support the delivery of the music curriculum and supports resourcing the school.	No
	3	There is a significant budget that is planned to support the delivery of music curriculum as well as providing students with ample opportunity to broaden their musical experiences.	No
CPD	1	The lead member of staff for music undertakes music specific CPD every year	No
	2	The lead member of staff shares upskilling other staff members within their own department as a result of their CPD attendance.	No
	3	The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	No
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.	Yes
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## 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	Singing	<p>Ensure that all pupils at KS3 and KS4 have the opportunity to take part in meaningful singing. Quickly establish junior choir and look at the options for a senior choir.</p> <p>Look for opportunities where singing could be included more in the curriculum.</p>	July 2025/ end of the academic year	Analyse curriculum along with trust colleagues, collaborate with other music departments to see if/how they embed singing into their KS3 and KS4 curriculum.	
Tuition and Ensembles	Instrumental Ensemble provision	<p>All new students of Falmouth school will be given information on Instrumental tuition and ensembles by the Peri teachers. An assembly that is taken by the instrumental teachers, where they can demonstrate their instrument.</p> <p>Support the music service with identifying any gaps in year groups or instrumental groups in school and look at proactive ways to engage students with these instruments.</p>	July 2025/end of the academic year	<p>TTL to take termly audit of instrumental lessons taking place, analysing gaps and looking for opportunities for instrumental teaching to be advertised more/to more students.</p> <p>Meet with Instrumental teachers regularly and head of music service to plan how to reach groups of students such as disadvantaged and SEN now that funding is no longer available.</p>	
School Life and Opportunities	Resources & Equipment	<p>"The department has computers/Macs/iPads etc. solely for their use. There is relevant and up to date software that is accessible for whole classes to use simultaneously."- Resubmit Music Department development plan to both the Headteacher and the Trust CEO.</p> <p>Engage with other schools in both the trust and surrounding area to assess what software they use and how they ensure that it is accessible for whole class curriculum tuition at KS3, to support the learning at KS4.</p>	July 2025/end of the academic year	Music department colleagues to reach out to other schools in the trust and look at the software that they use. Create a document that looks at similarities and differences in those schools in terms of budgets, cohort size and look for a model of software that best suits both the music department and Falmouth School.	

