**Music Development Plan: Overview of Current Provision**

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| **Overarching Vision** |
| At Sandhill View Academy our core whole-school values are Aspire, Achieve, and Enjoy. This is the case for Music in our school, also. We encourage pupils to develop a love for and understanding of Music by performing regularly in lessons, composing, and appraising various musical styles. Aspiring to encounter a variety of musical activities regularly in our lessons helping them realise their musical potential. Achieving musical skills and instrumental understanding to unlock their developing talents musically. Enjoying what is fundamentally a far-reaching inclusive and engaging music curriculum. We strive to provide a range of other musical opportunities, ensuring the community we serve knows where to find out about activities happening inside, and outside, of school.Our ambition is to create a culture where music is celebrated, and musical interest and potential is nurtured and developed through a wide range of curricular, co-curricular and enrichment experiences that allow learners to access and explore their music making through a range of opportunities and platforms. |
| **Curriculum Aims** |
| Music is all around us. It is the soundtrack to our lives and connects us in an ever-changing world. The curriculum includes formal teaching through subject areas, assemblies, and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Music curriculum & wider extra-curricular activities are planned to enable all learners to develop skills in the following areas:* Musical ability and understanding – including listening to, reviewing, and evaluating across a range of historical periods, genres, styles, and traditions
* Encounters with performance opportunities within lessons regularly – including using music technology, learning musical instruments, and learning to use their voices
* Working with accessible online compositional and arrangement software
* Critical analysis of music of both contemporary and historical sources – understanding how music is created, produced, and communicated through its inter-related dimensions (Musical Elements): Pitch, Rhythm & Duration, Melody, Dynamics, Tempo, Texture, Tonality, Timbre, Structure, Notation.

Our curriculum is designed in such a way as to incorporate the Model Music Curriculum and be engaging and representative of the diverse young people we serve as an academy. It allows our learners to develop skills and progress in composing, performing, appraising, improvising, music technology and singing to allow them to develop their whole musical self and progress to co-curricular activity should they wish to do so. With a minimum of one 55min Period lesson per week, we hope our learners Know More, Do More, and Go Further Musically. Know More: our learners will understand more about music, and the interrelated dimensions of the topic. Do More: our learners will develop their musical ability to progress to the next level of musical excellence. Go Further: our learners will explore the wider skills associated with musicality, listening, teamwork, creativity, leadership, problem solving; essential skills which they will access and use further in life outside of education. |
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| **Co-Curricular Aims: Instrumental and vocal lessons and Ensembles** |
| Our co-curricular music program prioritises inclusivity, seamlessly building upon the musical foundation established in curriculum lessons. This comprehensive approach caters to learners of all experience levels, fostering a love of music and nurturing the talent of those who wish to further develop their skills. We offer a variety of engaging opportunities, including Classroom Instrumental Learning in KS3 alongside high-quality, weekly small group and individual instrumental lessons delivered by professional musicians and peripatetic tutors across a wide range of instruments. Furthermore, our learner-focused ensembles and lunchtime clubs are free to participate in and led by music or performance specialists. These groups build upon classroom instruction, providing a focused and creative environment where learners can develop their musicianship based on their interests. We are committed to fostering a culture of progression by embedding opportunities for advancement and guidance within our enrichment work. Additionally, we build positive relationships with families, supporting them in finding the right out-of-school musical opportunities for their children. By creating a diverse and accessible co-curricular music program, designed with inclusion at the core, we can nurture a vibrant musical community at Sandhill View Academy. This program will not only enhance learners’ musical skills but also contribute to their overall well-being and academic success. We believe co-curricular music plays a vital role in a well-rounded education and are committed to its development at our school. |
| **Enrichment Aims: musical events and opportunities** |
| At Sandhill View Academy we believe that the academic life of our school should include much more than what happens in the mainstream curriculum.We offer a wide range of experiences and challenges that enrich our pupils. This is to ensure that our learners are inspired to learn outside of the classroom and develop the skills required for the world beyond their secondary education.Through our Curriculum Enrichment programme, we use the talents and experiences of others from outside of the school, in combination with the talents and interests of staff within our school, to improve our learners’ education and their enthusiasm for learning. We aim for our music enrichment offer to include a wide range of musical genres and styles, guaranteeing that every learner can discover a sound that sparks their musical flame. We prioritise accessibility and engagement, making participation welcoming and rewarding for all. This is designed in partnership with our local music hub, fostering connections within the broader musical community. This collaborative approach allows us to offer a comprehensive experience. We hold a firm belief that every child deserves the right to explore the world of music. Our programme provides a diverse range of opportunities and experiences, catering to learners at varying stages of musical development. This ensures that their musical journey can begin, flourish, or continue to evolve within the supportive environment we provide, both within and outside of school hours. |

**Music Development Plan: Plan of Action**

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| **Curriculum Music** |
| **Curriculum Music Vision** | **Action** | **Resourcing/next steps** | **Responsibility** | **Review Dates** |
| Know More | To further embed use of voice into our classroom environment and learning | Staff CPD around confidence of this | M SandersonSunderland Music Hub | Milestone 1: December 2024Milestone 2: March 2025Milestone 3: June 2025 |
| Further strengthen our pupil progress within our curriculum (following KS2) | Reach out to feeder school music leads to foster links with feeder school music leads  | M Sanderson/A Blake | Milestone 1: December 2024Milestone 2: March 2025Milestone 3: June 2025 |

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| **Co-Curricular Music** |
| **Co-Curricular Music Vision** | **Action** | **Resourcing/next steps:** | **Responsibility** | **Review Dates** |
| Do More | Recruitment and retention to generate interest and improve uptake of instrumental lessons | Regular re-advertisement and offering of lessons throughout the academic year. Time to do this using Tutor Time/Assembly time | M Sanderson | Milestone 1: December 2024Milestone 2: March 2025Milestone 3: June 2025 |
| Ensure our learners are fully aware of activities available outside of school | Regular signposting of wider offer from Music Hub Utilising Tutor Time for this | M Sanderson | Milestone 1: December 2024Milestone 2: March 2025Milestone 3: June 2025 |

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| **Enrichment Music** |
| **Enrichment Vision** | **Action** | **Resourcing/next steps:** | **Responsibility** | **Review Dates** |
| Go Further | Enable learners to experience live performance inside and outside of school in-line with Model Music Curriculum recommendations  | Finding/sourcing funding available for thisChecking in with Music Hub for more information regularly | M Sanderson/A Blake/ HeadteacherSunderland Music Hub | Milestone 1: December 2024Milestone 2: March 2025Milestone 3: June 2025 |