

<b>Name of School</b>	
<b>Name of Contact Teacher</b>	
<b>Contact Email</b>	

**SOUNDSTORM MUSIC EDUCATION HUB: INFANT SCHOOL MUSIC SELF-ASSESSMENT FORM**

This School Music Self-Assessment Form should be completed as the first stage in your SoundStorm/Wave membership for 2017/18, along with the Terms and Conditions and School Music Audit.

**Please return all documents to us as soon as possible and no later than 29 September 2017.** All schools are asked to complete this form.

Please assess your music provision as honestly as possible. Once returned, the completed form will enable the Hub to devise a programme (or School Music Education Plan) that ensures resources are appropriately targeted through a mixed programme of CPD, appropriate classroom provision, project inputs and expert support. The assessment is confidential and will not be published or shared.

*Dispositions: ability to concentrate, engage enthusiastically and confidently;*

*Skills: listening and responding, conducting and performing, handling instruments effectively, making marks to represent sound, linking movement to sound;*

*Knowledge: begin to understand different ways of creating sound: blowing, percussion, string (plucking).*

<b>Bronze (standard expectation for all schools)</b>		<b>Silver (builds upon bronze)</b>		<b>Gold (builds upon bronze and silver)</b>	
	<b>Y/N</b>		<b>Y/N</b>		<b>Y/N</b>
1. There is an assigned music co-ordinator who can access CPD opportunities		1. There is an assigned music co-ordinator who actively engages with the local Music Education Hub		1. Music is embedded in the whole school	
2. Children actively engage with music, movement and dance through play		2. Every child is sustained in meaningful musical activities		2. The School is actively involved with the local Music Education Hub and helps drive change	
3. There is a school music policy that is inclusive of all children		3. Singing and dance is encouraged through all activities and is used as a tool to aid language development, self-confidence, communication and positive relationships		3. The School engages in and/or leads CPD opportunities in/out of school and supports other schools	
4. Reasonable adjustments are made to ensure that music making activities are accessible and enjoyable for all children		4. The School engages with the Music Hub and school CPD opportunities		4. There are regular performance opportunities in/out of school	
5. Music activities are assessed using an appropriate framework		5. There are performance opportunities in/out of school		5. All additional external projects are linked across the school	
6. Some additional external projects may happen in school		6. There are external projects which will help support music and the arts		6. All musical activities have clear outcomes with tangible evidence of their impact across the breadth of the EYFS curriculum	
7. There are performance opportunities in/out of school		7. There is an assigned Governor with responsibility for Music (Arts)		7. Music making across the school is of a high quality with informal monitoring systems in place to support good practice	
				8. It is evident that music plays an important role in the life and ethos of the school	

*Music Provision should be progressive and sustainable with a clear focus on the development of skills, knowledge and understanding*



## WHAT YOU CONSIDER TO BE YOUR PRIORITIES

Reflecting on the self-assessment, **what areas do you believe are the priorities for Hub investment for your school?** Please consider prioritising developments which would have a sustainable impact i.e. building legacy or skills within the school community. Please provide as much information as possible e.g.

- Activity for a specific year group
- Activity delivered within a specific term or linked to a specific topic
- Support for specific colleagues

<b>PRIORITY 1</b>	
<b>PRIORITY 2</b>	
<b>PRIORITY 3</b>	

## HELP FOR YOU

What support do you need to develop in your role? For example, support with:

- Developing schemes of work
- Developing an assessment process
- Advocating for music with your SLT
- Engaging and empowering peers to use/teach music
- Interpreting the National Curriculum
- Other

**Thank you for completing this form**