

Name of School	
Name of Contact Teacher	
Contact Email	

SOUNDSTORM MUSIC EDUCATION HUB: 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 and expert support. The assessment is confidential and will not be published or shared.

For ease of reference, the National Curriculum (KS1/KS2) is summarised on Pg.4

Start at the Bronze column, choosing either Y or N for each statement; progress to Silver and Gold.

Bronze (a baseline for music provision in school)	Y/N	Silver (builds upon bronze)	Y/N	Gold (builds upon bronze and silver)	Y/N
There is an assigned person who is responsible for music within the school		There is an assigned person who is responsible for music within the school and actively engages with the local Music Education Hub		There is an assigned person responsible for music within the school who is a music specialist and who engages with the local Music Education Hub	
Music is articulated within the school development plan (or equivalent) that is inclusive of all children		There is a regular weekly choir and/or ensemble(s) opportunity		Music is embedded in the whole school (e.g. music can be offered in the morning, not just the afternoon)	
Measures are taken to ensure that appropriate music activities are accessible by every child		There are regular weekly instrumental lessons open to all pupils either as a whole class or in small groups		The school is actively involved with the local Music Education Hub and helps drive change	
The National Curriculum (or other suitable curriculum) for music is taught every week* for at least 30mins using appropriate Schemes of Work		School staff attend music CPD opportunities		Whole class instrumental teaching is embedded within a sustained approach to musical learning across the curriculum (delivered by a music specialist employed by the school)	
Musical learning and development is assessed		There are performance opportunities in the school		There are regular performance opportunities in and outside of school	
There is a minimum of a weekly whole-school or year-group singing assembly, (or elements of singing within an assembly) of which all children can access and engage		In addition to weekly group singing opportunities, the school engages with external projects that support the National Curriculum music and the arts		The school has a inclusive culture of singing, not only in assemblies and choir but also in the classroom and has opportunities for solo and small groups to progress vocally. The school engages with external projects that support the National Curriculum music and the arts	
Occasional special musical activities take place		There is an assigned Governor with responsibility for Music (or the Arts) who is aware of the work of the local Music Education Hub		All musical activities are of high quality with monitoring systems in place that support good practice and have clear outcomes with show evidence of their impact	
*or evidence of sustained musical experiences each week		Musical learning is assessed within a progression plan		Musical assessment informs development opportunities for Gifted and Talented pupils or pupils with additional needs	
		The school has a School Music Education Plan or a section about music in the School's development plan (or similar)		Children are able to communicate about music using appropriate vocabulary in a meaningful way; and/or can share and express their feelings through music	
				It is evident that music plays an important role in the life and ethos of the school	
				The school supports Arts Award and is an Artsmark school	

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

PRIORITY 1	
PRIORITY 2	
PRIORITY 3	

Refer to the partners' menu: what activities are you interested in accessing which would address the priorities above?

PRIORITY 1	
PRIORITY 2	
PRIORITY 3	

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

Music National Curriculum at Key Stage 1

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composer and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

Music National Curriculum at Key Stage 2

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composer and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Subject content

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.