



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject:</b> Music	<b>Leader:</b> C Elliott	<b>Date:</b> October 2019
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<p><b>Target 1</b></p> <p><b>Priority 1:</b> Leadership and management</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>Class teachers will be confident to use charanga scheme of learning to deliver music lessons</li> <li>Children across school will have regular opportunities to develop music skills and to engage creatively in practical music making.</li> <li>Evidence of music making will be saved in Academy Subject Evidence (photos, videos, lesson plans, pupil voice)</li> <li>Progression of skills evident across school.</li> <li>Share music making in assembly and showcases to parents.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Monitoring of charanga planning.	CE	Autumn 2 tba	WMS audit tool	
Progression of skills document shared with all staff Progression of vocabulary development drafted and shared with all staff	CE	Autumn 2	Documentation	
Refresher training on charanga resource in staff meeting.	CE	Autumn 2		
Coaching / modelling of music lesson WAGOLL in each year group	CE	Spring 1/2		
Pupil voice – to assess skills development and enjoyment in the subject	CE	Summer 1		
Monitoring of evidence saved	CE	Summer 1	Camera/ipad	
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 2</b>  <b>Priority 2:</b> Quality of Education - attainment &amp; progress in all subjects, particularly Reading at greater depth in Key Stage 2.</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Ensuring music is being delivered effectively and appropriately in all year groups</li> <li>• Ensuring children are making progress in music and enjoying regular opportunities to develop skills and engage creatively in practical music making.</li> <li>• Subject leader works with teachers to model music lesson</li> <li>• Teachers have a good understanding of musical skills and opportunities in each phase (EYFS, KS1, LKS2, UKS2)</li> <li>• Staff explore the personal, social and emotional benefits from participating in music making as part of PSHE, Assemblies</li> <li>• Achieving Platinum Artsmark by this time next year. (Separate action plan once I have been to the development meeting in October)</li> </ul>			
Action	Who?	When?	Resource	✓
Audit, organize and update class instruments	CE	Autumn 2		
Refresher training on charanga resource in staff meeting.	CE	Autumn 2		
Coaching / modelling of music lesson WAGOLL in each year group	CE	Spring 1/2		
Collate evidence of music making in music curriculum library book. – using QR codes, photos	CE	Spring 2 onwards		
Collate assembly and class song bank supporting PSHE and learner traits (using Sing Up)	CE	Spring 1		
Highlight key vocabulary – interrelated dimensions of music with all staff and children in school	CE	Autumn 2		
Prepare progressive vocabulary bank for music and share with staff.	CE	Spring 1 and 2		
Pupil voice to assess enjoyment in the subject	CE	Spring 2		
Lesson observation of a member of staff in school – include WMS staff in Y2.	CE	Summer 1		
To outline our range of offer throughout school and share with staff so that expectations are set for each	CE	Summer 1		

year group to develop understanding and creative drive and aspirations.				
Feedback given to governors at end of year meeting.	CE	Summer 2		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 3</b> <b>Priority 3: Behaviour and attitudes</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>Children will have regular opportunities to engage creatively in practical music making using team work, independence, communication and resilience to make creative decisions.</li> <li>More children will be motivated to engage in practical music making in class and in extra curricular music including instrumental lessons clubs, WMS activities and other out of school music activities. They will develop perseverance, resilience and commitment.</li> <li>Pupil voice will demonstrate enjoyment and engagement in music.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Highlight creative skills nurtured through practical music making in coaching with staff and subsequent updates	CE	Spring 1 and 2		
Highlight creative skills, independence and resilience to children in singing assembly, whole school assembly, showcases of musical talent and progress in school.	CE	Autumn 2 onwards		
Seek out opportunities for visiting musicians to perform in school / collaborative workshops with other schools or organisations (secondary school / WMS etc.)	RH/TP	Autumn 2		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 4</b> <b>Priority 4 Personal Development</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Children and staff enjoy singing together and use singing as an enjoyable activity as part of a healthy lifestyle.</li> <li>• Provide new opportunities (After school clubs) enabling more children to explore new opportunities and skills and develop new aspirations</li> <li>• Develop Junior leaders and involve them in our events and theme weeks. Allow them to conduct pupil voice to gain ideas from all classes</li> <li>• Set up an Arts council (run by JLT and members of the school council?)</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<input checked="" type="checkbox"/>
Whole school /key stage and class singing used to benefit, personal, social and emotional well being.	CE	Autumn term onwards		
Highlight the benefit of music on mental health	CE	Summer 1		
Research new after school clubs/leads on who could provide this at a reasonable cost for the Arts including any opportunities that WMS may be able to provide	CE	Autumn 2		
Prepare for community music making – Christmas and at other times of the year?	CE	Autumn 2		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 4</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• Successfully working alongside another Primary School, with members from JCA supporting the school to raise standards</li> </ul>			
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<p><b>Priority 4:</b> Widening the network/ National Support– Explore &amp; implement moving to a multi-academy trust structure</p>	<ul style="list-style-type: none"> <li>• Investigate &amp; plan towards increasing the infrastructure of Jerry Clay so that it potentially moves from being a stand-alone academy to a multi-academy trust</li> <li>• Provide network support to a large amount of schools in the region by being a model of excellence for others to follow</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Continue to use the #JCAArts to showcase our fantastic teaching and learning on twitter	RH All staff	Autumn 1 onwards		
Collaborate with other schools (e.g. Goldthorpe) in order to produce Art gallery/show together at the end of the year	RH	Building links from now		
Share good practice where needed in Art	RH	Autumn 1 onwards		
Visit a Platinum ArtsMark school and discuss their process and case study.	RH	Spring term		
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b> Feedback from other schools.</p>				