



Jerry Clay Academy Subject Leader Action Plan

Subject: Music	Leader: C Elliott	Date: November 2020
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<p>Target 1</p> <p>Priority 1: Leadership and management</p> <ul style="list-style-type: none"> Ensure use of Charanga Scheme of Learning (Adapted for Covid) to deliver Music lessons Ensure staff use Music knowledge organisers to plan progression of key practical music making skills and progression of key musical vocabulary. Music monitoring time spent working along side staff and developing confidence / equipping staff with expertise, resources and confidence in the teaching music. 	<p>What will success look like?</p> <ul style="list-style-type: none"> Class teachers will be confident to use charanga scheme of learning to deliver music lessons. They will be clear of a teaching sequence for music developing an ethos of repetition in building on listening, performing, improvising and composing skills. Children across school will have regular opportunities to develop music skills and to engage creatively in practical music making. Evidence of music making will be saved in Academy Subject Evidence (photos, videos, lesson plans, pupil voice) and share on Twitter @JCA_Music. Progression of skills evident across school. Progression of music vocabulary allow staff and children to learn about musical styles and concepts. Share music making in assembly and showcases to parents. 			
Action	Who?	When?	Resource	✓
Staff update on the use of the Charanga scheme (adapted to Covid) , a teaching sequence for music as well as development of key musical skills and vocabulary.	CE	Autumn 2 tba	WMS audit tool	
Introduce Music knowledge organisers to staff to facilitate teaching, assessment and development of subject knowledge and vocabulary	CE	Autumn 2	Documentation	
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 and shared on Twitter @JCA_Music	CE	Summer 1	Camera/ipad	
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

<p>Target 2 Priority 2: Quality of Education -</p> <ul style="list-style-type: none"> • Develop our cultural capital offer - reflect on what we do, refine and introduce the 'Pupil JCA Enrichment Journey' • Ensure children are exposed to a wide range of music from different cultures in lessons and assemblies. • Ensure children have quality practical music making lessons in a Covid safe way. • Ensure children have access to quality and creative musical extra-curricular activities. • Ensure children have access to quality musical instrument lessons 	<p>What will success look like?</p> <ul style="list-style-type: none"> • Ensuring music is being delivered effectively and appropriately in all year groups • Ensuring children are making progress in music and enjoying regular opportunities to develop skills and engage creatively in practical music making. • Subject leader works with teachers to model music lesson • Staff explore the personal, social and emotional benefits from participating in music making as part of PSHE, Assemblies • Children are exposed to a wide range of cultural and creative music in lessons • Children have access to a range of quality extra-curricular musical activities. • Children are given the opportunity to further explore their passions for music through learning a musical instruments. • 			
Action	Who?	When?	Resource	✓
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		
Use assembly / remote learning to sing songs related to our values assembly calendar.	CE	Spring 1		
Review		Spring 1		

Assess pupil participation in instrumental lessons and extra curricular music activities. Carry out recruitment and share successes.				
Pupil voice to assess enjoyment in the subject	CE	Spring 2		
To outline our range of offer throughout school and share with staff so that expectations are set for each year group to develop understanding and creative drive and aspirations.	CE	Summer 1		
Feedback given to governors at end of year meeting.	CE	Summer 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 3 Priority 3: Behaviour and attitudes <ul style="list-style-type: none"> Ensure all children have a positive 'Can do' attitude to music. They relate their music making to the learner traits. Further develop the independence of our children and enable them to participate in practical music making safely in school and at home. 	What will success look like? <ul style="list-style-type: none"> Children will have regular opportunities to engage creatively in practical music making using team work, independence, communication and resilience to make creative decisions. 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. Pupil voice will demonstrate enjoyment and engagement in music. 			
	Action	Who?	When?	Resource
Launch online home singing opportunities to support love of singing and support the childrens' well being.	CE	Spring 1 and 2		
Develop independence of children in accessing music making using the Charanga Scheme of Learning in school and at home (Yumu)	CE	Spring 1		

Evaluation (impact on learning and progress) (Who? How? Reported to?)

<p>Target 4 Priority 4 Personal Development</p> <ul style="list-style-type: none"> Use music to support well being of children during the pandemic. 	<p>What will success look like?</p> <ul style="list-style-type: none"> Children and staff enjoy singing together and use singing as an enjoyable activity as part of a healthy lifestyle. Provide new opportunities (After school clubs) enabling more children to explore new opportunities and skills and develop new aspirations Develop Junior leaders and involve them in our events and theme weeks. Allow them to conduct pupil voice to gain ideas from all classes Set up an Arts council (run by JLT and members of the school council?) 			
<p>Action</p>	<p>Who?</p>	<p>When?</p>	<p>Resource</p>	<p>✓</p>
<p>Explore how to make music safely at school using the Charanga Scheme of Learning (Adapted for Covid) – developing instrumental skills in performing and composing as well as exploring signing to songs.</p>	<p>CE</p>	<p>Autumn term onwards</p>		
<p>Explore under what circumstances singing may be done safely in school.</p>	<p>CE</p>	<p>Autumn 1</p>		
<p>Initiate home singing opportunities using Seesaw and use to support well being.</p>	<p>CE</p>	<p>Autumn 2</p>		
<p>Evaluation (impact on learning and progress) (Who? How? Reported to?)</p>				