

<p>Vision and Intent</p>	<p>Music education is unparalleled in its ability to stimulate personal, emotional and intellectual development, and motivate social change. Its purpose is to prepare the next generation of informed and content citizens to appreciate music for its own sake. We believe every student is inherently musical, given the right conditions. We want to open the vast world of music making, spanning different times, places and cultures, allowing all students to interact in a multitude of different ways; as vocalists, instrumentalists, through technology and as composers and performers. We recognise that many students' involvement in music occurs outside of the classroom, in extracurricular activities, both within and outside of school. These include visits to musical events, organised ensembles and opportunities for independent learning. This brings a wealth of knowledge and understanding into the classroom, instilling with it habits and behaviours that foster a community, which is resilient, respectful and happy.</p> <p>We aim to inspire students to pursue a life enriched by music, giving them the knowledge and skills to achieve their full musical potential. We will promote an inclusive environment which aims to nurture, support, and challenge every musician. Our approach is embedded in three key areas of our music education: stimulating and engaging curriculum lessons, high quality personalised instrumental tuition and a comprehensive extracurricular programme. Music teaches us to listen, not only to our own 'voices' but to those of others.</p> <p style="text-align: center;"><i>'When words fail, music speaks!'</i></p>			
<p>What do we include in our provision at Ousedale School?</p>	<p>Plan to enhance music education offer at Ousedale School</p>			
		<p>What do we do now</p>	<p>Action</p>	<p>Impact</p>
	<p>Curriculum <i>High quality music provision in the</i></p>	<p>The music curriculum is ambitious and sequencing is clear.</p> <p>Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning.</p>	<p>Continue to review and evaluate curriculum to ensure outstanding engagement and progress across all key stages</p>	<p>Improved engagement in music curriculum</p> <p>The curriculum is planned with consideration for transition taking into account the expectations of the KS3 curriculum and planning in collaboration with local primary schools.</p>

	<i>classroom</i>	<p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>The Curriculum is planned for all in year groups and skills are mapped progressively across Key Stages as guided by the National Curriculum</p>	<p>Continue to review and evaluate curriculum to ensure outstanding engagement and progress across all key stages</p>	<p>Improved engagement in music curriculum</p>
		<p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Music is inclusive and seeks to engage all learners.</p>	<p>Continue to review and evaluate curriculum to ensure outstanding engagement and progress across all key stages</p>	<p>Improved engagement in music curriculum</p>
		<p>Space and resources allow breadth of curriculum for all students, including music technology. All curriculum music lessons take place in a specialised music environment.</p>	<p>Update and expand upon current music technology equipment:</p> <p>Investigate and implement new desk/seating arrangement in music classrooms</p> <p>Replace current PC's in L3,L4,L5 and Recording studio</p>	<p>Continue to develop existing resources.</p>

			<p>Investigate purchase of laptops to allow 32 workstations in each classroom</p> <p>Ensure all music software is up to date and relevant</p> <p>Ensure music subscriptions are up to date and relevant (Yu_Studio)</p> <p>Update Music Technology software to latest versions</p> <p>Continue to update resources when necessary</p> <p>To improve sharing of resources on SharePoint to further engage students both in an out of the classroom</p>	
		<p>All curriculum music lessons are timetabled for 60 minutes. Curriculum music in at Ousedale School has the minimum of one weekly session per year group throughout the year. Appropriate curriculum time is allocated at Key Stage 4 and 5 Music and Music Technology</p>	<p>Continue to review and evaluate curriculum to ensure outstanding engagement and progress across all key stages</p>	<p>Improved engagement in music curriculum</p>

		The department has a bespoke assessment policy that assesses musically and appropriately and is in alignment with school assessment strategy.	Develop effective audio/video system to record, share and store work.	Improved self-assessment in the music curriculum
		The school is considered a 'singing school' as it plays an integral role to school life and serves the local community.	Further integration of singing into KS3 SoW	Improved engagement in music curriculum. Improved student wellbeing.
	Co-curricular, High quality provision beyond the classroom	School engages with an MK Music Coop and trusted Freelance music teachers to provide 1-1 and small group tuition covering all instrumental families. Over 12% of the school population engage in regular instrumental tuition within school hours. Ousedale regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision	Aim to increase provision to over 15+ via endangered instrument scheme and year 7 starter scheme. Setup Music mentor scheme to allow KS5 & KS4 students to support KS3 students on their musical journey Develop closer working relationship with primary feeder schools to aid transition process Ensure year 7 instrument starter system is effective and fully utilized.	Improved engagement in music curriculum. Improved student wellbeing. Improved number of students learning musical instrument

			Engage with MK Music faculty and act upon endangered instrument scheme offers	
		<p>There are regular opportunities for pupils to perform in both formal settings (October Musical Production, Christmas Carol Service, Spring Gala Service, End of Year Award Ceremonies etc)</p> <p>There are regular informal setting (Live@Lunch, Performances in Assembly etc)</p> <p>Teaching and associate staff regularly engages and plans with their peripatetic teachers allowing for a consistent approach to music provision</p>	<p>Develop number of students involved in Rock School at NP and OL. Investigate running differing sessions for each Key stage.</p> <p>Setup music assembly regular rota</p> <p>Provide regular Live@Lunch opportunities for students across all key stages</p> <p>Provide summer term reward trip for students actively engaged in music ensembles.</p> <p>Investigate possibility of setting up Class charts register to allow school reward system to be used effectively.</p>	<p>Improved engagement with experience curriculum</p> <p>Improved student wellbeing.</p>
		The department offers a number of enrichment activities, allowing students to attend live music events across the school year.	Continue to provide planned music enrichment opportunities for all students across the school year	Improved engagement with the music and experience curriculum

		In collaboration with the curriculum lead of Performing Arts, senior leaders drive the development of music across the school and advocate for the importance of music in school life.	Continue to engage with school and academy leaders to ensure the development of music across the school	Improved music leadership and musical experiences across the school
		Pupil voice is taken into consideration when planning for the music curriculum and experience curriculum	Continue to consider pupil voice in a planned and methodical manner.	Improved engagement with the music curriculum
Leadership		Bespoke financial support (PP) is applied so that all pupils can access the curriculum and extra-curricular opportunities. School actively provides access to alternative instruments where necessary. Annual planning demonstrates a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.	Continue to use Pupil Premium funding and other resources to ensure that all students can access the music curriculum and extra-curricular opportunities. Work closely with MK Music Hub	Improved access to the music curriculum
		The school has a wide range of instruments (owned or hired) which are used regularly during curriculum time and 1-1 instrumental provision.	Investigate purchase of Timpani which are currently hired from MK Music Hub on a Termly basis	Improved resources and opportunities for pupils

		<p>The school successfully integrates the use of teaching resources (this could include online resources) into its curriculum planning.</p> <p>The department has a technology suite/studio.</p> <p>There are dedicated spaces for 1-1/small group music tuition within the school</p>	<p>Investigate an improved space at the NP campus for students to store instruments within school.</p> <p>Install fixed PA/Sound System in Main Hall at NP campus</p> <p>Investigate possibility of hiring music technician to support students in accessing facilities that are already available (Recording Studio at NP and OL)</p>	
		<p>The budget is planned to support the delivery of the music curriculum and supports resourcing the school, as well as providing students with ample opportunity to broaden their musical experiences.</p>	<p>Continue to plan budget over the year.</p> <p>Investigate external grants/funds etc for musical instrument.</p> <p>Investigate installing Air Conditioning in Music Classrooms at Newport Pagnell to</p>	<p>Improved resources for pupils</p>

			improve day to day working conditions.	
		The lead member of staff sources bespoke CPD opportunities for the school to enable quality music provision to become embedded in school life.	Engage with MK Music Coop and MK Music Faculty to provide high quality CPD over a sustained period of time.	Improved subject knowledge and quality of teaching.
Communities and Partnership		<p>The school is working in partnership with other settings, sharing resources and good practice. The school is engaged with their MK Music Hub and Mk Music Faculty, including completion of the annual survey and regular attendance at network meetings</p> <p>Ousedale has established a long-lasting partnerships with the ARTS AWARD demonstrating a positive impact on outcomes for a wider group of children, young people, and staff.</p> <p>The school has achieved Music Mark accreditation</p>	<p>Train all performing arts staff to deliver Silver and Bronze Arts Awards. Train specific performing arts staff to deliver Gold Arts Award. Recruit Arts Award student cohort and build upon current numbers</p> <p>Improve working relationship with music colleagues in feeder schools. Establish and Joint Feeder School Singing Improve working relationship Festival. Setup transition event in Spring term 1 to allow Jazz Band and KS5 musicians to perform to primary students.</p> <p>Continue to contribute to community events including Mayor Choral Concert, Local Church music events and music</p>	Improved engagement for all stake holders

		<p>The school is intending to apply to become a Lead Partner School with BLMK Music Hub</p>	<p>ensembles such as Olney Brass.</p> <p>Continue to engage with local MK music organisations such as:</p> <p>MK Music Hub MK Music Co-operative Alina Orchestra Stables Theatre</p> <p>Complete application process by January 2025</p>	<p>Review application process and action feedback</p>
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