

# Music Audit

## Context

What is the name of your school?

Mere Green Primary School – Arthur Terry Learning Partnership

Name of person completing the audit

Annie Undzhiyan

What is the total FTE (full-time equivalent) of music teachers in your school?

0.8

In your school, what generic training have music teachers received (e.g. NPQs, training from the trust, school level training, etc.)

NPQ Senior Leader – Ambition Institute (ongoing)  
NPQ Leading Teacher Development – Ambition Institute (May 2023)  
Foundation Subjects assessment – Emma Turner (June 2024)  
Racial Equality Network Dinner – (June 2024)

What subject specific training have music teachers received.

Music Expo – London, January 2024

How many contact hours per week do pupils receive for music in EYFS, KS1 and KS2

Reception – 1 hour weekly  
KS1 – 1 hour weekly plus weekly singing assembly  
KS2 – 1 hour weekly plus weekly singing assembly

What qualifications do you do in Music (if applicable)

ABRSM – Instrumental performance (Recorded grades), Performance grades  
Music Medals – woodwind  
Arts Awards

What numbers of students do you have completing these qualifications?

Year group	Number of students	DA	SEND
Year 1			
Year 2	3		
Year 3	3		
Year 4	4		
Year 5	1		
Year 6	2		

## Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Music Curriculum - <https://meregrn.bham.sch.uk/curriculum/music/>

All children EYFS to Year 6 received a minimum of 1hour Music curriculum lessons delivered by a Music specialist.

How is your curriculum structured and sequenced?

The aim of the music curriculum in Mere Green Primary is to develop pupils' knowledge and skills across the range of musical competencies to insure that by the time they leave Mere Green Primary they become more musical and become better composers, listeners and performers.(technical, expressive and constructive) The structure of the music curriculum is using the spiral curriculum model developed by Swanwick- Tillman. Learning is visualised as a spiral upwards from basic to advanced concepts, with topics being revisited at increasing levels of complexity as the spiral loops round. The curriculum model offers opportunities to consolidate knowledge. The learning is built over time by presenting key knowledge in key chunks. The process of reinforcement in learning is a key feature of the spiral curriculum. Each return visit has additional objectives and presents fresh learning opportunities. In a spiral curriculum, attention is paid to both the scope and sequence of topics. The ethos of excellence and high expectations is embedded through the school.

The curriculum topics are also selected to reflect the unique context of our school and learning community.

How are increasing access for disabled pupils and supporting pupils with special educational needs (SEND).

We pride ourselves in providing opportunities for all children to access the curriculum and we aim to tailor the curriculum and to make it inclusive. We would as a team to devise strategies which empower all learners to make the most of their music lessons and to experience the include nature of music making.

Scaffolding

Live tailored feedback

Technology - accessibility features

Removing barriers to learning - Adaptations for specific learners

Opportunities pupils have to learn to sing or play an instrument during lesson time

EYFS and Year 1 – untuned percussion instruments, voices

Year 2 – Tune and untuned percussion instruments, technology (ukulele)

Year 3 – Piano and untuned percussion instruments

Year 4 – Steel pans (WCIT) and ukulele, voices

Year 5 – Keyboards, voices and music technology

Year 5 – Keyboards and voices

## Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

What music tuition does your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice (include what instruments are offered, charging and remissions information, and if the tuition is subsidised or free for certain students.

One to One instrumental tuition: (the provision is funded by the parents; support is available for children in the Pupil Premium register)

Piano – (24)

Drums – (12)

Guitar – (11)

Strings (Violin/Cello) (4)

Woodwind (Flute/Clarinet) (3)

Total: 54

School Based Ensemble – Steel Pans (Free to attend) (10)

Elective Steel Pans ensemble – after school club (18)

What ensembles can pupils join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Keyboard Club (8-15)

Ukulele Club (8-15)

Digital music Club (15)

Young Voices (KS2 choir) (20)

Rising Voices (KS1 choir) (30-45)

Musical Theatre Club (KS2) (30-40)

How can pupils make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Students can attend area ensemble organised by the Birmingham Music Service

A number of children are part of the Singing Community of Choirs

Instrumental loans are offered to all students taking 1:1 peripatetic tuition

Support with Music Medals and Instrumental graded exams

A number of students are taking instrumental lessons outside of school.

A number of students are part of Performing arts groups and participate in regular performances.

What partnerships does your school have to support music, in your school, such as with your local music hub or other music education organisations?

Birmingham Music Service – Services for Education

Birmingham Contemporary Music Group

City of Birmingham Symphony Hall

Ex-Cathedral

B'Opera

## Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

What musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

All children in Year 4 learn to play the steel pans Enrichment offer:

Visit to the Royal Albert Hall – open to KS2 children

Year 6 - Visit to the Birmingham Royal Ballet to see a production (usually the Nutcracker or Cinderella)

Year 5 - Visit to the Birmingham Symphony Hall to watch a live concert performance

Year 4 – Musical Theatre Workshop with Disney’s The Lion King.

Year 4 – Visit to Lyceum Theatre to watch Disney’s The Lion King.

Performance opportunities in:

City of Birmingham Symphony Hall Centre – Music for Youth Festival 2023

Arthur Terry Learning Partnership Joined performances – Spring of Sound 2024

Cross Partnership events – MAT joined event 2023 – Birmingham University

Birmingham Royal Conservatoire events – Area Galas (Steel Pans Ensemble)

REND performance – Steel Pans ensemble

Symphony Hall – Summer Galas – Youth Proms – Young Voices and Steel Pans ensemble

For musical performances, concerts and shows in and out of schools, how many pupils get involved and from which year groups? Are participating or are they members of the audience?

Each year group participate in a class performance including singing and acting

Each year group performing a Christmas Performance for parents

Year 4 performs every term – 2 concerts for parents and a performance for the Year 3 to showcase their musical learning for the year

## Key areas of strengths

What does your department do really well (name up to three things that you would be happy to share with other departments?)

Use of technology in music and specifically composition  
Rich enrichment calendar  
Performance opportunities  
Diverse range of instruments, genres and musical traditions explored

## In the future: key areas for development

This is about what your department needs to develop in subsequent years.

What other organisations can you link with to support with this eg. your local music hub, other local music education organisations; other music departments and contacts.

Further develop subject specific strategies for assessment in music  
Further develop inclusivity in music