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# BANK VIEW SCHOOL MUSIC DEVELOPMENT PLAN

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## PRIMARY & SECONDARY

**School:** Bank View School

**Head teacher:** Juliette Gelling

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Bank View is an outstanding special school, based over three sites in Liverpool, for learners with complex learning difficulties.

Bank View caters for children aged from 5 to 19.

BankView@Croxteth - 28 places. Years 1 to 4.

Bank View Speke - 140 places. Years 7 and 8.

Bank View Fazakerley - 252 places. Years 4 to 14.

All our learners have an EHC plan.

We have 5 primary classes for Key Stages 1 and 2. From year 7 onwards most learners follow a mainstream secondary model, however some of our most vulnerable learners, academically and socially, may have a place in one of our 8 Base classes which follow a more primary model.

Provision of music and access to Expressive Arts is universal and across the board for all learners. Motivation and interest is promoted throughout a rounded curriculum in KS1, KS2 and KS3. At KS4 and KS5, learners can explore Expressive Arts by choosing this as a weekly Option and continue with any one-to-one and/or ensemble music lessons they are part of.

Music lessons are adapted to meet the learners individual needs in terms of pacing and TA support. Learning is scaffolded to ensure skills and knowledge are built upon across the Key Stages throughout our spiralled music curriculum.

There is value placed on music across the school, from SLT downwards. Our whole team are actively supportive, encouraging and engaged. We have a culture of appreciating and valuing music and the arts.

We are a Music Mark and Arts Mark school.

Area of provision	What we are currently doing well at in this area:	Area for development:	Action to be taken:
<b>Curriculum</b>			
<p>We have embedded a high quality, ambitious music programme, covering progression within the national curriculum. This includes on-going assessment and scaffolding throughout the year groups.</p>	<p>The music curriculum is theme based and supported by the Music overview and MTP documents.</p> <p>Scaffolding is on-going and based on formative assessment in real time.</p>	<p>Easier access to evidencing/document progression using Seesaw.</p> <p>Clear and concise delivery of instruction leaves more time for learners to work on iteration of skills through repetition.</p>	<p>New music Ipad purchased and set up to capture directly to Seesaw. TAs in respective classes to capture, upload and annotate video evidence.</p> <p>Consistent music TA support and familiarity of the curriculum ensures all adults in the classroom know the objectives and steps to success in order to support all learners.</p>
<p>Our curriculum is fully inclusive and can be accessed by all learners. Every staff member has knowledge of all learner needs.</p>	<p>We have moved to Microsoft Teams to make it easier for all staff to access the whole curriculum and EHCPs online.</p>	<p>Use of cloud-based storage means all staff can access all the curriculum, MTPs and student info at anytime and from any location.</p>	<p>Continuing to use and explore free online programmes and activities to support learning, which learners can access at home.</p>
<p>Our curriculum includes listening examples from a wide range of cultures and traditions.</p>	<p>Through topic themes we ensure a varied curriculum by incorporating the learning of key concepts and skills while exploring the music and tradition of other peoples.</p>	<p>Incorporating Creative Partnership style techniques such as singing a call &amp; response song to enhance learning about the African diasporan culture incorporated into the Blues.</p>	<p>Continue to develop and provide material that is relevant to the respective age range, which has a good balance of knowledge and skill with which to build our learning upon.</p>

<p>We provide timetabled curriculum music lessons of 50mins each week of the school year (KS1 to KS3).</p> <p>Bank View is spread across three sites covering KS1 to 6<sup>th</sup> form. Children in and primary classes feed into our KS3 provision so we are in a unique position to support music in the early years they have a level of musical knowledge by the time learners enter year 7.</p>	<p>KS1 lessons are delivered by class teachers, supported with small group/one to one sessions with our music peripatetic teacher. Kapow music informs this provision.</p> <p>KS2 &amp; KS3 lessons are led by specialist music teachers in dedicated music rooms.</p> <p>KS4 &amp; 5: Learners have the choice to continue music/Expressive Arts in Options time, which is a two hour session once per week working towards WJEC qualification units and performance.</p>	<p>Year 5 and 6 are based at Fazakerley and use the music room which is strengthening earlier access to fundamental musical meaning we will reap the benefits of at KS3.</p> <p>Musical learning throughout school is informed by the following pedagogies: Kapow, Musical Express, Midnight Music (technology), Voices Foundation, Kodály and Dalcroze.</p> <p>Continue to support learners to explore what they would like to create at KS4 from i.e. writing an original song/contribute to a group composition to devising a short, original musical theatre performance to stretch their skill base and develop their creativity while meeting relevant WJEC criteria for accreditation.</p>	<p>Continue to refer and tweak MTPs to ensure skills are scaffolded from KS2 in order to maximise learning as learners move up the school years.</p> <p>Pursuing half a day for a drum teacher to attend Speke to help develop ensemble playing.</p>
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<b>Co-curricular</b>	<b>What we are currently doing well at in this area:</b>	<b>Area for development:</b>	<b>Action to be taken:</b>
<p>We provide KS2/KS3/KS4 access to musical opportunities outside the curriculum classroom in the form of small ensembles and one to one tuition.</p>	<p>Our main music peripatetic teacher is very dedicated to supporting learners in either exploring the music room (i.e Base learners one to one) or developing higher ability skills and techniques primarily on the guitar towards qualifications and performances.</p> <p>Ensembles are supported by our drum and keyboard peripatetic teachers who supply one to one lessons to individual learners, which feed into ensembles alongside curriculum lessons.</p>	<p>Offer more learners the opportunity to pursue Rock School or ABRSM qualifications.</p>	<p>School continues to support and fund those learners who wish to gain additional music qualifications.</p> <p>Continue to push for local and national opportunities for our learners to explore, learn and perform.</p>
<p>We have provided access to singing opportunities within the curriculum, co-curricular lessons, singing assemblies for learners in KS1 and a staff/student singing group.</p>	<p>Singing/voicework is the basis of musical learning at Bank View. If you can sing it you can play it!</p> <p>Delivering an all-round curriculum where learners can develop their listening and inner hearing (to be able to transcribe by ear) alongside traditional music notation is intended to develop all round musicianship.</p>	<p>Offer dinnertime staff and student choir sessions in lunchtime (primarily working towards Christmas performance repertoire)</p>	<p>Exploring staff and student choir opportunities through hosting a weekly 'Kickstart Singing' session lead by Resonate our music hub. This is primarily for learners however staff wishing to come will also be welcome. SLT support with staffing for this</p>
<p>We have identified children who show an aptitude for music to gain extra, tuition.</p>	<p>If a child is receiving extra-curricular input from a peripatetic (through one-to-one</p>	<p>We are aiming to have a service whereby any student who asks for instrumental</p>	<p>Exploring external funding opportunities as well as continuing to use learner</p>

<p>Opportunities for these children to access specialist instrumental tuition is based on their interest in the subject.</p>	<p>tuition) they are offered an instrument to take home to further improve their practise and skill building.</p>	<p>tuition will get access to explore it.</p>	<p>premium funding so learners can take home instruments. new Music Hub lead organisation (LCR).</p>
<p>Furthering Talent programme.</p>	<p>Furthering Talent (hosted by Young Sounds UK) caters for six of our children to develop further on their chosen instrument (guitar or keyboards). This is a free provision for the school/learner and enables individuals to have longer more in-depth lessons.</p>	<p>Furthering Talent also provides opportunities for those on the programme to attend master classes at i.e. the Philharmonic or have guest artists run sessions to all the Merseyside learners on the programme.</p>	<p>Bank View has hosted a number of Furthering Talent master classes and are interested in helping to develop these events giving learners the opportunity to play alongside peers from other settings.</p>

<b>Enrichment</b>	<b>What we are currently doing well at in this area:</b>	<b>Area for development:</b>	<b>Action to be taken:</b>
We have established school ensembles/bands with planned performances.	Every year we have two Music Shows comprising of ensemble groups and individuals sharing what they have learned and created throughout the year.	Continue to build on the success of our school concerts ensuring future performers are inspired and current performers are supported while they experience a large audience and play through the main PA.	Explore the capacity performers parents to be invited to attend school music concerts held during school hours.
We have arranged a space for rehearsals and individual practice in school.	<p>On our Fazakerley site the music room is the only rehearsal space. Learners are encouraged to come and practise in their dinnertimes and breaks.</p> <p>Learners are expected to work together if they are in the music room and not on keyboards with headphones (so there aren't numerous different pieces of music being played at the same time) and peer teach.</p>	<p>Speke has more scope for i.e. a drum room and an extra break out practise room.</p> <p>Additional learning space at Fazakerley</p>	<p>Continue to pursue expansion of the music room in Long Lane.</p> <p>Continue explore building at Fazakerley to create a larger music space</p>
DADA ensemble.	Disability And Deaf Arts. Our learners represent Bank View on an on-going basis at this disabled, Deaf and neurodivergent, local music project.	Continue to support DADA and ensure access by providing TA escort for transport and attendance at all sessions.	Encourage DADA to come to school to deliver sessions/performances and perhaps pursue placement opportunities for our 6 <sup>th</sup> formers.
NOW Festival	We are engaged with the Merseyside Youth Association lead Young People's Mental Health Festival.	This is more a dance and drama-based festival exploring themes such as resilience. We have taken a live band (the first time the	Support our afterschool dance provision to develop performance opportunities for our learners.

		festival has had this) but the dates clash with our curriculum arc and MTP planning so it's not ideal in terms of meeting our qualification deadlines.	
We have live school music performances.	We have two big yearly music shows in the school hall delivered to the whole school body. Ensembles choose their own material and increasingly these are original pieces of music and songs.	More staff and older learners able to operate technology, video document performances, look after the music desk whilst others are performing so they develop and explore the technical side of performance.	Arranging CPD to further learn and upskill re our main mixing & lighting desks.
We organise opportunities for learners to enjoy live performances. We embrace a variety of musical genres and styles to allow learners to access diverse cultural experiences in support of curriculum themes and to promote cultural capital.	Annual Philharmonic schools concert trips for primary, year 7 and Base classes.  Annual panto trips for primary, year 7 and Base classes.  Now Music - visiting musicians' concerts.  Furthering Talent masterclasses and inclusive presentations.  Theatre trips to support literacy.	Explore opportunities for local 'mainstream' secondary schools to perform for our cohort to promote empathy on both sides.	Continue to ensure quality cultural performances are available to our cohort to inspire and fire their imaginations and to promote access to local venues.
We ensure that parents are aware of the opportunities available to learners both in school and in the area.	Signposting parents to outside music providers such as The Rock Project, RAW, Merseyside Youth Association and	Dpen up school performances to the parents of other learners (rather than just performers) providing	Continue to use Seesaw to keep open communication with parents so they've notice to arrange other commitments to attend.



	community events such as the annual Africa Oye festival.	'relaxed' performance opportunities for our families.	
After school dance club.	Weekly after school sessions lead by an experienced TA.	Choreography feeds into our summer musical and Christmas pantomime.	Alongside choreography for our in house shows develop performance goals such as the NOW festival.
After school drama club.	Weekly after school sessions open to the whole student body. These focus on different theatre techniques such as mask work, using music to create a mood and atmosphere, developing characters and improvising scenarios.	We have student leaders who are developing their skills in leading the group through games and activities.	Exploring possibilities for club members to attend evening theatre performances to gain experience of and enjoy live, local theatre.
Summer musical theatre performance and Christmas pantomime.	Using Enrichment time (primarily a mix of yr7, 8 & 9 learners), we produce and tailor a summer musical and Christmas pantomime every year. These includes live music, played and developed by music learners alongside the ensemble peri teacher. We also incorporate dance and props (i.e. puppets) and scenery made by school staff including scenery flats and costumes. They are big events! Both shows are musicals and always incorporate an original twist for instance our version of Alice in Wonderland was entitled 'The Lost Wonderland'	<i>We now work with an external theatre practitioner (who is also a maker &amp; animator) who directs these shows. He also leads on the weekly afterschool drama club.</i>  <i>Depending on capacity and other timetabling constraints keeping a dedicated team of staff who have performance experience as our main Tas and support in the weekly sessions and throughout the performance season.</i>	<i>As for the twice yearly music shows we'd like to develop staff and student use of technology to upskill and free up the music lead to make the shows richer for everyone.</i>

	with a focus on making the world a better place.		
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Extras:	What we are currently doing well at in this area:	Area for development:	Action to be taken:
<p>We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year.</p> <p>Our music lead attends relevant high quality CPD and then shares learning and resources to the staff team.</p>	<p>The local music hubs SEND network is an opportunity to share best practice and moderation of i.e. assessment.</p>	<p>Continue to support non-specialist music teachers in feeling confident to deliver whole class music sessions.</p>	<p>Continue to engage with the music hub and ask for relevant training and information when necessary.</p>
<p>Our Budget sufficiently covers costs for instrumental resources, staffing (internal and visiting), curriculum subscription, live music opportunities and staff CPD.</p>	<p>Learner Premium money is used wisely to support our music and Expressive Arts provision throughout school.</p> <p>We are well supported in terms of kit and equipment including music tech.</p>	<p>Outside funding could be explored to fund further enrichment opportunities.</p>	<p>Contacting organisations such as Arts Council England would be a first stop to apply for extra funding for i.e. their 'Teaching for Creativity' programme.</p>
<p>We value our partnerships with local and national arts organisations.</p> <p>We have worked with and been part of projects &amp; workshops through the Royal Court Theatre, Africa Oye outreach, The Everyman Theatre and Twenty Stories High. We have also been lucky to enjoy whole school performances (live and online) through the Live Music Now programme.</p>	<p>Bank View has Music Mark and Arts mark accreditation. This is in recognition of all the effort we put into music and the arts across school.</p>	<p>It is our intention to develop and strengthen relationships with more local music/arts organisations.</p>	<p>We are also pursuing possibilities with and at The Unity Theatre in terms of front of house experience for our learners.</p>