



BANK VIEW SCHOOL MUSIC DEVELOPMENT PLAN



PRIMARY & SECONDARY

School: Bank View School

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Bank View School is an outstanding special school in Liverpool.

We believe that if the school community values each other, values education and fosters opportunities then we will all succeed. We explicitly promote respect, resilience and emotional intelligence.

Our school has a total of 420 students across three sites. We have 167 students on Pupil Premium; 8 students who are looked after children and every student has an EHCP.

Alongside KS1, KS2, KS3, KS4 and sixth form we also have Base classes which comprise of young people (of any age) who need more support to access the curriculum.

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

Adaptation to ensure all can access the curriculum is built into music sessions in terms of pacing and TA support. Utilising the usual tools such as stickers and scaffolding throughout the key stages the intent is to build on skills and knowledge throughout our spiralled music curriculum.

We aim to develop all round musicianship from singing to master inner hearing so we can transcribe, through to reading the stave and lead sheets in order to play more effectively and learn pieces quicker for ensembles and class bands. Some one to one and more therapy-based music sessions may include no notation, piano forte, guitar TAB or graphic scores but our emphasis is on building core music skills to play with others.

There is value placed on music across the school, from SLT downwards. Our whole team is 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:
Curriculum	<p>The music curriculum is themed based on 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>Summative assessment is in line with the whole school termly assessment system via Bromcom.</p>	<p>Easier access to evidencing/document progression using Seesaw.</p> <p>Clear and concise delivery of instruction leaves more time for students 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 students.</p>
<p>Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil 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 any time and from any location.</p>	<p>Continue to use and explore emerging, free online programmes and activities to support learning, which students 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 & response song to enhance learning about the African diasporan culture incorporated into the Blues.</p>	<p>Continue to develop and provide material within the theme which is relevant to the respective age range & has a good balance of knowledge and skill with which to scaffold our learning.</p>

<p>We provide timetabled curriculum music lessons of 50mins each week of the school year (KS1 to KS3).</p>	<p>KS1 lessons are ran by class teachers and supported with small group/one to one sessions with our music peri. Kapow Primary Music SOW informs this provision. LKS2 & some UKS2 music is also informed by Kapow.</p>	<p>As we have more primary aged students on roll at Long Lane, this should ensure we can embed fundamental musical skills earlier, which we should reap the benefits of at KS3.</p>	<p>Continue to refer and tweak MTPs to ensure skills are scaffolded from KS2 in order to maximise learning as students move up the school years.</p>
<p>Bank View is spread across three sites covering KS1 to 6th 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 ensuring a certain level of musical knowledge by the time students enter year 7.</p>	<p>UKS2 & KS3/4/5 lessons are led by specialist music teachers in dedicated music rooms.</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>Pursuing half a day for a drum teacher to attend Speke to help develop ensemble playing.</p>
	<p>KS4 & 5: Students 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>Continue to support students 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 qualification criteria.</p>	<p>Musical Technology: We have dedicated laptops for music tech and support the curriculum through the use of different (predominantly free) music software programmes, which will be updated as appropriate tech evolves: KS2/Year 7:: Incredibox & Chrome Music Lab as cover work Year 8: Musescore Year 9: Bandlab KS4: Bandlab & Reason DAW (if applicable).</p>

Co-curricular	What we are currently doing well at in this area:	Area for development:	Action to be taken:
<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 students in either exploring the music room (i.e. Base students 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 peri teachers who supply one to one lessons to individual students, which feed into ensembles alongside curriculum lessons.</p>	<p>Exploring if more one to one students want to pursue Rock School or ABRSM qualifications.</p>	<p>Support and pay for those students who wish to gain additional music qualifications.</p> <p>Continue to pursue and push for local and national opportunities for our students to explore, learn and perform.</p>
<p>We have provided access to singing opportunities within the curriculum, co-curricular lessons, singing assemblies for students 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 students 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>We have had dinnertime staff and student choir sessions in the past (primarily working towards Christmas performance repertoire) but short dinnertimes and staff duties can work against any serious development of this provision.</p>	<p>Exploring staff and student choir opportunities through hosting a weekly 'Kickstart Singing' session lead by Resonate our music hub; primarily for students, any staff wishing to 'dib in' will be welcome.</p>

<p>We have identified children who show an aptitude for music to gain extra, tuition.</p> <p>Opportunities for these children to access specialist instrumental tuition is based on their interest in the subject.</p>	<p>If a child is receiving extra-curricular input from a peri (through one-to-one tuition) they are offered an instrument on loan to take home to further improve their practise and skill building.</p>	<p>We are aiming to have a service whereby any student who asks for instrumental tuition will get access to explore it.</p>	<p>Exploring external funding opportunities, potentially for individuals to take home instruments is an area to pursue especially now we have a new Music Hub lead organisation: Liverpool City Region Combined Authority (LCR).</p>
<p>Furthering Talent programme.</p>	<p>Furthering Talent (hosted by Young Sounds UK) caters for six of our students to develop further on their chosen instrument (guitar or keyboards). This is a free provision for the school/student and enables individuals to have longer more in-depth one to one 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 students on the programme. This is an opportunity for students to meet other budding musicians across the city.</p>	<p>Bank View has hosted a number of Furthering Talent master classes and are interested in helping these events develop especially in the area of students from different schools having opportunities to share and play together.</p>

Enrichment	What we are currently doing well at in this area:	Area for development:	Action to be taken:
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 hall PA.	Explore the capacity for all performers parents to be invited to attend school music concerts, which are 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. Students are encouraged to come and practise in their dinnertimes and breaks.</p> <p>Students 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>It has been mentioned for Fazakerley that an extra room is built away from the hall (we have clashes with visitors/shows which need to use the hall and during the exam season), which is bigger so the keyboards can be left out around the edge of the room too (we can cater for this in Speke).</p>	Continue to pursue expansion/re-location of the music room in Fazakerley.
DADA ensemble.	Disability And Deaf Arts. A couple of our students represent Bank View on an on-going basis at this disabled, Deaf and neurodivergent, local music project.	Continue to support DADA and ensure access and support is given via a school TA escort and TA attendance at all sessions.	Encourage DADA to come to school to deliver sessions/performances and perhaps pursue placement opportunities for our 6 th 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 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.	Support our afterschool dance provision to develop performance opportunities for our pupils.
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 (hopefully) older students becoming au fait with technology, to video document performances and look after the music desk whilst others are performing and so develop and explore the tech side of performance.	Arranging CPD to further learn and upskill on our main mixing & lighting desks.
We organise opportunities for students to enjoy live performances. We embrace a variety of musical genres and styles to allow students to access diverse cultural experiences in support of curriculum themes and to promote cultural capital.	<p>Providing annual Philharmonic schools concert trips for primary, year 7 and Base classes.</p> <p>Annual panto trips for primary, year 7 and Base classes.</p> <p>Now Music - visiting musicians' & accessing live, online concerts.</p> <p>Furthering Talent masterclasses and inclusive presentations.</p> <p>Theatre trips to support literacy.</p>	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.

<p>We ensure that parents are aware of the opportunities available to students both in school and in the area.</p>	<p>Signposting parents to outside music providers such as The Rock Project, RAW, Merseyside Youth Association and community events such as the annual Africa Oye festival.</p>	<p>Depending on capacity, we're aiming to open-up school performances to the parents of other students (rather than just performers) providing 'relaxed' performance opportunities for our families.</p>	<p>Continue to use Seesaw to keep open communication with parents so they have enough notice to arrange their other commitments in order to attend school shows.</p>
<p>After school dance club.</p>	<p>Weekly after school sessions lead by an experienced TA.</p>	<p>Choreography feeds into our summer musical and Christmas pantomime.</p>	<p>Alongside choreography for our in house shows, develop performance goals such as the NOW festival.</p>
<p>After school drama club.</p>	<p>Weekly, after school sessions open to the whole student body.</p> <p>Focusing on different theatre techniques such as mask work and using music to create a mood and atmosphere while developing characters and improvising scenarios.</p>	<p>We have student leaders who are developing their skills in leading the group through games and activities.</p>	<p>Exploring possibilities for club members to attend theatre performances to further gain experience of and enjoy live, local theatre.</p>
<p>Summer musical theatre performance and Christmas pantomime.</p>	<p>Using Enrichment time (primarily a mix of yr7, 8 & 9 students), we produce and tailor a summer musical and Christmas pantomime every year.</p> <p>These spectacles include live music, (played and developed by music students) alongside the ensemble peri teacher.</p> <p>We also incorporate dance, props (i.e. puppets) and graphics made by school staff & students</p>	<p>We now work with an external theatre practitioner (who is also a maker & animator) who directs these shows and also leads on the weekly afterschool drama club.</p> <p>Depending on capacity and other timetabling constraints keeping a dedicated team of staff who have lived performance experience as our main TAs and support in</p>	<p>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. This is to also develop alternative career choices regarding theatre AV (audio/visual) technology.</p>

	<p>including scenery flats and costumes. These are big events!</p> <p>Both shows are musicals and always incorporate an original twist, for instance our version of Alice in Wonderland was entitled 'The Lost Wonderland' with a focus on making the world a better place.</p>	<p>the weekly sessions and throughout the performance seasons.</p>	
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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, through 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>Pupil 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 & workshops through the Royal Court Theatre, Africa Oye outreach, The Everyman Theatre, Digital Futures (music technology programme) 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 students.</p>