

VAUGHAN FLEISCHFRESSER'S QUESTIONS FOR DEVELOPING SCHOOL MUSIC

We are grateful to Vaughan Fleischfresser for his permission to reproduce the questions he posed in his keynote to Music Mark's Spring Summit in April 2023. Find and follow Vaughan on [Twitter](#).

Reflective Dreaming / Managing Change

- How do you (could you) get pupils interested in learning instruments?
- How do you (could you) recruit?
- How do you (could you) help pupils get hooked on learning an instrument?

- What ensemble opportunities do you provide for your pupils?
- Could you (how would you) provide more?
- Are there any 'out of the box' ways you can think of to get them making more music together?

- How do you (could you) celebrate the successes of your pupils?
- What extension activities do you (could you) provide for your pupils?
- What would your pupils say about your approach to mistakes and success?

- What leadership / mentoring positions do you (could you) offer your pupils?
- What broader activities do you (could you) offer your pupils?
- How do you (could you) keep your pupils interested in their instrument?

- How do you (could you) foster independent music-making?
- Do your (could your) pupils use your spaces during breaks?
- Are there any opportunities for something better to grow out of this?

FURTHER QUESTIONS AND PROMPTS

- How does the school's Music curriculum support children who are learning instruments in or out of school, and those in choirs and ensembles?
- How are pupils inspired to further musical learning, whether formally or informally?
- How is Music assessed? Clue: it is rarely appropriate for it to be assessed in the same way as other subjects, although it often is!

- How do you know what music children are exploring and discovering?
- What could you teach or provide to make this more rewarding for them?

- How do you (could you) spot when children are losing interest in their instrument?
- How do you (could you) spot when children's learning reaches a plateau?

- What do teachers and LSAs do during Whole Class Ensemble Tuition classes? Are they learning with the children or is it bonus (or official) PPA time?
- How do pupils find out about opportunities to learn music after Whole Class Ensemble Tuition?

CPD

- What skills and enthusiasms already exist in school (different genres and traditions, tech skills etc)?
- What support do people teaching Music in your school need to feel more confident about it?
- What do teachers and LSAs need to increase how often classes sing and how confident they (including the men) are to sing in school?
- Who is the Governor with oversight of Music?
- How well do they understand and value the curriculum and your provision?
- What additional briefing or training would they benefit from (and take part in)?
- How do SLT view Music?
- What do they need to understand and support Music properly?

Music Development Plan

Baddow Hall Infant School | 2025/26

Review: November 2026

Lead for this plan: Poppy Storey Music Subject Leader

Music at Baddow Hall Infant School

Area	What happens now	What we would like to see	Link to actions
Overview	At Baddow Hall Infant School our music curriculum aims to ensure that children become lifelong learners through developing an enjoyment of listening to and performing music. We aim to ensure that children develop curiosity and respect of music from a range of cultures, traditions, historical periods and styles. We develop resilience in children through our music curriculum by challenging children to perform music including singing and playing both tuned and untuned instruments. We enable children to be creative through teaching composition and enabling children to acquire knowledge of famous composers, musicians and their work.	Children who are confident in singing. Children who are beginning to have an understanding of how to play instruments musically. Children have a good understanding of the vocabulary used within music, including the inter- related dimensions of music. Teachers are confident in teaching all aspects of the curriculum and are able to support good progress for all learners.	Ref number of relevant action(s)

Area	What happens now	What we would like to see	Link to actions
	Music Curriculum The Charanga Scheme of work is used to ensure wide exposure of music, with many opportunities to explore and develop as musicians and singers. During weekly lessons, children listen, appraise, improvise, sing, compose and perform. Children have the opportunity to extend their musical experience by having instruction from outside music teachers. Children also learn songs to perform in front of audiences in the Autumn, Spring and Summer terms. Music is an important part of our school assemblies. Children listen to songs from a range of genres, traditions and historical periods, often linked to the learning in classrooms. This promotes a love of music and experience of a wide range of styles. Aurora music has been introduced across the school to supplement the teachings from charanga, this provides children with a strong foundation of music knowledge.		
Whole Class Ensemble Tuition	Instrumental tuition is available to children from all year groups and is delivered by an experienced music teacher. Parents pay for tuition and those entitled to pupil premium have the opportunity to have lessons paid for. Lessons are once a week.	Engage more disadvantaged pupils in instrumental tuition.	
Singing	There is a singing assembly once a week which all year groups attend. Music lessons are based on a song that children learn. Children are assessed based on I can statements. Music played in assembly enable children to hear a range of adults sing. (recorded performances) Children in year 2 take part in the infant music festival.	Is the assessment of music tracked effectively? Do we need to reduce the amount of singing in the music lessons if we are addressing teaching of singing in assemblies?	
Instrumental music	Children in EYFS have access to musical instruments during continuous provision.	How often is music available in continuous provision? Are a range of music instruments being used effectively?	

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	Children in EYFS and KS1 have access to a range of percussion instruments. Children learn to use the glockenspiels from EYFS. Children have access to musical instruments in a minimum of 3 lessons a term.		
Technology	Charanga- is accessed for the majority of lessons. Aurora is being used for half a term in each year group. In year 2 children have the opportunity to compose music on charanga using technology.	The use of other online resources to develop children's musical knowledge.	
Opportunities to experience live music performance	Termly performance by those children having music lessons. Parental engagement to get parents with a music background in to perform.	Links with BHJS and local secondary schools to experience peers to do music performances.	
Subject Leadership	Music is lead by Poppy Storey Curriculum covers and goes beyond the EYFS framework and National curriculum. Teachers in EYFS and KS1 use Charanga. Subject leader evaluates the quality of teaching and learning across the school. Evaluation of teaching and learning enables the identification of CPD. Pupil voice carried out once a year.	Complete more frequent pupil voice for music lessons.	
Partnerships with schools	Links with local schools through the infant music festival in year 2.	How can we strengthen links with BHJS?	
Partnership or relationship with local music service or Music Education Hub	School has developed a good relationship with the Essex music hub offer and is strengthening their relationship with Aurora. We are looking to utilise the Essex music hubs opportunities to enhance our SEN musical provisions. We are in regular communication with the music hub and participate in local training.	How is local training provided to all staff? How can we access more specialist music expertise?	
Special Educational Needs and Disabilities	The large majority of children who have SEND participate in whole class music lessons and singing assemblies. Children whose needs prevent them from accessing music lessons are	Liaise with SENCO for children who are on the SEND register, which children should be accessing the music lessons in class.	

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	able to access music lessons through an adapted engagement curriculum. We are investigating how to fund and utilise Essex music hubs nurture provision to enhance the music provisions for children not accessing music in the classroom.	Who needs music lessons in nurture group? How do they access quality first teaching?	
Professional Development	Subject leader receives information from the Essex Music Hub. Subject leader attends training from Essex Music hub Subject leader attends Charanga specific training. Training is either disseminated to staff or used to support curriculum development.	What CPD do teachers need? -vocabulary	

Progression

Music Education Hubs are only required to write an outline Progression Strategy for 2025/26. A Progression Strategy is also part of the School Music Development Plan but developing an outline for 25/26 seems reasonable, so that they can be refined in line with Music Hubs' full strategies next year.

area	what happens now	what we would like to see	link to actions
Overview	How pupils are encouraged to learn music beyond the classroom How the school understands and responds to their musical interests How pupils and their families understand and learn about opportunities for musical progression How the school responds to the needs and ambitions of pupils identified as more able in Music How the school supports the needs of pupils who benefit from music, e.g. socially and emotionally How gaps in teachers' and other staff's knowledge are identified to better help them support pupils' musical ambitions		
Progression opportunities	Opportunities the school offers for musical learning Opportunities locally the school signposts to its pupils (e.g. ensembles run by the music service or Hub) How the two complement each other Partnerships which help pupils' musical progression Dialogue with feeder and destination schools		
Pupil tracking	How the school tracks musical progression in and out of the classroom (consider progression in its widest sense, not just increasing technical fluency) Which pupils, and how many, attend take part in musical activity outside of school, e.g. ensembles provided by the Music Hub How this information is used to benefit pupils How these pupils use their skills in school to inspire other learners		
Strategy development	How this strategy is monitored and by whom How and when this strategy will be reviewed and by whom (will this include SLT and/or Governors?) How you will look in future to align the school's strategy to the Hub's and/or MAT's Progression Strategy		

Music Development Plan 2024

	Objective	Actions	Success Criteria	Monitoring	Resources/Costs
1	Further develop staff confidence in their understanding of progression within the music curriculum.	Subject leader to plan CPD to develop the teaching and learning of composition within the music curriculum. Review the planning of skills and knowledge for the composition element of the curriculum.	Staff feel confident to plan, deliver and assess a progressive music curriculum for composition.	Subject leader to evaluate teaching and learning of composition. Gather pupil voice for composition.	Charanga- annual subscription Supply cover costs.
		Develop the teaching and learning of singing within assembly through development of - A repertoire of school songs - Songs that develop range - Songs that develop call and response/rounds	Singing assemblies meet all learning objectives for singing across EYFS and KS1.	Subject leader to deliver singing assemblies.	
		Develop portfolio of music evidence for each year group.	School is able to showcase the progression across year groups.	Subject leader to regularly review evidence folders for each class.	
2	Develop the opportunities for enrichment of the curriculum across the school.	Subject leader to investigate links with partner junior school and local secondary schools. Subject leader to make links with local groups/musicians to increase opportunities for children.	Children have opportunities to experience live music performances from a range of musicians.	Children have opportunity at least once a year to see a live performance.	PSA funding