

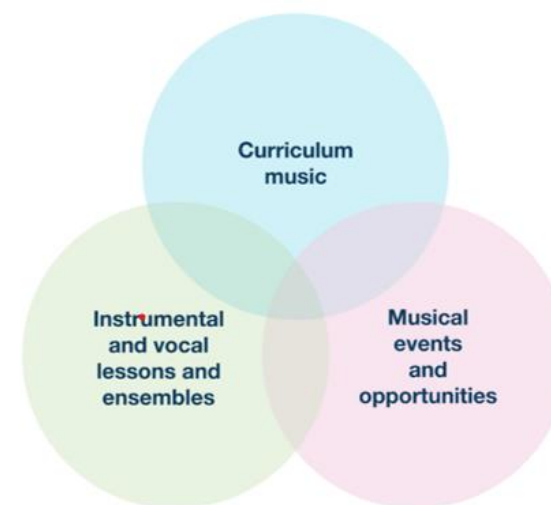
# SCHOOL MUSIC DEVELOPMENT PLAN

**SCHOOL NAME:** St, Barnabas C of E Primary School

**COMPLETED BY:** Alison Webb, Music Lead and Sarah Hanson, Headteacher

**DATE:** 27/9/24

- This plan supports the DfE vision set out in the refreshed [National Plan for Music Education](#)
- We use this plan to support School Leaders and Music Curriculum Leads to build upon our music offer and track improvements for music at St. Barnabas CE Primary School.
- It enables us to evaluate our current music provision in the **3 focus areas** identified within the National Plan for Music Education and to consider where these areas can be improved or developed.
- Our plan is a live document which we review and adapt each term and formally publish our plan each school year.



Not yet in place	Emerging	Established	Embedded
Needs priority support and development	Not yet fully in place, further development required, not yet sure of impact on outcomes, needing some support.	Effective in driving good outcomes for pupils, a strength of music in our school; some development may be required to maintain momentum or make further improvement	Highly effective in driving good or better outcomes for pupils, a real strength which our school would be willing to share with others.

- We use Appendix 2 in our new staff induction process so that every teacher is well supported to deliver high quality, engaging and inspiring music lessons.
- We use Charanga Music Scheme to teach music lessons to all year groups, Reception to Year 6 but our music provision is extremely wide and varied and all children have significantly more musical experiences, opportunities and regular direct music teaching over and above what is set out by the basic curriculum offer.

## Focus area 1: Curriculum

	Not yet in place	Emerging	Established	Embedded
Curriculum	<p>Music is delivered 'ad hoc' and not in every year group. Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching.</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place. All students are able to access this curriculum in all year groups.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with additional needs are able to participate and engage with music-making.</p> <p>There is adequate teaching space and resources available.</p>	<p>The music curriculum is at least as ambitious as the national curriculum. Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments).</p> <p>Space and resources allow breadth of curriculum for all students, including music technology.</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).</p>
	<ul style="list-style-type: none"> <li>• Our curriculum best fit is:</li> </ul>			

**All Children at St Barnabas CE Primary School “learn to sing, play an instrument and create music together, and to have the opportunity to develop their musical interests and talents.”** *DfE June 2022 The Power of Music to Change Lives*

Further Evaluation Detail

- Music provision follows all requirements of the National Curriculum at KS1 and 2 and the Early Years Foundation Stage Curriculum in pre-school and Reception.
- Music is extremely strong at St. Barnabas and outcomes and engagement are high, including for the most disadvantaged.
- Music platform Charanga covers a broad and ambitious curriculum. Charanga allows progress and quality provision for all children.
- All class teachers and some teaching assistants receive high quality CPD in music either via Charanga, Severn Arts Music or via other providers.
- Most class-based music is taught by the class teacher. Sometimes music is taught by Teaching Assistants however, we always ensure that the person teaching music is suitably skilled and trained to do so. Support staff teaching music are carefully selected, have a love of music and a secure knowledge.
- Progression with singing is in place and strong.
- The use of tuned and untuned instruments is in place from Reception through to Year 6.
- All year groups have regular, planned opportunities to engage in wider musical opportunities, for example the Early Years Music Festival, The Big Sing (Y3), FAME Play to Learn (Y4), and via our whole school special weeks (Arts Week/World Week/STEM week).
- Music is offered as an after school club or choir at both KS1 and KS2; currently over one hundred children a week attend a music club.
- All children learn about and are exposed to the music and composition of a diverse and wide range of musicians and composers
- There is a high take up of access to additional peripatetic music lessons in a range of instruments, currently violin, cello, clarinet, cornet, drumming, and Rocksteady. This is supported financially for disadvantaged pupils via the Pupil Premium Funding.
- We work closely with Bishop Perowne High School, who are an Arts based college and our main feeder High School to both broaden children’s musical experiences, excite them for their musical journey and support transition to the KS3 curriculum.

Area	Our school actions		Review date	Status
Curriculum	1	<b>Induction</b> - ensure that new teachers, including ECTs, have high quality induction and support to be able to teach music to their classes with confidence and a developing skillset. Autumn Term 2024 focus	DECEMBER 2024	In progress
	2	<b>Assessment</b> – continue to trial, refine and develop assessment passports in music. Autumn Term 2024 focus	DECEMBER 2024	In progress

	3	<b>Composition and notation-</b> make this a focus area for teacher development this academic year, to ensure that these more technical aspects of music are taught with confidence. Spring Term 2025CPD focus	APRIL 2025	No

## Action Plan: Curriculum

### Curriculum Question Prompt:

Is the music curriculum planned for in all year groups across Key Stages as guided by the National Curriculum? <b>YES</b>
Is the music curriculum planned for in all year groups and skills sequenced progressively across Key Stages as guided by the National Curriculum? <b>YES</b>
Is the curriculum planned with consideration for transition, taking into account the expectations of the KS3 curriculum? <b>YES</b>
Are there opportunities for singing? Including an understanding of how to develop singing healthily and musically? <b>YES</b>
Is teacher assessment musical? Do you know how to use assessment to drive 'getting better at' music? <b>ACTION PLAN</b>
Does the music department have a bespoke assessment policy that assesses musically and appropriately and that is in alignment with school assessment strategy? <b>YES</b>
Are curriculum music lessons for each year group timetabled for 60+ minutes in line with aspirations of the National Plan? <b>YES, typically</b>
Do all curriculum music lessons take place in a suitable space or specialised music environment? <b>YES</b>

## Focus area 2: Instrumental and Vocal Lessons and Ensembles

	Not yet in place	Emerging	Established	Embedded
and Vocal Lessons and Ensembles	<p>Singing takes place infrequently in school.</p> <p>There are opportunities to perform for a small number of pupils. There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited or inconsistent.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged. All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly. In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition through Severn Arts. Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. All staff in the school are able to support singing.</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. A large proportion of students are involved.</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact.</p> <p>Co-curricular music is supported by the school and time is allocated for staff to run these groups successfully.</p> <p>Students are able to take leadership roles in musical opportunities.</p> <p>The school is actively involved in national, largescale events.</p>
ion Detail	<ul style="list-style-type: none"> <li>Our Instrumental and Vocal Lessons and Ensembles best fit is:</li> </ul> <p>The quality of singing and vocal work is extremely inclusive and very high for all learners, as demonstrated by excellent outcomes and regular invitation and involvement in local and national music events, most recently <b>Royal Albert Hall, London July 2024 and May 2022 with Armonico Consort, Young Voices Birmingham, January 2024, Redditch The Big Sing, June 2023, Worcester Cathedral, November 2023</b></p>			
	<ul style="list-style-type: none"> <li>Daily additional collective singing opportunities via Collective Worship and in class in addition to weekly music lessons.</li> <li>By giving children a variety of musical experiences, we provide an ambitious musical offer for every child and have high expectations for all children, regardless of their starting point or any other barrier to learning. Our music is highly inclusive.</li> <li>Regular and varied opportunities with purpose to sing in school: Charanga lessons; Topic based singing; Supermovers; Classroom themed songs; Nursery/action songs; assemblies; year group events (The Big Sing, Nature Sings class workshops, Redhill Singing</li> </ul>			

Festival, EYFS Singing Festival); School Events; Church Events; Choir; Choir extra curricular events (Victorian Fayre, Gotta Sing, Young Voices, Armonico @ RAH)

- Balance progress within singing along with instruments – progression and IDM's both reinforced through and alongside instruments

## Action Plan: Instrumental and Vocal Lessons and Ensembles

Area	Set your school some actions here		Review date	Progress
Instrumental and Vocal Lessons and Ensembles	1	<b>Teach harmonies</b> as whole school during weekly music assemblies at both KS1 and KS2	DECEMBER 2024	In progress
	2	Enhance and fine tune the <b>specific facts and vocabulary</b> taught in whole school assemblies, for example facts about the life and works of composers, specific vocabulary relevant to the composer of the month selected pieces of music	DECEMBER 2024	In progress
	3	Review the take up of the <b>most disadvantaged pupils</b> in wider musical opportunities and peripatetic music lessons.	DECEMBER 2024	In progress

### Instrumental/Vocal Lessons and Ensemble Prompt:

Does the school provide 1-1 and small group tuition from Severn Arts or another provider on a variety of different instruments? <b>YES</b>
Do you know what % of the school population engage in instrumental tuition? <b>YES</b>
Do you know the average % for other schools in the district? <b>No</b>
Are there opportunities for your pupils to perform in both formal and informal settings on an annual basis? <b>YES</b>
Does the school provide an opportunity for pupils to sing/play in an ensemble in school? Is time given for staff to run co-curricular musical ensembles? <b>YES</b>
What are the barriers to running, rehearsing and curating ensembles in your school? How can they be overcome?
Are ensembles led by a competent musician? <b>YES</b>
Is there an annual/ termly concert event? <b>YES</b>
Is there an opportunity for the school ensembles to perform to parents or peers? <b>YES</b>
Do the ensembles in school enable children to perform a wide range of styles and genres? <b>YES</b>

### Focus area 3: Musical Events and Opportunities

	Not yet in place	Emerging	Established	Embedded
Musical Events and Opportunities	<p>Engagement with the Severn Arts and the Worcestershire Music Education Hub is limited.</p> <p>Small-scale performance takes place in the community, building on existing school links.</p> <p>Some parents and carers support music-making in the school by attending events.</p>	<p>The school takes up opportunities from the Severn Arts and the Worcestershire Music Education Hub (such as the Big Sing event) and signposts opportunities for students.</p> <p>Community links are established with the music team; regular events take place throughout the school year.</p> <p>Parents and carers actively support music making, through support at events and through home learning.</p>	<p>The school makes the most of a wide range of opportunities from the hub, working with and supporting Severn Arts and the Worcestershire Music Education hub.</p> <p>Meaningful partnerships are established with the community and a large proportion of students engage with this, understanding that there are clear civic and moral benefits to doing so (link to personal development and character education).</p> <p>The views of pupils, parents and carers have been considered when developing music provision.</p> <p>The school has links to the wider music eco-system and actively encourages students to join Severn Arts Ensembles. Students benefit from interactions with those working in the profession.</p>	<p>The school is a leader musically in the local community and works closely with the Music Hub being able to influence and support beyond their immediate setting.</p> <p>There is a co-ordinated programme of community events, planned in partnership with stakeholders. These events giving students the opportunity to engage in volunteering.</p> <p>Parents/carers and the wider community are actively involved in school music making</p> <p>The school has established connections with the next stages of musical education so that progression routes can be signposted meaningfully</p>
	<p>Our Musical Events and Opportunities best fit is:</p> <p>All pupils at St. Barnabas have a wide and inviting range of <b>musical experiences and opportunities</b> which include <b>playing tuned and untuned instruments</b> in a <b>class, group, with children from other schools or specialist taught ensemble</b>. <b>Parents and family members</b> are regularly invited to <b>celebrate ensemble playing</b> (at least termly). In addition, children who show <b>particular talent or aptitude for music</b> are actively supported to develop their interest and musical aptitude via external music providers and local groups.</p>			
Per Evaluation Detail	<ul style="list-style-type: none"> <li>• 66 pupils (16.5% of the whole school) currently have additional peripatetic music lessons in school, most of these are in KS2 but some are younger. These lessons are highly inclusive and many children with SEND, EHCP or those who speak English as an Additional Language are involved.</li> <li>• Disadvantaged pupils are financially supported to access peripatetic music lessons and some receive full bursary places where they show a particular aptitude, talent or interest.</li> <li>• Positively seek and develop excellent network opportunities in order to enhance every child’s musical provision and opportunity, for example Armonico Consort, Worcester Severn Arts, Young Voices UK, King’s School Worcester.</li> </ul>			

- Making use of Severn Arts Hub (local music hub) FAME lessons and peripatetic lessons continuing IDM's (Interrelated Dimensions of Music) through instruments.
- Rock Steady – ensemble bands – external provider.
- Performances within school – FAME and Rock Steady, Bishop Perowne High School KS3 & 4 bands, Peripatetic teachers at termly music assemblies, visiting musicians- seek to enhance this in 2024-25
- St. Barnabas HT & Music lead currently host the Worcester City Primary Music Teachers Network Group, in partnership with Worcester City Heads Group and Severn Arts
- The school holds a current MusicMark accreditation.

## Action Plan: Musical Events and Opportunities

Area	Set your school some actions here		Review date	Progress
Musical Events and Opportunities	1	Maintain our already strong provision and review the music overview plan of opportunities to ensure that the widest group of pupils possibly have additional experiences. Increase the external musicians visiting school by one further opportunity this year.	SEPTEMBER 2024	In progress
	2	Identify pupils who show a particular aptitude for music and support/encourage joining Severn Arts ensembles or other opportunities such as playing in church.	DECEMBER 2024	In progress
	3	More formally gather the views of pupils/parents/carers. Spring Term focus	APRIL 2025	No

### Musical Events and Opportunities Prompt:

Is there a designated member of school staff (head of department/lead music teacher) who holds suitable qualifications/ experience for leading music in school? **YES**

In collaboration with the designated music leader, do senior leaders drive the development of music across the school and advocate for the importance of music in school life. **YES**

Is there a named governor who takes responsibility for monitoring music (arts)? **YES**

Is Pupil voice is taken into consideration when planning the school music curriculum, events and opportunities? **YES**

Does the school embrace music that is relevant to the pupils, nurturing and embracing their musical interests? **YES**

Is music an everyday or occasional part of school life? **YES**



## Budget, CPD and Partnerships

Area	Detail
<p>What <b>Budget and/or Resources</b> do you need to achieve your action plan?</p>	<p>The new music room is in place and up and running/working effectively.            PTA Friends have provided new glockenspiels for all classes. At audit/review a new funding request can be made to PTA Friends.            Continue with and budget for FAME subscription <b>£1,872</b>            Continue with Charanga subscription- currently free with FAME/Severn Arts            Continue to allow funding within the <b>Pupil Premium Individual Spend</b> to be focused on the provision of music peripatetic lessons and/or Rocksteady.            Continue to seek and access bursary places as appropriate            Budget for teacher release for CPD (6.5 full days), to include Music lead external CPD release, a termly subject leadership day, attendance at Worcester City Network &amp; Induction Charanga for new teachers</p>
<p>What <b>CPD</b> might be required to achieve your action plan?</p>	<p>Induction training for new staff (3 new teachers (September 2024 &amp; one returning from maternity leave Spring Term 2025)            Music lead to attend the Young Voices Training CPD day            Music lead to attend Annual Music Conference            Music lead to attend Worcester City Music Network            New teachers to attend Charanga CPD Teaching Music at KS1/KS2</p>
<p>What <b>Partnerships</b> will you put in place to achieve your action plan?</p>	<p>Strong partnerships already established; maintain these.            Continue to develop the newly formed Worcester City Music Teachers Network Group (hosted by St. Barnabas)</p>
<p><b>Supporting Documents:</b> This action plan might reference or need to be considered alongside other school's policies and procedures e.g. School Development Plan, Pupil Premium or Remissions policies.</p>	<p>See Pupil Premium Strategy Plan and Review (website)            See Music Policy (available on request, saved on school intranet)            See Charging and Remissions Policy (website)</p>

### Budget, CPD and Partnership Prompt:

Are all music lessons planned to use instruments/resources that are accessible and age appropriate to their students. YES
Do children have to share instruments to participate or is there enough equipment for each student to have their own? Enough equipment via rental
Do children in all key stages have opportunities to listen to music from a range of cultures and traditions? YES
Does the school ensure that students eligible for pupil premium can engage in musical opportunities and tuition through this funding? YES
Does the school provide any additional support through resources to enhance accessibility for children with additional needs? YES
Do students have opportunities to listen to and interact with music from a wide range of cultures and traditions in all key stages including Western Classical Music, Popular contemporary Music and Traditional Music from around the world? YES but seek to enhance this
Do children have access to computers/Macs/iPads etc. which may be sourced from/be in another department? YES
Is there are a range of instruments within the school, including whole class sets of instruments? YES
Is there any dedicated space or practice rooms for 1-1/small group music tuition within the school? YES
Is there a designated budget to support music making in school? YES
Does the lead member of staff for music undertake music specific CPD every year and access the offer of CPD from Severn Arts? YES
Does the lead member of staff share the learning to upskill staff members within their own department or across the school as a result of their CPD attendance? YES
Can the school demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision? YES
Does the school explore opportunities to work in partnership with other schools/ settings? YES
Does the school have any accreditation for its arts and cultural activity? E.g. Music mark membership or artsmark? YES

## Appendix 1 – Useful Resources for Teachers

### Useful Resources for Schools

**Severn Arts** – lead organisation in the Worcestershire Music Education Hub

**Classroom 200** – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

**BBC 10 Pieces** – High quality resources for Primary and Secondary schools  
[www.bbc.co.uk/tenpieces](http://www.bbc.co.uk/tenpieces)

**Sing Up** – Vocal resources for your school (annual membership required)  
[www.singup.org](http://www.singup.org)

Charanga – Digital music teaching resource (annual membership required, free for all first, primary and special schools in Worcestershire) [Pricing For Musical School – Severn Arts \(charanga.com\)](#)

**Out of the Ark** – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.  
[www.outoftheark.co.uk](http://www.outoftheark.co.uk)

**TES Collection** – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2  
[www.tes.com/articles/tes-collection-music-top-20](http://www.tes.com/articles/tes-collection-music-top-20)

**Music Express** – An online resource for EYFS and Primary teachers  
<https://subscriptions.collins.co.uk>

**Musical Futures** – A wide collection of resources to help deliver music in the classroom  
[www.musicalfutures.org](http://www.musicalfutures.org)

**Garage Band** – Apple's leading digital music-making tool  
[www.apple.com/mac/garageband](http://www.apple.com/mac/garageband)

**Music Mark** – The National Association for Music Education  
[www.musicmark.org.uk](http://www.musicmark.org.uk)

**The Incorporated Society of Musicians (ISM)** – Professional body for musicians and subject association for music

[www.ism.org](http://www.ism.org)

**Musical Contexts** – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom. [www.musicalcontexts.co.uk](http://www.musicalcontexts.co.uk)

## Appendix 2 – Primary Music – Subject Knowledge & Skill Audit & CPD

### For use with new staff teaching music

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Your Performance skills:</b> Please list any instruments you play or have studied previously and the approximate level you feel you have achieved.					
<b>Performance Skills Classroom Instruments:</b> Please list any classroom instruments you use and your proficiency in the context of the tasks set in lessons.					
<b>Singing:</b> What do you consider is your level of skill in vocal work in the context of leading class singing effectively in lessons.					
<b>Preparing children for performance:</b> What is your understanding of concert preparation and stage etiquette.					Trained at Laine Theatre Arts and gained a Diploma in Dance. Studies drama and singing.
<b>Performance based CPD:</b> Please list any performance based CPD you would like. This could be on particular instruments, singing or preparation for performance.					

<b>Area of Knowledge, Skill or Understanding</b>  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	<b>Level of Knowledge, Skill or Understanding...</b>  (tick appropriate column)				<b>Any Relevant Evidence of Knowledge, Skill or Understanding to be noted</b>
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Improvisation:</b> Your ability to improvise using the instruments/voice used in your scheme?					
<b>Leading Improvisation:</b> How skilled are you at leading and encouraging pupils to improvise in the scheme you use?					
<b>Your Composing Skills:</b> To what extent can you compose short pieces suitable for classroom groups and/or school ensembles?					
<b>Composing in the Classroom:</b> Your ability to teach, lead and encourage your students to compose in your scheme.					
<b>Arranging Skills (class):</b> Your ability to arrange pieces for students using classroom instruments.					
<b>Arranging For School Ensembles:</b> Your ability to arrange pieces for wider school ensembles					

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Composition/Improvising</b>  Please list any areas and in what context you would welcome CPD on.					
<b>Notation:</b> The National Curriculum requires all pupils to learn and use notation. How confident are you in using and teaching notation to students.					
<b>Notation:</b> Please Indicate if you need notation CPD.	No		Yes - to learn notation myself and how to use this with pupils		Yes - I know notation myself but need guidance how to use notation with pupils
<b>Conducting/Directing Ensembles in the Classroom or School:</b> Please indicate your own skill and experience.					
<b>Conducting/Directing:</b> Please indicate here if you would welcome CPD on directing groups/ensembles and in what context/type of ensemble.	Please indicate here if you would welcome Conducting/Directing CPD?				
<b>The Inter-related Dimensions Of Music:</b> Your knowledge of pitch, duration, dynamics, tempo, timbre, texture, structure, and how these feature in all aspects of music i.e.					

Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
performance, improvisation, composition, listening etc.					
<b>Music Technology:</b> Please Indicate any areas you have some experience of using.					
Using apps in teaching					Please list any apps or websites you use regularly.
Charanga musical school					
Making video recordings for performances/ assessment					



Area of Knowledge, Skill or Understanding  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	Level of Knowledge, Skill or Understanding...  (tick appropriate column)				Any Relevant Evidence of Knowledge, Skill or Understanding to be noted
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
Making audio recordings for performances/ assessment					
<b>Experience/ Understanding of Music Traditions:</b> Areas of music you may have <b>some</b> experience of personally or from your scheme					
<b>Western Art Music:</b> Renaissance, Baroque, Classical, Romantic, 20th Century.					
<b>Popular Music:</b> Blues, Jazz, Reggae, Rock, Soul, R n B, Contemporary Dance, Bhangra, Film, Theatre etc.					
<b>Traditional Music:</b> British and other traditions.					
<b>Music from other cultures and places:</b> Indian subcontinent, Middle East, Far East, African Continent, Latin America, Caribbean, Europe, Eastern Europe					

<b>Area of Knowledge, Skill or Understanding</b>  <i>Primary Schools using a mix of specialist and non-specialist staff to teach music</i>	<b>Level of Knowledge, Skill or Understanding...</b>  (tick appropriate column)				<b>Any Relevant Evidence of Knowledge, Skill or Understanding to be noted</b>
	limited	some but lacking confidence	Some with confidence	substantial: area of expertise	
<b>Areas of expertise not covered above:</b> <i>This might include particular genres/styles of music; multi-media applications or work that links with other art forms; or other musical expertise</i>					