

# My Music Progression Plan

## Guidance for Associate Tutors

### What is 'My Music Progression Plan'?

Wiltshire Music Connect's 'My Music Progression Plan' provides a new way of recording and celebrating progress in vocal and instrumental lessons. It engages pupils in setting their own goals that are meaningful to them. It offers a means of recording and celebrating non-linear progress, and enables wider learning outcomes, such as improved resilience or teamwork, to be captured alongside musical learning. It signposts pupils to opportunities to play in ensembles, develop as composers, and explore careers in music.

The National Plan for Music Education states that all music educators, including vocal and instrumental teachers, should 'support young people's sustained engagement and musical development by:

- supporting the young person's passion for music and the development of skills such as motivation and resilience
- engaging in and valuing the music of a young person
- ensuring sustained access to role models and mentors
- facilitating sustained access to varied experiences, opportunities and genres'.

'My Music Progression Plan' supports Associate Tutors in achieving these aims, guiding pupils through five simple steps to plan for, achieve, and capture progression.

## What does the plan involve?

Working through a colourful, easy-to-use template, pupils are encouraged to collaborate with their Associate Tutor to identify a personalised goal and the actions and support required to achieve it. Pupils record their progress towards their goal and consider where this might lead in the future.

- **Step 1: My goal**  
Pupils identify what they want to achieve.
- **Step 2: My actions**  
Pupils identify what they can do to achieve their goal.
- **Step 3: My support**  
Pupils consider how others, including parents/carers and their school music teacher, can help them. This section contains space for parents/carers, the school music teacher, and the Associate Tutor to write comments about what they've done to help the pupil and the progress that has been made.
- **Step 4: My progress**  
When pupils are happy with the progress they have made, they reflect on what they have achieved since they started using the plan.
- **Step 5: My future**  
Finally, pupils reflect on what they can do next to continue their musical development.

There are no set timescales for using the plan; some targets may be achievable within a few weeks, and others may take longer.

Throughout the form, the blue boxes provide prompts to help pupils come up with their own ideas, as well as links that signpost them to other musical opportunities.

## **Who is responsible for the plan?**

The majority of the plan is designed to be filled in by the pupil, but with the Associate Tutor providing support in the form of discussion and guidance. Children can find it difficult to identify specific targets and may need the Associate Tutor to help break things down into manageable steps and advise on how the pupil might go about working towards their aim, especially if they are not used to having this kind of input into planning for their learning.

Associate Tutors will need to liaise with the school music teacher to decide how best to disseminate the plan, given that the pupil, Associate Tutor, school music teacher and parents/carers are all encouraged to contribute at some point. It can be printed and filled in by hand, or shared electronically as an editable PDF in line with the school's systems and policies.

As well as supporting the progression of instrumental and vocal pupils, we hope that using this plan will strengthen communication between Associate Tutors, schools, pupils, and parents and carers.