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MUSIC DEVELOPMENT PLAN 2024/25

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Music Lead Teacher: Jenny Pashley

Our vision for music



Vision

At Farsley Westroyd, we believe that music is a powerful means of expression that can inspire creativity and build confidence. Our music curriculum is designed to foster a love for music in every child, encouraging them to **enjoy** the process of learning, creating, and performing.

We aim to cultivate an environment where students **believe** in their ability to develop musical skills, no matter their starting point. By nurturing their talents and providing opportunities for growth, we still believe that everyone can **achieve** personal excellence in music, whether through performing, composing, or appreciating the art.

Music is a collaborative experience, and we emphasize the importance of working **together**. Through ensemble work, group performances, and shared creative projects, students learn the value of teamwork, respect for others' contributions, and the joy of collective musical achievement.

Ultimately, we strive to create a music curriculum where all students can **enjoy, believe, achieve**, and come **together** as a community, celebrating the universal language of music

Intent

At Farsley Westroyd Primary School and Nursery, we promote a love of music by listening, singing, playing and moving to a range of music of different genre and from an array of world-wide cultures. We encourage hands-on experience with instruments, reading musical notation to play patterns and tunes, whilst also developing the fundamental skills of music such as pitch, dynamics, tempo and timbre. As a school who likes to shine, the children sing and perform regularly enjoying the connective nature and joy of this experience. Our curriculum is inclusive and teaching adapted to make learning accessible to all both in lessons and enhancement experiences. At the heart of our music teaching, is what music makes us feel. Ultimately, we want to have fun and feel the joy of listening and participating both alone and in

group music sessions. However, we also explore the impact music can have on our emotions in a broader sense. Pupils create their own music, using appraisal as a tool to fuel their own creativity. The power of music to promote self-esteem and self-assurance is immense. At Westroyd we capitalise upon this with the array of opportunities, signposting and encouragement on offer so that pupils can be proud to be who they are.

Strands in the Music Curriculum

At Westroyd we use a whole school scheme called Charanga. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

The following strands are covered in every lesson

1. **Listening and Appraising**
2. **Musical Activities**
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing
 - d. Playing instruments
 - e. Improvisation
 - f. Composition
3. **Performing**

What the children are taught is detailed below. Taken from the Music National Curriculum 2014.

Subject content Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Subject Content Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

SELF ASSESSMENT

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
<i>Prioritise for support and development</i>	<i>Further development and support required. Not yet sure of impact on outcomes</i>	<i>Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision</i>	<i>Highly effective in producing excellent outcomes.</i>

Area	Category	Description	Comments
Curriculum Music	Timetabling	1 - Not all classes receive a regular music lesson each week	<p>There are weekly timetabled lessons for all classes in all years. We have a weekly thirty minute, singing assembly for all children.</p> <p>Moving forwards now we have the technology and Sing up, we can also sing in two other assemblies in the week. This will bring it up to an hour for all pupils.</p> <p>Score:3</p>
		2 - Music lessons are scheduled but not always delivered regularly	
		3 - There are weekly timetabled curriculum music lessons in all years	
		4 – There are weekly timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum.	<p>We use Charanga as our whole school scheme. Our singing out of class we use SING UP.</p> <p>The scheme is in place however, staff are unaware of how it builds the bigger picture. As a new subject leader and as we develop our subject leader roles there is staff training planned for the end of the academic year for Music teaching.</p> <p>Score:3</p>
		2 – There is a whole school curriculum in place for music but progression over the years is not clear or well understood	
		3 - There is a whole school curriculum in place for music which covers all parts of the National Curriculum. It is clear how each year builds on the previous years and lays a foundation for what the children will learn next	
		4 - There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Teaching staff are aware of how their year fits into the bigger picture. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	

Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	Assessment in non-core subjects has yet to be explored across school. This will be explored in term two. Score:1
	2 – Some assessment and recording of progress is taking place in some classes. Quality of verbal feedback in lessons varies widely and further support is needed	
	3 – Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	
	4 - Progress is clearly recorded using a variety of methods and ML works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons	
Quality of teaching	The teachers delivering music are mostly lacking confidence and expertise in the subject	There has yet to be any monitoring of music teaching across school. As Music becomes the focus subject in turn with our curriculum implementation plan, then we will have CPD for all staff. Artforms will work with us on that in our July training Day. Staff would reflect they can lack confidence and expertise. Especially as many teachers are new to year group and or school. Score:2
	Music teaching is of a mixed standard, there is still a need for further CPD and support.	
	Music teaching is mostly or all good quality throughout school.	
	Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.	
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	We are currently reviewing our EY curriculum so that there is progress from the start in all subjects.
	Music is regularly planned in to EYFS though some CPD and support would still be beneficial	We are working on ensuring our curriculum in the EY has explicit knowledge to be taught to build foundations for later learning.
	Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	Charanga needs to be used in Reception

		Music is an integral and essential daily part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress	Score1
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	Year five have weekly ukulele lessons all year We use glockenspiel in other classes. We have a class set. We offer guitar lessons as a school as a follow on. Score: 4
		Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others	
		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good. Some children choose to carry on with that instrument (or a related instrument) at the end of the year in whole class follow on or small group lessons.	
Singing	School / KS / Year group singing	Children rarely or never sing together as part of a larger group	The music lead is the headteacher who is new to music leadership. She is using SING UP to help her with whole school singing and the choir. Score: 3
		Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing	
	Choirs	There are currently no school choirs taking place regularly	This year with have a specific choir who meet once a week at lunchtime. We lead singing in singing assemblies and whole school events. Score: 2
		A school choir forms for special occasions only (e.g. Christmas, Young Voices)	
		There is at least one school choir which meets regularly led by a skilled teacher	

		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	The HT leads and is developing her expertise and confidence using SING UP and participating in choir events to learn from experts.
	Performing	Children rarely or never get the opportunity to perform music	Whole school sing to parents at Harvest, Advent and Christmas. This year we will also be hosting a summer term performance of summer feel good tunes as a charity event. Choir has sung out and about in Farsley and to local businesses. Score: 2
		Children in school perform to others on an occasional basis, at least once per year	
		All children take part in musical performances within school on a regular basis to a variety of audiences	
		All children in school take part in musical performances at least once per term to a variety of audiences both within school and in the wider community / other schools.	
Instrumental and vocal lessons	Tuition	There are currently no opportunities for children to learn to play an instrument in school	Ukulele in Y5 Glockenspiel in every class Weekly guitar lessons for pupils who have shown an interest. Ukulele and guitar children perform to parents annually. Currently exploring keyboard, following a parental survey. School needs a keyboard for this to happen. We would like to extend to other musical families, but the demand is not yet strong. Score:2
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
		Children have the opportunity to learn to play an instrument in two or more musical families (e.g. woodwind and guitar) There is a healthy uptake each year of students wanting to learn to play	
		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
	Whole class follow on	There is currently no whole class instrumental teaching taking place in school	A whole year of Ukulele lessons in Y5 Guitar lessons are available too. Score: 4
	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching		

		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this, progressing on to small group lessons.	
	Ensembles	There are currently no instrumental ensembles in school	Annual Easter concert for Ukulele and Guitars.
		Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	Music lead has started a recorder class for Y2 children. With the intention of performing.
		There is a school ensemble which allows some children to play together regularly in a group	Score: 2
		Any child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate	
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability and there are limited opportunities to experience the music of different cultures	Pupils with PP funding have a discount on tuition fees.
		There is some provision in curriculum music lessons for children with additional needs or disabilities. Occasional opportunities to experience music from different cultures and traditions	The delivery of our guitar lessons is inclusive with an essence of participation and enjoyment. 80% of pupils playing the guitar have SEND.
		School applies for LMEP bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and abilities. Pupils have opportunities to listen to and engage with music from different cultures and traditions	Pupils with complex needs to start a weekly music session Pupils with complex needs to attend Christmas singalong.
		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to	Charanga our scheme explores world music Score: 3

		cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	
Wider involvement	Hub participation	The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	Taken advice from the Artforms team to set up weekly guitar lessons and a teacher who fits in with our school ethos. Participation last year and this year in a number of Artform led singing events. Would like to have live musicians in school in the future and instruments/performance from other faiths and cultures representative in our school. Score: 3
		The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events	
There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events			
The school has strong partnerships with the local Music Hub, ArtForms, Music Connect and/or other organisations with regular participation in multiple local events and concerts			
Leadership and CPD		School has a named Music Lead but ML has little capacity to manage their subject area. There is little understanding of or support for music from school Leadership or governing body. There is little capacity within school for the music lead or other staff to engage with music CPD	New subject lead who is developing the subject towards our vision. Score: 2
		ML has some capacity to manage the subject area but doesn't have the flexibility to be able to monitor the delivery of the curriculum across school. School leadership and Governors have some understanding of the place of Music in the curriculum. Music lead has occasional opportunities to access CPD but this doesn't get passed on to the wider staff team.	
		ML has a good knowledge of the subject area and is given sufficient time to oversee the delivery of music across the school. School leaders and Governors recognise the value of music and all that it contributes to the cultural life of the school. Music Lead regularly accesses specialist CPD and has opportunities to pass this on to other staff in school	

		ML has a thorough knowledge of the subject and supports the delivery of music in school through CPD, observations and other means of staff support. School leadership and Governors ensure that music is at the heart of the school's day to day life. Music Lead and other staff in school access CPD in music. Music Lead has a good understanding of where gaps lie in staff knowledge and works to address those over time	
	Links with other schools	There are currently no musical links with other schools	Score:2
		Occasional links are made with other local schools for musical events or activities	
		Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared. There are some transition arrangements in music with the local secondary schools	
		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
	Live music	There are currently no opportunities for children to experience and enjoy live music	An area for development into school or within our local community such as the organ in our local church.
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	Score:2
		All children have the opportunity to experience live music from a range of musicians which reflects the diversity of music in our world. Live music is integrated into the school's curriculum with wider opportunities to explore the genres	



DEVELOPMENT PLAN

Key Areas development plan

Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Choir – establish and develop a consistent KS2 choir.	Set up a weekly choir session for KS2 in a lunchtime Raise the profile with a role for them to play in whole school events Use SING UP to develop their skills and my skills Attend choir events with other schools to learn from their skills.	Sept 24	
2.	Intent, implementation and impact of our whole school music curriculum	Intent Implementation plan Monitoring the impact.	Summer 25	

3.	Upskill staff in the knowledge of the curriculum sequence and the skills in delivery.	Monitoring for a baseline to identify need Staff meeting on the music curriculum CPD from ARTforms using Charanga	Summer 25	
4.	Increase participation for all in instrumental playing.	Survey parents for what instruments interest their child. Review payments and instrument loan costs Submit for bursary funding. Target pupils with SEND to learn instruments.	Autumn 24	
5.	Attend live music events both in and out of school for each KS. Explore instrumental playing from different faiths and cultures	Plan termly events using Artforms, so that each class has a yearly live music opportunity. KS1 – Snowman Islam equilibrium	Summer 25	
6.	Whole school performs three times a year across the year.	Harvest Advent Carols in the yard KS1/EY performance Easter concert (Instrumental and KS1 choir) Summer festival of music	Summer 25	

7.	Explore funding and marketing	Explore transport grants Bursaries and cashback PP funding Use music as a school marketing angle		
8.	Improve the profile of music across the school and the community	Website, social media, inhouse displays, performances in the community.	Summer 25	