

# WEETWOOD PRIMARY SCHOOL

## MUSIC DEVELOPMENT PLAN 2025/6

Headteacher: Mrs A Ellison

Music Lead Teacher: Mrs H Davis

# OUR VISION FOR MUSIC



Our aim at Weetwood Primary School is to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres, styles and traditions. We encourage an enjoyment for singing, performing, composing, listening and learning about music. This in turn aids language development, confidence building, self-discipline, as well as being able to work independently and in a variety of group situations.

In class music lessons we use the Kapow scheme of music, which follows the guidelines of the National Curriculum and those of the Model Music Curriculum (March 2021) to support our learning.

Throughout the Kapow scheme, children are given the opportunity to explore musical terms and notations as they create and compose music with a selection of non-tuned percussion. In addition, children in year 4 focus on playing a tuned instrument, the glockenspiel.

At Weetwood we offer a range of peripatetic lessons to suit the needs and interests of our children, which range from traditional to more modern instruments, as part of the Rocksteady band. In both, the children have the opportunity to learn to play their musical instrument and perform it, as part of an ensemble.



## School Name Music Development Plan

Children are given many opportunities to sing and use their voices to express themselves. Performing in front of an audience, they learn to sing confidently and to use their voices harmoniously. We have a flourishing choir who perform locally, with other schools and in a residential home. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

As a whole school, we have learnt a variety of traditional and modern assembly songs. In class lessons we learn about the style of different composers, to recognise their music and analyse why these pieces were written, in order to deepen understanding and to develop our own preferences. We are further exposed to different genres of music, for example, in assemblies and class workshops where we have had opportunities to listen to live music.

Above all, at Weetwood Primary School, we would like pupils and staff to enjoy music, to grow in confidence in the teaching and learning of the subject, and to develop the transferable skills the education of music provides. Music is a way for children to express their emotions enjoyably and creatively. Children will understand and appreciate the value of music in the context of their personal wellbeing and in the creative and cultural industries.

# 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>

Category	Description	Tick	Comments
<b>Curriculum Music</b>			
Timetabling	1 - Not all classes receive a regular music lesson each week	<input type="checkbox"/>	There are weekly timetabled music lessons using Kapow. In addition, children study a composer or musician from the MMC list or relevant to the Kapow unit's learning.
	2 - Music lessons are scheduled but not always delivered regularly	<input type="checkbox"/>	Every assembly features a piece of music from a different artist learnt by the children that half term and this is added to a music board in the school hall. Weekly singing assemblies take place and when time these songs are sung in whole school assemblies.
	3 - There are weekly timetabled curriculum music lessons in all years	<input checked="" type="checkbox"/>	The time spent on instrumental & singing can vary throughout the year and do not necessarily take place 1 hour per week, for example, in Autumn 2 much singing prep will take place in classrooms and with other year groups as they prepare for their Christmas productions.
	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)	<input type="checkbox"/>	Other resources are used to prepare songs for class presentations and productions, such as harvest & Christmas, throughout the yr groups, from Foundation 1 to Year 6.

## School Name Music Development Plan

			<p>Year 6 put on a musical production at the end of term 3.</p> <p>Singing regularly takes place in Foundation 1 as part of their phonics programme, along with exploratory free play in the indoor and outdoor music areas.</p>
Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum	<input type="checkbox"/>	Progression is evident through the Kapow scheme and lays a strong foundation for what comes next. The teaching staff in school are aware of what takes place in their own classes but are not aware of the bigger picture.
	2 - There is a whole school curriculum in place for music but progression over the years is not clear or well understood	<input type="checkbox"/>	The teaching of music becomes much specialised in UKS2. Year 5 & 6 have adapted musical learning relevant to other aspects of their curriculum, for example year 5 learn songs related to their history topic of the slave trade.
	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	<input checked="" type="checkbox"/>	Enhance the additional aspects, continue to implement school performances and take part in special music events.
	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	<input type="checkbox"/>	
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	<input type="checkbox"/>	Verbal feedback in lessons generally of good quality and the planning for progression is clear in the Kapow scheme. Assessments are made of individual children across the 6 terms against the units' objectives and expectations of; WT, WE & WA.
	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	<input checked="" type="checkbox"/>	Some i.e. videos of performances are evidenced.
	3 - Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	<input type="checkbox"/>	Set evidence expectations and monitor throughout the year, use staff meeting time to communicate expectations.

## School Name Music Development Plan

	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	<input type="checkbox"/>	
Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject	<input type="checkbox"/>	Music teaching is mostly or all good quality throughout school, however due to the specialism of music further support/ CPD for teachers delivering to UKS2 & class instrumental teaching in year 4.
	2 - Music teaching is of a mixed standard, there is still a need for further CPD and support	<input checked="" type="checkbox"/>	
	3 - Music teaching is mostly or all good quality throughout school	<input type="checkbox"/>	
	4 - Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD	<input type="checkbox"/>	
EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	<input type="checkbox"/>	Music in pre-school and reception is delivered on a weekly basis and songs are deliberately used to support English language development, particularly useful for SEND & EAL children. In addition to this Foundation staff sing with the children on a daily basis as part of regular routines and additional music sessions as they learn songs for productions or as part of other learning e.g. number songs.
	2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial	<input type="checkbox"/>	
	3 - Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	<input checked="" type="checkbox"/>	

## School Name Music Development Plan

	4 - 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	<input type="checkbox"/>	
Whole class instrumental provision			
Whole class	1 - No whole class instrumental provision is currently in place	<input type="checkbox"/>	Learning of the glockenspiel, through the Kapow scheme, is delivered to the whole class in Yr 4. Although the teaching depends on the expertise/knowledge of the teacher to teach music to a certain extent.
	2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	<input type="checkbox"/>	
	3 - 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	<input checked="" type="checkbox"/>	
	4 - 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	<input type="checkbox"/>	
Singing			
School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group	<input type="checkbox"/>	Continue to embed singing in assemblies within the school.
	2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	<input type="checkbox"/>	
	3 - Children sing together all or most weeks as part of a singing assembly or similar	<input checked="" type="checkbox"/>	

## School Name Music Development Plan

	4 - 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	<input type="checkbox"/>	
Choirs	1 - There are currently no school choirs taking place regularly	<input type="checkbox"/>	Occasional performances are offered to parents of children in the choir. They also take part in other performance opportunities e.g. in community, singing at local residential home, in front of parents, whole school.
	2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices)	<input type="checkbox"/>	
	3 - There is at least one school choir which meets regularly led by a skilled teacher	<input checked="" type="checkbox"/>	
	4 - 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	<input type="checkbox"/>	
Performing	1 - Children rarely or never get the opportunity to perform music	<input type="checkbox"/>	Children in the choir and those learning a musical instrument through peripatetic teaching perform at least 2x a year.
	2 - Children in school perform to others on an occasional basis, at least once per year	<input type="checkbox"/>	Rock Steady band members to perform per term.  Classes perform concerts with other year groups and individually showcase songs & poems at other times of the year.
	3 - All children take part in musical performances within school on a regular basis to a variety of audiences	<input checked="" type="checkbox"/>	Ask parents who may have a strong interest in music, if they would like to perform?



## School Name Music Development Plan

	4 - 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.	<input type="checkbox"/>	
<b>Instrumental and vocal lessons</b>			
Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school	<input type="checkbox"/>	<p>A range of peripatetic lessons are offered from year 2 -6 on an affordable basis from Roundhay High School specialists. The teaching of recorder to small groups has also been developed over many years which has allowed some lessons to be differentiated according to ability and experience.</p> <p>Rock Steady</p> <p>One off class workshops</p>
	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	<input type="checkbox"/>	
	3 - 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	<input checked="" type="checkbox"/>	
	4 - 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	<input type="checkbox"/>	
Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school	<input type="checkbox"/>	<p>Some instrumental learning takes place after year 4, not particularly of the glockenspiel learnt then, but of other tuned &amp; non-tuned percussion, as part of the Kapow scheme and possibly other class productions.</p>
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	<input checked="" type="checkbox"/>	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	<input type="checkbox"/>	

## School Name Music Development Plan

	4 - 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	<input type="checkbox"/>	
Ensembles	1 - There are currently no instrumental ensembles in school	<input type="checkbox"/>	Children learning some instruments join ensembles outside of school eg the pop- up violins, Rocksteady – practise together & perform in front of whole school 3x a year.  Signpost opportunities on our website for musical opportunities outside of school.
	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	<input checked="" type="checkbox"/>	
	3 - There is a school ensemble which allows some children to play together regularly in a group	<input type="checkbox"/>	
	4 - 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	<input type="checkbox"/>	
Inclusion			
Inclusion	1 - 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	<input type="checkbox"/>	Music from different cultures and traditions is addressed through our national curriculum teaching (e.g. traditional Indian classical music) and our composer/music themes played in assemblies
	2 - 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	<input checked="" type="checkbox"/>	
	3 - 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	<input type="checkbox"/>	

## School Name Music Development Plan

	4 - All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to 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	<input type="checkbox"/>	
<b>Wider involvement</b>			
Hub participation	1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	<input type="checkbox"/>	Occasional communication/ attendance with Artforms Attend LMEP events throughout the year.
	2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events	<input checked="" type="checkbox"/>	
	3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events	<input type="checkbox"/>	

## School Name Music Development Plan

	4 - 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	<input type="checkbox"/>	
Leadership and CPD	1 - 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	<input type="checkbox"/>	The music leader occasionally gathers anecdotal evidence from staff about how well the music lessons are going to monitor how the subject is being taught, has observed taught lessons and has collected student voice feedback too. Both positive feedback and areas of need have been expressed and where possible they have sought further advice.
	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.	<input checked="" type="checkbox"/>	
	3 - 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	<input type="checkbox"/>	

## School Name Music Development Plan

	4 - 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	<input type="checkbox"/>	
Links with other schools	1 - There are currently no musical links with other schools	<input type="checkbox"/>	Cluster singing and ensembles events with 'local family of schools?'  Explore links with other schools eg high schools – their dress rehearsals?
	2 - Occasional links are made with other local schools for musical events or activities	<input checked="" type="checkbox"/>	
	3 - 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	<input type="checkbox"/>	
	4 - 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.	<input type="checkbox"/>	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music	<input type="checkbox"/>	Year 6 Leavers' Assembly & musical show  Whole school has experience of a live pantomime with singing performance every year.
	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	<input type="checkbox"/>	

## School Name Music Development Plan

	3 - All children have opportunity to experience live music over the course of the school year.	<input checked="" type="checkbox"/>	Drumming workshop was offered to 3-year groups last year. This was very successful- could this be built upon? Book some more live musicians to perform in school.
	4 - 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	<input type="checkbox"/>	Local high schools' performances? Ask parents if they are part of music ensembles/ bands and would like to perform to their child's class/ yr groups? Children Rock Steady perform as part of a rock band.



# KEY AREAS FOR DEVELOPMENT: TARGET SETTING

Key areas for development				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Introduce further live music opportunities for the school.	Through Artforms, other independent companies such as the drumming work shop, panto	2025-6 Academic Year	
2.	Foster links with other local schools and the wider community including the secondary schools attended by former Weetwood pupils.	Explore secondary school concerts and shows that we could take children to.  Performance of choir with others eg summer sing (Artforms)	2025-6 Academic Year	



## School Name Music Development Plan

3.	Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.		2025-6 Academic Year	
4.	Look in to further instrumental teaching opportunities.	Rocksteady Opera North	2025-6 Academic Year	