



PARK SPRING PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2024/25

Headteacher: Mrs R Horan

Music Lead Teacher: Mrs A Smith

Our vision for music



The vision of music at Park Spring Primary School is that Music is fully embedded in every aspect of school life and our aspiration is that every child adopts a lifelong love of music. Through playing, singing, creating and performing, children will develop confidence, communication skills, thinking and creative skills and improve their emotional well-being. Children will find that music is enjoyable and relaxing which reinforces our whole school Mindmate ethos. Children will build on skills such as 'determination, resilience, hard-work and bravery' when performing to an audience.

Music lessons are lively and interactive and aim to foster a passion for music in children of all abilities. Bespoke planning has been created using sticky knowledge documents which ensure progression throughout the school. The children participate in singing, tuned and untuned percussion work, composition, and listening to live and recorded music. All children are taught the skills to be able to compose using musical instruments. When the children are in Key Stage 2 they have access to weekly instrumental lessons for a term taught by Artforms Music teachers. By the end of Key Stage 2 children will have learnt to play a Djembe drum, Samba, Glockenspiel and Violin. Notation is taught through the learning and children across school are taught correct musical terminology e.g. rhythm, melody, pitch, dynamics.

Singing is a highly important part of our music curriculum. Weekly singing assemblies take place to teach children how to sing with a sense of pitch and melody. They are taught how to warm up their voices, sing in rounds and harmony, and build up a repertoire of songs. We have a key stage 1, key stage 2 and staff school choir which meet each week and perform at events in school and alongside other schools such as at 'Big Sing'.

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	2 – In Key Stage 2 children have scheduled weekly lessons with an instrumental teacher for one term of the year. There are 2 other lozenges timetabled to be taught throughout the year. However, these are not yet consistently taught. In Key stage 1- all Music timetabled is delivered regularly. Children partake in weekly signing assemblies in both key stages.
		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.	2 – There is a whole school music curriculum in place with progression, however it is not suited to the Park Spring children therefore next academic year we will be trialling a new scheme of Music lessons using ‘Sing Up’.
		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	2- In 20245-2025 we will no longer be using Music books to assess children's ability. There will be a bigger focus on recording and uploading videos and photos of children playing as a way of assessing, alongside verbal feedback given in class.	
	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	1-The teachers delivering music are mostly lacking confidence and expertise in the subject	2- CPD has been booked for 2024-2025 to improve teachers' confidence with teaching Music following the 'Sing up' curriculum.	
	2- Music teaching is of a mixed standard, there is still a need for further CPD and support.		
	3- Music teaching is mostly or all good quality throughout school.		
	4- Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.		
EYFS music	1-It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	4- EYFS have access to music opportunities in the indoor and outdoor classroom and singing is built into routines and story times.	
	2-Music is regularly planned in to EYFS though some CPD and support would still be beneficial		

		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	
		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	
Whole class instrumental provision	Whole class	1-No whole class instrumental provision is currently in place	3- Instrumental teaching is in place and all children perform pieces at the end of the term to parents.
		2- Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		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	
		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.	
Singing	School / KS / Year group singing	1-Children rarely or never sing together as part of a larger group	3- Children and staff enjoy weekly singing assemblies in school.
		2-Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	
		3-Children sing together all or most weeks as part of a singing assembly or similar	
		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	
	Choirs	1-There are currently no school choirs taking place regularly	4- Choirs are available for key stage 1 and 2 and staff.
		2-A school choir forms for special occasions only (e.g. Christmas, Young Voices)	

		3-There is at least one school choir which meets regularly led by a skilled teacher	
		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	
	Performing	1-Children rarely or never get the opportunity to perform music	3- Children performing drumming to parents each term. Park Spring children have attended many music events and performed alongside other schools are events such as Little Sing, Big Sing, Big Samba and Youth Choir.
		2-Children in school perform to others on an occasional basis, at least once per year	
		3-All children take part in musical performances within school on a regular basis to a variety of audiences	
		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.	
Instrumental and vocal lessons	Tuition	1-There are currently no opportunities for children to learn to play an instrument in school	1-There are currently no tuition sessions on offer for Park Spring Children.
		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	
		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	
		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	
	Whole class follow on	There is currently no whole class instrumental teaching taking place in school	1-There are currently no opportunities for children to access follow on instrument lessons.
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	1-There are currently no opportunities for children to join an ensemble, however Leeds based ensemble groups are advertised to the parents in the newsletter.
		Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	
		There is a school ensemble which allows some children to play together regularly in a group	
		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	3-Music from different cultures are celebrated in assembly and links are made to curriculum topics. Adaptations are made in Music lessons to ensure inclusion of all children.
		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	
		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	
		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	
Wider involvement	Hub participation	The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	4- In 2024 Park Spring took part in all events and concerts on offer from the partnership.
		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	1-In 2024-2025 we are beginning the Artsmark journey as a school and CPD and leadership will be the focus of our journey of improving the Arts and in particular Music.
		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	2-The Music Lead has contacted all the local high schools in hope of creating stronger links for 2024-2025.
		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	2-Choir and the after-school Samba club have had lots of opportunities to experience live music. These opportunities now need to be made available to all.
		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.	
		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

2024-2025 SDP: *KNOWLEDGE building*

'Do more ... know more ... remember more ...'

Subject: Music

Leader: Amy Smith

Problem / Issue / Trigger <i>Rationale</i>	Desired Outcome(s) <i>(Why are we doing this?)</i>	Action(s)	By when? HT: Week	Review Notes (Dated) HT (1,2,3,4,5,6)	Success criteria (Success will be measured by)	Responsibility of:	Those supporting:
Teacher confidence to deliver current LTP. Plans are set too high for the current Musical knowledge PS children have.	Introduce a new Music scheme to improve teacher confidence to deliver and is pitched at the right level for children,	Sing up licenses to be given out in October 2025. All staff attend 'Sing Up' CPD in Autumn term. Pilot year of introducing the scheme- teachers need to deliver from the plans and give feedback to the SL. Make decisions about which schemes of learning, match our current curriculum and suit PS children best, ensuring progression across year groups.	Oct 2025 Oct 2025 Aut 2 Summer 2		Children have weekly sing up lessons which are clearly structured and follow a sequence. Teachers feel more confident to deliver Sing Up lessons. Teachers feel able to give feedback about which schemes best suit their year group and should be written on the new LTP.	A Smith All year group teachers delivering Music.	A Hartley – as part of the Artsmark journey.
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Question- Are Music books still the best way to record learning? Decision to move to video evidence instead to support assessment.	All year groups will upload each term video evidence of Music learning.	Music evidence will be video and photo based. Examples include pre and post assessments, performances, parts of lessons, group work. To be stored in a central place, each year group uploading at the end of each term.	To be checked and any outstanding year groups prompted to do so at the end of each term.		Range of evidence seen in videos. Videos are played back to help teachers make end of year judgements on Music ability for reports.	A Smith to monitor Class teachers to upload.	A Hartley as part of the Artsmark journey.
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Only choir have access to live music performances.	More whole school/ key stage opportunities for children to experience live music and listen to ensembles.	Contact local high schools to form links to attend performances locally or invite past pupils into school to perform. Make use of LMEP grants to book more musical events to visit school- making links to the wider curriculum where possible.	Summer 2024	Complete – chase Pudsey Grammer- only school to reply with an interest.	Children will have more opportunities to see live performances.	A Smith	A Hartley
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The Music lead is not of a musical background and confidence to deliver Music lessons is low.	Subject leader confidence and knowledge of the subject to improve.	Attend all network meetings on offer. Look for CPD opportunities.			Subject lead will feel empowered to lead the subject and make decisions about the LTP's for Music at PS.	A Smith	

