



# FARSLEY WESTROYD PRIMARY SCHOOL AND NURSERY

MUSIC DEVELOPMENT PLAN 2025/26

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Music Lead Teacher: Jenny Pashley

# Our vision for music



## Vision

At Farsley Westroyd Primary School and Nursery, our music curriculum is designed to foster a love for music in every child, encouraging them to be creative, inspired and **enjoy** the process of learning, creating, and performing. We believe that music in our school is a vital tool in the promotion of one of our key drivers – emotional wellbeing. Participation in music at any level, helps children to navigate their big emotions, build resilience and do something joyful whilst connecting with others.

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, whole school 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. We take inspiration from our children, in terms of genres, with

any kind of music being accepted. 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 Farsley Westroyd Primary School and Nursery 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 Farsley Westroyd Primary School and Nursery we use a whole school active, child centred music scheme called Sing up which meets the requirements of the Statutory Framework for the Early Years Foundation Stage (expressive Arts), the National Curriculum for Music, and suggested approaches of the Model Music Curriculum (Singing, Listening, Composing, Performing/Instrumental Performance)

The Sing Up scheme offers breadth and variety. The pupils sing, listen and compose, appraise as well as playing ukulele and tuned percussion instruments while covering music from different musical traditions, cultures and historical periods.

Every lesson has a learning intention and planned outcome with a detailed progression of skills across a year group and across the school. The scheme uses musical statements categorised under the following aspects of music teaching.

- Improvisation
- Composing
- Singing
- Playing
- Listening
- Appraising

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>We sing in every assembly across the week as well as appraisal to music for entering to and from assemblies.</p> <p>Score:4</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 have used Sing up for three years to support our choir singing and whole school singing. This academic year we moved from Charanga, which we felt had got outdated and that we needed a refresh. So we moved to Sing up. Another reason being the genre of music on Sing up being more contemporary and with access for pupils. The music lead ran training for teachers and other colleagues teaching music in Autumn term using Sing ups Music Development toolkit. With specific focus upon fundamentals beat, rhythm and pitch. As well as a look at progression across school</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	

			and how skills are revisited in a unit and over time. Score:4
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	In our Ofsted inspection in April 2025, one of our two targets was to address the gaps in pupil's subject knowledge in non-core subjects. The gaps can only be identified with assessment. With Sing up this is simple and we use the progression snapshot lessons. This provides assessment and also any generic gaps which are shared with the music lead. All subject leaders have half-termly staff meeting time to tweak the following terms plans to address identified generic gaps.  Monitoring with governors of non-core lessons has highlighted the quality of verbal feedback in lessons using the schools comprehensive marking and feedback policy. Peer verbal feedback is evidenced as being used as we do in core subjects.	Score:3
	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	We have had an Ofsted and monitoring of non-core subjects with our SIP and Gobs including music. Music leads has monitored and provided feedback.  Music lead has regular release time to promote the quality of teaching across school and with the implementation of Sing Up still developing there will be further training and monitoring in early Autumn term when a new subject lead takes over music. The new music lead has been shadowing and taking on aspects of the role as she comes to the end of her ECT period.	
	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.		

			Score:3
	EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	Our whole school curriculum starts in Nursery and progresses to Y6. Lessons are shorter in those classes but music provision is in place both inside and outside at all times.  Music lead and governors have regularly monitored the provision in the early years and observed how song and rhyme is used to promote strong foundational skills.  Score 4
		Music is regularly planned in to EYFS though some CPD and support would still be beneficial	
		Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	
		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	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 and we are about to teach whole class recorder 25/26.  We offer guitar lessons as a school as a follow on and we offer the progression model to Y6.  Next year Y3/Y4 will have whole class and the progression model is planned for Y6 and then it will move to Y5 the following year  Guitar is so popular, that we want to expand the time to an additional hour academic year.  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. We participate in many if not all ARTFORM music events meaning there is always a year group practising or working towards an event.
		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	As we encourage current music, in our assemblies (pupil choice led by our rota of resident DJ's) singing happens all the time.  Score: 3/4
	Choirs	There are currently no school choirs taking place regularly 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	This year we have a specific choir who meet once a week at lunchtime. We lead singing in singing assemblies and whole school events. We also have a KS1/Y3 choir who meet weekly and perform at events. We sing at school events and out and about in the community. This year we did "Knock a door, carol sing" whereby we went out to visit elderly individuals in the community and sang on their doorsteps!  Score: 4 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 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.	Whole school sing to parents at Harvest, Advent and Christmas, Spring concert and annual whole class sharing assembly.  Choir has sung out and about in Farsley, Leeds and to local businesses.  This year across school we create yearly "Bucket Lists" What a child in say Y3 must do/experience whilst in Y3. We have them for each year group. Activities can be unique to the year group, but there are also generic activities that each year group must do. One is to perform to an audience, another is attend and appraise a performance and another visit the theatre. So our children are doing this every year of their primary school life.  We did Leeds arena and winter voices this and last year. Little Sing, Big sing and have added Big Samba

			<p>this year. Also attended Stanningley Primary event. Also attended youth orchestra event last year.</p> <p>Score: 3</p>
Instrumental and vocal lessons	Tuition	There are currently no opportunities for children to learn to play an instrument in school	<p>Ukulele in Y5</p> <p>Glockenspiel in every class</p> <p>KS1 recorder club run by music lead</p> <p>Weekly guitar lessons for pupils who have shown an interest. High number of SEND pupils</p> <p>SEND music club each week using Sing up materials– also attend the Santa music event at Pudsey Civic hall.</p> <p>Ukulele and guitar children perform to parents annually in the spring.</p> <p>Our tuition for guitar and ukulele is focused on popular music which has improved engagement levels. Whole class performed to parents twice this last year.</p> <p>Pondering introducing woodwind – if the demand is there.</p> <p>Score:2/3</p>
		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	<p>A whole year of Ukulele lessons in Y5 with the progression model in Y6 this year. Which we will continue.</p> <p>Guitar lessons are available too and recorder.</p> <p>Score: 3/4</p>
		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	<p>There are currently no instrumental ensembles in school</p> <p>Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups</p> <p>There is a school ensemble which allows some children to play together regularly in a group</p> <p>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</p>	<p>Annual Spring concert for Ukulele and Guitars, recorders and choirs.</p> <p>Children/families have been signposted to external groups such as Saturday music tuition. Both choirs are established and belonging to the choir has high regard. The music lead has recently missed half a term of school due to ill health and the KS2 choir had to be managed by the KS1 lead, with slightly less practices. The children were not happy!</p> <p>Score: 2/3</p>
Inclusion	Inclusion	<p>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</p> <p>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</p> <p>School applies for LMEP bursaries or finds other ways to support children from low income backgrounds to learn an instrument.</p> <p>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</p> <p>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</p>	<p>Pupils with PP funding have a discount on tuition fees.</p> <p>The delivery of our guitar lessons is inclusive with an essence of participation and enjoyment. 80% of pupils playing the guitar have SEND.</p> <p>Pupils with complex needs have a weekly music session</p> <p>Pupils with complex needs to attend Christmas singalong.</p> <p>Inclusion in lessons, is a strength of the school, in all subjects as identified by Ofsted in April 25. Our strategies to adapt teaching in all subjects is second nature. Peer support being a strong regularly used strategy in music.</p> <p>Sing up has a good range of music that pupil voice tells us the children like and enjoy.</p> <p>Score: 4</p>

Wider involvement	Hub participation	The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	We participate in everything that we can! Any opportunity to participate, learn and enjoy together. Always communicate with Artform leaders and take advice and guidance.  Score: 4
		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	Music has developed across school and is well embedded as a tool to drive our ethos. They work hand in hand. The HT has lead music, but has been shadowed this last year by a teacher who will take over in September once her ECT is over. She is far more skilled than HT in music and will have more time and focus to take the standard of class teacher higher. And to attend CPD and share with colleagues. She attended the FOS music subject leaders this last half term. Score: 2/3
		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	<p>Score:2</p> <p>We have visited Priesthorpe to see their musical performance but working more with high schools is a priority moving forwards. This will enable our pupils with interest/skill/talent to start their high school journey with a strength and identity that they can pursue. This will enable them to be proud of who they are and what they are.</p> <p>We have attended FOS music subject leader events and spoke at the music conference recently.</p>
		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	<p>Live music is in our yearly bucket lists. In addition this year, we explored one of the Artforms musicians to come in and deliver a workshop using music from the industrial revolution. Due to HT absence, this didn't take place – but it is something for next year to deliver workshops to KS2.</p> <p>All children last year participated in a drumming workshop by the drummer from Status Quo and a performance of the Mountain witch.</p> <p>Score:3</p>
		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

### Key Areas development plan

Target	Area for development	Actions	Date to be completed by	Evaluation
1.	New subject leader established in Autumn 26	Attend leader training and events Maintain the cycle of participation in Artforms events CPD and monitoring responsibilities Lead on assessment Maintain website.	Sept 27	
2.	Intent, implementation and impact of our whole school music curriculum – New subject leader to take on subject and review what is in place.	Intent Implementation plan Monitoring the impact.	Autumn 26	
3.	Upskill staff in the knowledge of the curriculum sequence and the skills in delivery.  New subject leader to implement this in Twilight in Autumn term followed by monitoring in Autumn 2.	Staff meeting on progression across school  How to deliver a Music lesson  (Sing up tool kit)	Autumn 26	

4.	Increase participation for all in instrument playing	<p>Survey parents for what woodwind and or additional guitar</p> <p>Purchase recorders for whole class recorder playing</p> <p>Percussion model</p>	Autumn 26	
5.	Continue to attend live music events both in and out of school for each KS. Explore instrumental playing from different faiths and cultures	<p>Plan termly events using Artforms, so that each class has a yearly live music opportunity in line with bucket lists</p> <p>Invite in Sam – workshop on music from the industrial revolution as part of our Autumn Heritage project.</p>	Autumn 26	
6.	Whole school performs three times a year across the year.	<p>Summer festival of music</p> <p>Christmas</p> <p>Harvest</p> <p>Class assemblies</p>	Summer 26	
7.	Explore funding and marketing	<p>Explore transport grants</p> <p>Bursaries and cashback</p> <p>PP funding</p>	Ongoing	

		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.	Ongoing	
9.	Make links with other establishments to promote ongoing musical engagement post primary school	Attend high school musical events. Make link with head of music at feeder schools to explore a joint project or to visit a performance.		
10.	Improve the quality of singing in the school	Buy in expert tuition for KS2 choir to learn harmonies.		
11.	Increase the ensemble presence across school	Guitars, ukeleles and recorders play at Christmas and Harvest.		