

YEADON WESTFIELD INFANT SCHOOL

MUSIC DEVELOPMENT PLAN 2025/26

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Our vision for music



Vision for Music in Our School

Why is Music Important? Music is a universal language that transcends cultural and linguistic barriers, fostering emotional expression, creativity, and social cohesion. It enhances cognitive development, improves memory, and contributes to the overall well-being of our students. By integrating music into our school, we nurture well-rounded individuals who appreciate and engage with the world in a more meaningful way.

The Purpose of Teaching Music The purpose of teaching music in our school is to provide students with a comprehensive musical education that cultivates their skills, knowledge, and appreciation of music. We aim to develop their musical abilities, foster a lifelong love for music, and equip them with the tools to explore and create music independently.

Primary Goals for Music in Our School

1. **Develop Musical Skills:** To ensure every student gains proficiency in playing instruments, singing, and understanding music theory.
2. **Encourage Creativity:** To inspire students to compose, improvise, and explore various musical genres.
3. **Promote Inclusivity:** To create an inclusive environment where all students, regardless of their background or abilities, have access to quality music education.
4. **Enhance Cultural Awareness:** To expose students to diverse musical traditions and cultures, fostering global awareness and appreciation.
5. **Support Emotional and Social Development:** To use music as a tool for emotional expression, social interaction, and teamwork.

Pupil-Related Outcomes of the Music Programme

- **Enhanced Cognitive Skills:** Improved memory, attention, and problem-solving abilities.
- **Emotional Growth:** Increased self-esteem, emotional resilience, and empathy.
- **Social Skills:** Enhanced collaboration, communication, and teamwork abilities.

- **Cultural Competence:** Greater appreciation and understanding of different cultures and musical traditions.
- **Creative Expression:** Increased opportunities for self-expression and creativity.

A Child's Musical Journey Through Our School From their first day, students are immersed in a rich musical environment. In the early years, they explore basic musical concepts through singing, movement, and simple percussion instruments. As they progress, they receive formal instruction in playing instruments, music theory, and performance. By the time they reach the upper grades, students participate in ensembles, choirs, and have opportunities to compose and perform their own music.

Opportunities to Develop a Love of Music Students have access to:

- **Regular Music Classes:** Structured lessons that build their musical foundation.
- **Extracurricular Activities:** Opportunities to learn piano or guitar.
- **Performance Opportunities:** School concerts, assemblies
- **Music Technology:** Exposure to music production and recording techniques using modern technology.

Contribution to School Ethos Music plays a vital role in reinforcing the school's ethos of inclusivity, creativity, and excellence. It brings the school community together, celebrates diversity, and promotes a positive and vibrant school culture. Through music, we aim to inspire students to strive for personal and collective excellence, embodying the values of our school.

Integration of Music Provision Our music programme is a cohesive blend of various elements:

- **Curriculum Teaching:** Core music classes that provide a structured musical education.
- **Whole Class Instrumental:** Opportunities for entire classes to learn and play instruments together, fostering a sense of unity and shared achievement.
- **Small Group Tuition:** Focused instruction for students to refine their skills in specific instruments or vocal techniques.
- **Singing Assemblies:** Regular gatherings where the entire school participates in singing, promoting a sense of community and collective joy.
- **Collaborative Projects:** Integrating music with other subjects and school events to enrich the overall educational experience.

By envisioning a dynamic and inclusive music programme, we aim to create a vibrant musical community within our school that nurtures every student's potential and passion for 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	4- Music is timetabled once a term. The school follow the Kapow scheme of work and is delivered by one member of staff who is confident and experienced. Both KS1 & EYFS have a weekly singing assembly delivered by an expert. This enables key skills to be revisited or embedded as necessary. Performances and performance skills development are carefully thought out across the year.
		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 (on a half termly rotation) in all years plus other provision (singing assemblies – KS1 & EYFS which totals 1 hour per week (once a term)for all children	
	Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum.	All year groups (apart from Nursery) perform altogether at Harvest where they learn both whole school songs & some more appropriate to their level. KS1 take part in a large Christmas performance every year. Musicians play a key role within the performance and are trained by a music specialist prior to the performances.
		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	EYFS – Reception perform as a year group and Nursery perform in their own environment with age appropriate songs. In the summer term Year 2 perform in a leaving performance
	Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress 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	3. Assessment is completed and documented after each lesson. If teachers identify children who appear to have greater depth skills (good ear – tuneful singing voice, able to keep the beat) then these are passed onto to the music lead.
	Quality of teaching	The teachers delivering music are mostly lacking confidence and expertise in the subject 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.	4 Music is delivered by 1 member of staff (MG) who is both confident and experienced. Following the Kapow scheme of work means there is access to good quality CPD. The music lead is qualified and experienced in the subject and delivers singing assemblies to both KS1 and EYFS. She also tutors small groups before performances.
	EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	4. Reception follow the Kapow scheme of work and complete one unit a term.

		Music is regularly planned in to EYFS though some CPD and support would still be beneficial	Alongside Nursery they also take part in a weekly singing session with the Music lead. Music is integral to both the inside and outside environment giving children the opportunity to explore sound and rhythm. It is also intrinsically linked to their phonological development with skills being taught and revisited in both phonics lessons and weekly singing sessions.
		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	N/A for the age of our children.
		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	3. Children regularly sing together in weekly singing assemblies (KS1 & EYFS) which are led by a specialist. Singing is also used across the curriculum as an aid to learn different skills/facts.
		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	

		A school choir forms for special occasions only (e.g. Christmas, Young Voices)	2. There are school choirs formed for special occasions – Christmas Y2 leavers. These are led and taught by a specialist.
		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	
	Performing	Children rarely or never get the opportunity to perform music	3. All children take part in musical performances across school in a carefully planned out timetable over the years within our school.
		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	3. Children are given the opportunity to learn a musical instrument within the school day. This is appropriate for the age of our children. From September 2024, parents can pay for guitar or piano lessons taught by an external specialist individually or in pairs.
		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	N/A for the age of our children

		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	N/A for the age of our children.
		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	2. All children Including children with additional needs and disabilities) take part in music lessons
		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	2. The school engages with the Music hub when there are opportunities for the age of our children.
		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	3. Music lead has a thorough knowledge of the subject and supports staff where necessary.
		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	1. There are currently no musical links with other schools.
		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	1. There are currently no opportunities for children to experience and enjoy live music.
		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

MUSIC DEVELOPMENT PLAN	
Overall objectives	Increase live music opportunities for students Reinstate more frequent class assemblies for music performances Facilitate opportunities for instrumental students to showcase their talent through performances
Key components	<i>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.</i> <i>Music curriculum,– EYFS, KS1, SEND</i> <i>Classroom instrumental teaching</i> <i>Progression from classroom instrumental teaching</i> <i>Visiting music teachers</i> <i>Links with external music organisations</i> <i>Pupil Premium student engagement</i> <i>Whole school singing assemblies</i> <i>Performance opportunities</i> <i>Additional funding from hub/charities/fundraising</i>
Communications	<i>Parents will be kept updated in the newsletter and on the website.</i>
Budget, materials and staffing	

Key Areas development plan				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Increase live music opportunities for students	1. Invite local musicians or music groups to perform at the school. 2. Organize regular music workshops led by professional musicians.	July 2026	Feedback from students and staff on the quality of performances. Participation rates in the workshops. Students demonstrate enthusiasm for participating in the workshops. Students engage with live music performances.
2.	Reinstate more frequent class assemblies for music performances	Implement timetable for each class assembly/performance rotation schedule including music performances. Provide training for teachers on incorporating music into class assemblies.	July 2026	Attendance and positive feedback from attendees. Attendance and participation levels in assemblies.
3.	Facilitate opportunities for instrumental students to showcase their talent through performances	Organize termly instrumental recitals for students to showcase their progress.	July 2026	Attendance and positive feedback from attendees.