



GREENMOUNT PRIMARY

MUSIC DEVELOPMENT PLAN 2024/2025

Headteacher: Lisa Dixon

Music Lead Teacher: David Wilson

Our vision for music



Music lessons at Greenmount encourage an enjoyment for singing, performing, composing and listening and learning about music. This in turn helps with language development, confidence building, working in groups and working independently. We aim for all children to leave Greenmount as confident singers, who understand how to read music and with a proficiency the recorder, chime bars, and untuned percussion both individually and as part of a group. Some of our children leave with the ability to play saxophone, flute, clarinet and bassoon. From nursery right up to year 6 children explore tuned and untuned percussion instruments and learn the recorder from year 2 until they leave the school.

Children sing regularly as part of their weekly music lessons as well as taking part in whole school Big Sing events once a half term. We have an afterschool choir and a band that children can join if they wish to develop their musical skills further. And we have a close working relationship with ArtForms as part of the new West Yorkshire Music Hub and regularly take part in events like the Little Sing, the Christmas Singalong and Big Samba. We have even taken part in a city wide musical event at Leeds arena. This also enables us to sign post our children to musical opportunities outside of school in local music centres and as part of the city of Leeds youth music groups.

Greenmount has a happy learning environment and the love of music that we foster helps to communicate that all over the school.

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! Embedded
		2 - Music lessons are scheduled but not always delivered regularly	There are weekly timetabled music lessons from ArtForms Music, part of the West Yorkshire Music Hub. Sam has worked with us now for 8 years and comes in 2 days a week. He is very much part of the school teaching team and the children know him well. We do half termly singing assemblies to introduce the song for the Big Sing which is a whole school sing that takes place at the end of each half term. Staff also use Sparkyard and Charanga and prepare songs for their class assemblies. Singing regularly takes place in nursery, and reception along with free play in our outdoor music area.
		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 curriculum in place for music but progression over the years is not clear or well understood	Sam has created a curriculum for the whole school. Progression is evident 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. We do have WC recorder teaching in Yr 4 and regular school performances by the school band and choir
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	plus we attend events such as Young Voices, Big Samba, The Little Sing, The Big Sing.
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	3. Established Verbal feedback in lessons is of a good quality and the planning for progression is clear. We do not record assessment data for individual children except for in Yr 4 where we listen to each child individual twice in the year to monitor progress and identify children who might like to learn a woodwind instrument in Yrs 5 and 6.
	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	3. Established Our Music teacher, Sam, is consistently good throughout the school. He is regularly trained by ArtForms as the music service and part of the local hub. Sam is part of SLT at ArtForms and leads Music Connect with is the curriculum support network for all Leeds schools. So he is up to date with national developments in music teaching e.g. the new national plan for music and the model music curriculum.
	Music teaching is of a mixed standard, there is still a need for further CPD and support.	
	Music teaching is mostly or all good quality throughout school.	
	Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD.	
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	3. Established Sam delivers Music in nursery and reception on a weekly basis. In addition to this both nursery and reception staff sing with the children on a daily
	Music is regularly planned in to EYFS though some CPD and support would still be beneficial	

		<p>Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress</p> <p>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</p>	<p>basis as part of regular routines and additional music sessions. Staff could improve with CPD introducing songs and activities are appropriate to developing voices and carefully chosen to support early progress. Many of the children who come to Greenmount in nursery and reception with below expected levels of English and songs are deliberately used to support English language development.</p>
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	4. Embedded
		Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	Sam delivers whole class recorder in Yr 4. This tops up the 2 half terms of recorder that children learn in Yrs 2 and 3. This feeds into our school band and also provides some children with the opportunity to learn a woodwind instrument in small group lessons delivered by a visiting specialist (from the WYMY) one day a week for 2 hours. Recorders continue to be used as part of the national curriculum lessons in Yrs 5 and 6.
		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	<p>Children rarely or never sing together as part of a larger group</p> <p>Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)</p> <p>Children sing together all or most weeks as part of a singing assembly or similar</p> <p>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</p>	
	Choirs	There are currently no school choirs taking place regularly	3. Established

		<p>A school choir forms for special occasions only (e.g. Christmas, Young Voices)</p> <p>There is at least one school choir which meets regularly led by a skilled teacher</p> <p>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</p>	<p>We have one after school choir that works towards Young Voices and performs occasionally in assemblies. We have taken part in two cluster choir events run by ArtForms and the hub and involving local schools. One of these was hosted by Greenmount. We would like to take part in wider community events.</p>
	Performing	<p>Children rarely or never get the opportunity to perform music</p> <p>Children in school perform to others on an occasional basis, at least once per year</p> <p>All children take part in musical performances within school on a regular basis to a variety of audiences</p> <p>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.</p>	<p>3. Established</p> <p>Each class takes part in a regular Big Sing in front of their peers, as well as performances to parents which include singing or musical elements, and class performances to teachers and phase audiences that are interspersed throughout the year. We would like to take part in wider community events.</p>
Instrumental and vocal lessons	Tuition	<p>There are currently no opportunities for children to learn to play an instrument in school</p> <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</p> <p>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</p> <p>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</p>	<p>3. Established</p> <p>All children have the opportunity to play recorders as part of their national curriculum teaching, as well as their being blocks based on percussion and voice and we run the whole class recorder programme in Yr 4. Small group lessons are for children in years 5&6, with 18 children currently having woodwind lessons in flute, bassoon, clarinet and saxophone. Finances limit the opportunities to increase the range of instruments available for small group teaching.</p> <p>There are opportunities to explore different families of instruments further in after school clubs – keyboards, recorders, chime bars, xylophones, with numbers ranging between 8-15 children in instrument clubs and 15-30 in singing clubs.</p>

	Whole class follow on	There is currently no whole class instrumental teaching taking place in school	3. Established Whole class lessons in recorders in year 4 allow us to identify children to continue onto other woodwind instruments for their final two years at Greenmount when whole class recorder lessons finish. 18 children currently have small group lessons in a different woodwind instrument.
		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	4. Embedded Ensemble group meets once a week with children from years 4, 5 and 6. They perform frequently to their peers and adults at special occasions. Music centres are advertised to these children at regular intervals although there has not been any uptake, which is something we would like to address.
		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	4. Embedded Greenmount take advantage of the cashback offer from LMEP for our national curriculum and small group teaching in school, as well as fronting the cost of instrument hire and peripatetic lessons to ensure nobody is left out. We have a separate lesson on the timetable each week for children with varying special educational needs delivered by the national curriculum teacher. Each class has a teaching assistant who supports music learning under direction from the music teacher. Music from different cultures and traditions is addressed through our national curriculum teaching (e.g.
		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	bamboo tamboo, blues, samba, traditional Indian classical music, gospel, reggae) and our song of the week themes played in assemblies three times a week.
		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. Embedded We take part in the annual Little Sing, Big Samba, the Christmas Singalong, Winter Voices (when we can get a place) and the arena shows. The music leader attends the Music Connect networks and CPD sessions. We take advantage of the digital offer with Charanga and we buy Sparkyard through the hub using the hub discount.
		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. Established Music leader and Sam have a close working relationship with weekly meetings for strategic planning as well as updates on day to day events in school. Having Sam teach all the curriculum music is great in that it reduces the amount of subjects that staff need to plan, prepare and teach. Staff do deliver some musical content when preparing class assemblies and preparing classes for the Big Sings. EYFS staff and Yr 1 teachers use singing as part of their curriculum delivery.
		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	

	<p>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</p> <p>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</p>	<p>The music leader does gather anecdotal evidence from staff about the music lessons and has collected student voice feedback too. All of which is positive.</p>
Links with other schools	<p>There are currently no musical links with other schools</p> <p>Occasional links are made with other local schools for musical events or activities</p> <p>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</p> <p>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.</p>	<p>2. Emerging</p> <p>We regularly take part in city wide events through ArtForms and the new West Yorkshire Music Hub. Last year we hosted a cluster singing and ensembles event for local Beeston schools organised by the hub. We would like to do more events like this.</p>
Live music	<p>There are currently no opportunities for children to experience and enjoy live music</p> <p>There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians</p> <p>All children have opportunity to experience live music over the course of the school year.</p> <p>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</p>	<p>2. Emerging</p> <p>2 years ago we took part in a Leeds International Piano Competition project and enjoyed performances from a visiting pianist plus we took the keyboard club to see a piano recital as part of the same event. The Young Voices events also expose the choir to a range of live performances.</p> <p>This year we intend to book some more live musicians to perform in school.</p>



DEVELOPMENT PLAN

MUSIC DEVELOPMENT PLAN	
Overall objectives	<i>See below</i>
Key components	<i>See school music policy</i>
Communications	<p>Performances, including Big Sings and Ensembles, are communicated through texting to parents and then published on the school website or Twitter page.</p> <p>The school website has a dedicated music page with examples of music learning, mission statements and policies.</p> <p>The school's Youtube page can be used for some performances and then put onto the school website.</p>
Budget, materials and staffing	<p>The school invests in music NC teaching from Artforms for 2 full days a week, as well as two after school clubs for enrichment purposes. We benefit from a 20% cashback offer on both of these. During NC teaching time, teachers are released for small group intervention with different groups of children to ensure music education is still as vital. We are well stocked with recorders and rotate these yearly, as well as a stock of instruments for curriculum use. Plans are in place to lead staff CPD in the near future on using music across the curriculum.</p> <p>The school has a subscription with Charanga music (subsidised by Artforms) and Sparkyard (bought by the school).</p> <p>The school subsidises 2 hours of instrumental teaching and the hiring of instruments for children to ensure there are no barriers to learning an instrument.</p> <p>An extra singing club is lead by the music leader for taking part in the Young Voices concert, again subsidised by the school.</p>

Key Areas development plan

Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Singing Assemblies in School	Timetable a weekly singing assembly/class singing opportunity.	September 2025	
2.	Develop opportunities for staff to deliver occasional music lessons.	<p>Make sure all staff are set up with Charanga and Sparkyard.</p> <p>Ask staff to use these platforms to contribute to class assemblies and performances like the Big Sings.</p>	2024-25 Academic Year	
3.	Foster links with other local schools including the secondary schools attended by former Greenmount pupils.	<p>Explore secondary school concerts and shows that we could take children to.</p> <p>Try to set up a shared performance event for the local primary and secondaries.</p>	2024-25 Academic Year	

4.	Book some live performances and workshops through ArtForms for this academic year.	Choose preferred options from the ArtForms website. Contact Sarah Truscott to book some events.	2024-25 Academic Year	
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