FARSLEY SPRINGBANK PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2026/27

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Music Lead Teacher: Jo Love

OUR VISION FOR MUSIC



At Farsley Springbank, we believe all children should gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions and musical genres. Through this, children are encouraged to develop **curiosity** about the world of music and the confidence to take **risks** in their own musical exploration and creativity.

Our objective is to foster a deep **curiosity** and enthusiasm for the subject, alongside an understanding and acceptance of the validity and importance of all types of music. We promote an unbiased **respect** for the role that music may play in any person's life. As children move through school, they will explore, engage and express themselves through music with growing **independence** and **determination**. In doing so, they develop skills that inspire them to think critically and creatively, not just in the music classroom but across all aspects of their lives, while also learning to work in **collaboration** with others.

The music curriculum is structured as a progressive spiral, enabling children to revisit key skills both within an academic year and across key stages. This approach supports children in developing **determination** as they refine their abilities and deepen their understanding over time. Pupils grow as musicians through increasingly confident application of rhythm, pitch, notation, listening, composition and performance. They are encouraged to take **risks** in their compositions and performances, building resilience and self-belief. All year groups develop vocal skills, while instrumental skills are built progressively—from untuned percussion in KS1, to tuned percussion in Year 3, and then keyboard in Years 4–6. Throughout this journey, children learn to practise with **independence**, collaborate with peers in ensemble work, and show **respect** for each other's contributions and musical preferences.

The intended outcome is that children transition to high school with an appreciation of a wide range of music, alongside the practical skills and knowledge needed to confidently access KS3 music lessons. They will also have developed transferable life skills including **collaboration**, **determination**, **curiosity**, **independence**, **risk-taking**, and **respect**.

As well as developing musical skills in the classroom through weekly lessons with a Music Specialist teacher, we provide a wide range of opportunities for children to engage with music and the performing arts. We aim for all children to be involved at some point, experiencing real life as a musician or performer, building **confidence**, **determination**, and a willingness to take **risks** in a supportive environment. These opportunities also promote **collaboration** and mutual **respect**, helping children to value both their own contributions and those of others.

- Singing skills are developed through weekly singing assemblies, concerts, productions, Young Voices, and choir clubs, where children work in **collaboration** and perform with confidence and **respect** for their audience.
- Termly performances for local community groups help children build **independence**, **determination**, and an understanding of the importance of music in bringing people together.
- Music appreciation is developed through "Music of the Week," "Music World Tour," and "Composer of the Week," encouraging **curiosity** and **respect** for diverse musical traditions.

- From Year 2, children can access instrumental lessons (woodwind, brass, strings, drums, keyboard and guitar), requiring **determination** and independent practice, alongside opportunities to perform and collaborate in ensembles such as the Springbank Orchestra.
- After-school music clubs provide further opportunities for children to explore music with **curiosity**, develop skills with **independence**, and take creative **risks**.
- Inclusive opportunities, such as the ArtForms Christmas singalong, ensure all children can participate, promoting **respect**, belonging, and **collaboration**.
- Wider performing arts opportunities, including "Springbank's Got Talent," dance, and drama, encourage children to take **risks**, perform with confidence, and support one another with **respect**.
- Live performances and theatre visits expose children to a wide range of genres, nurturing **curiosity** and deepening their **respect** for music and performance as both participants and audience members.

SELF ASSESSMENT

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
Prioritise for support and development	*Further development and support required. Not yet sure of impact on outcomes*	*Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision*	*Highly effective in producing excellent outcomes*

Category	Description	Tick	Comments
Curriculum Music			
Timetabling	1 - Not all classes receive a regular music lesson each week	☐	Reception and KS1 follow the Jolly Music programme, all planned by the Music Specialist, with reception classes delivered by an experienced and very musical Reception teacher. Reception do short musical activities and singing regularly during the week, whereas Y1 have a weekly 30 minute lesson and Y2 45 minutes with the music specialist. KS2 have one hour per week timetabled for music with the Music Specialist. Y1-6 have weekly 25 minute singing assemblies, led by the music specialist.
	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	☐	The spiral curriculum begins with Jolly Music, which lays the foundations through singing, following the “sound before symbol” approach. This then begins the steps towards pitch and rhythm notation, and understanding of musical elements. These are then revisited every year, focusing on using the voice, as well as building whole class instrumental
	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	☐	skills, moving from untuned percussion, to tuned percussion in Year 3, and then all instruments plus keyboards in Years 4-6. Year 5 and 6 also explore music technology. Composition is integral in all year groups, sometimes in groups and sometimes individually. There is a clear skills and knowledge progression from EY to Year 6. Christmas Concerts, Productions and end of Year productions are also embedded as part of the curriculum, with a focus on using voices and performance skills.
	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	☐	Music specialist records work in all year groups, using an ipad, and work is stored in each year group, so that progression can be seen as children move through school. Verbal feedback is given regularly to students during lessons, by the music specialist, with small targets that they can work on to improve their work. Students perform final work to each other, and verbal feedback is given, sometimes by the teacher, sometimes by peers. Recordings are often watched by classes, so that they can consider their own work and that of others. This could be more consistently built into lesson times.
	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	☐	Music lessons and activities are delivered by a music specialist teacher, with 25 years of experience across all education sectors. EY lessons are delivered by an experienced Reception teacher, who used to be the music specialist teacher across school. She is supported by the music specialist if needed.
	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	☐	Teaching staff get involved with leading singing at performance times, so Y1/2 Christmas Concerts, Y3/4 Christmas Production and Y5/6 Summer Show. Conscious of whether teaching staff may need involvement as CPD to maintain their music teaching skills?
	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	☐	As previously mentioned, EYFS follow the Jolly Music scheme which leads into Year 1 and 2. Rather than one single lesson, singing activities are built into the school day as is appropriate. Other songs and activities are also used as and when appropriate, such as nursery rhymes and Christmas songs.
	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	☐	Whole class provision is fully integrated: KS1: untuned percussion built in to support Jolly Music singing curriculum, and composition.
	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	☐	Y3: glockenspiels and chime bars are taught, and then used for composition and performance. Y4: more chime bars and untuned percussion used in composition and then keyboards introduced and again used in composition. Y5: Djembes and other percussion used to teach topic, and then further solo keyboard work. Y6: Continued solo keyboard work, as well as composition and group performance.
	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	☐	KS1 and KS2 singing assemblies are timetabled weekly, for 25 minutes. We also have a Christmas Singalong for KS2 and families, plus Harvest Festival, other celebrations, and a Leavers Assembly where KS2 sing together. All year groups have vocal activities included in their music curriculum, with productions, concerts and year group assemblies.
	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	☐	Choir starts with Young Voices every year, for KS2 children, open to all, and we usually rehearse weekly with 60-80 children. After the concert in February children choose if they want to continue with weekly rehearsals with the school choir, led by the music specialist. This usually is a group of around 30-40 children.
	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	☐	They perform termly for a local community group who meet for a social lunch in the village. Also there are 2 concerts in school for parents, and we get involved in any other opportunities that come up where possible, such as the Sing Spectacular at Headingly Stadium last summer and The Domino Rally Festival at The Old Woollen, plus the school Summer Fair. There is also a KS1 Choir after school club every summer term, to encourage group singing for those who want to get more involved, and this also encourages Y2 singers to join choir in the Autumn Term, so feeds progression.
	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	☐	Children regularly perform in class, to their peers. All children have the opportunity to perform at Christmas, plus in year group assemblies to their families – usually featuring a topic song. There are performance options open to children who have instrumental lessons, sing in choir or play in orchestra, this is to families and other year groups. Y6 give a concert in the Autumn term, orchestra run an open rehearsal at Christmas for parents. In the summer term, our visiting ArtForms tutors run “mini-concerts” during our Springbank Instrumental Week, plus orchestra perform in assembly and in an afternoon session for parents, outside in the playground. Children who play instruments can also sign up to play in singing assemblies to their peers. KS2 children can audition for our talent show in front of their peers. Those who take part in the show then perform to both the school and invited audience. KS2 children have the opportunity to take part in Young Voices every year. Choir members also perform in the community.
	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	☐	Lessons offered from Year 2, across all instrumental families. Children can perform in various mini concerts, larger concerts and events such as our MacMillan Coffee Mornings, or sign up to play in singing assemblies to their peers. They can also be part of the weekly school orchestra rehearsals and performances once they have a reasonable range on their instruments. We have over 100 children taking part in small group lessons. The music specialist communicates with all visiting teachers, in terms of ensuring groups are set by ability, children can get involved in concerts, and also the chance to do instrumental exams if they reach that level. All children engage in the ArtForms certificates every year.
	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	1 - There is currently no whole class instrumental teaching taking place in school	☐	Whole class teaching continues throughout school, from Year 1-6, so all children continue to build their skills. If children want to specialise further then they can sign up for the small group keyboard lessons delivered by our ArtForms tutor. This is our most popular lesson, with 33 children involved.
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	☐	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	☐	
	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	☑	

Ensembles	1 - There are currently no instrumental ensembles in school	☐	School Rock Orchestra is open to children with a reasonable range and level of skill, for woodwind, brass, string, drums, guitar and keyboard. Within instrumental lessons our visiting tutors often put children together in small groups for our concert performances, so all players rehearse and perform as duos/ trios/ small groups. Guitarists and keyboard players however do work as bigger groups when preparing for concert performances, and we usually add drums/ keyboard and/ or singers so the guitarists get an ensemble experience. Children are signposted to CLYM groups when/ if they reach the required standard
	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	☐	
	3 - There is a school ensemble which allows some children to play together regularly in a group	☑	
	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	☐	
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	☐	Lessons are open to all children and the fees for PP children are covered by bursaries and school, so no cost to families. We also cover ticket/ t-shirt costs for Young Voices so all children can participate. *Curriculum lessons are differentiated to include all children, although there are more complex needs for one child in KS1 which need considering further. He does engage in some music lessons, and does respond well to songs and music at times, so would like to explore this further. Instrumental activities are differentiated to allow all children to actively take part and see success and progress.* Linking to our school language lessons, all children learn Spanish songs during the year. Y4 study Pentatonic Music across various countries, Y5 study West African Music, Y3/4 go on a "World Music Tour", through listening and looking at a map. Young Voices feature songs from various countries and new languages every year. Our Music of the Week and
	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	☐	
	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	☑	
	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		Composer of the Month features music and composers from around the world, different genres, styles and eras.
Wider involvement			
Hub participation	1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	☐	We have 6 visiting instrumental teachers every week, across all instrumental families, with over 100 children involved in small group lessons. Children access their certificates as a means of showing progress. We often provide space for ArtForms interviews, and our children take part in the interviews for prospective tutors. We always take a group of KS1 children to the Inclusive Christmas Concert at Pudsey Civic Hall. If possible we like to get involved in other singing events, if the school diary allows it! Music Specialist attends Primary Network meetings when possible (often falls on days off) Every year we have live performances from the ArtForms Live Music in Schools groups. Choir perform 2-3 times a year for our local community group Farsley Live at Home. We have good links with Leeds Rhinos, taking part in Dance and Sing Spectaculars at Headingley Stadium.
	2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events	☐	
	3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events	☑	

	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	☐	
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	☐	Music Specialist teacher has now been in post for 4 years. Leads the delivery of music throughout school, both curriculum and enrichment. Supports Reception music teaching, planning lessons and resources for them to adapt as appropriate. Provides support to KS1 and KS2 class teachers in preparing for concerts and productions, or with support for topic songs for assemblies. Leads music network sessions for music leaders across the Pudsey, Farsley, Calverley cluster, 3 times a year, to both support other non-specialist music leads and share ideas with other music leads. Attends wider Leeds network meetings where possible. Head teacher and Governors are very supportive of music, and provide support and opportunities to ensure the children have access both to a strong music curriculum and enrichment programme. This question is less relevant to Springbank, as we have a specialist music teacher, as opposed to a music lead. The music specialist delivers all music lessons and activities for
	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.	☐	
	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		

	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	☑	Years 1-6, and supports another teacher to deliver music in Reception.
Links with other schools	1 - There are currently no musical links with other schools	☐	Pudsey Cluster meetings allow for opportunities to build relationships and share resources and training with other music leads. Initial links with Priesthorpe School led to a Rock Band project which was fantastic but the Head of Music left and opportunities have not come up since Y6 went to watch Leeds West Academy's production of Matilda in 2023, and Y5/6 went to Priesthorpe to watch "Annie" in March 2025. Keen to get involved in ArtForms Singing Network events with cluster schools, but this has been difficult due to our busy school diary so far. Ex-students also came in from Leeds West and PGS to perform and do a Q&A. We have also had ex-students who are now studying music at Leeds Conservatoire come in and perform.
	2 - Occasional links are made with other local schools for musical events or activities	☐	
	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	☑	
	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.	☐	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music	☐	Live Music in Schools programme – usually a couple of concerts in school during the year. Children who go to Young Voices enjoy live dance and music performances from special guests. Pantomime in school every year, featuring live music.
	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	☐	

	3 - All children have opportunity to experience live music over the course of the school year.	☑	Arts Week, last year featured Helen Minshall (brass expert), Backchat Brass and ex students performing folk and pop music. This year we have a Y6 concert, orchestra performance, plus Vinyl Steppers giving an interactive concert All year groups visit local theatres to watch productions, such as Christmas Carol, Wicked, Charlie and the Chocolate Factory.
	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	☐	

Key areas for development

Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Explore school key drivers through the music curriculum, to develop children as rounded learners	1. Review curriculum and focus on what aspects encompass independence and collaboration skills. 1. Highlight these areas/ activities and build into lesson delivery, so that children become more aware of their transferable skills that they gain through the study of music.	September 2027	
2.	Provide ensemble opportunities for all instrumentalists to develop collaboration, determination, and respect.	● Continue with “Rock Orchestra” 2. 2026-27 – meet with Elliott Wardill to look at what Rock Band provision we might be able to bring in.	September 2027	**Investment: amps/ electric guitars**
3.	Look into ways we can connect with local schools, visits/ performances, transition projects	1. Email Heads of Music in local high schools, and discuss possible options – what can they offer? 2. Contact Y7 leads – could this be the way in?	September 2027	