



Leeds
Music
Education
Partnership

BEESTON PRIMARY SCHOOL

MUSIC DEVELOPMENT PLAN 2024/25

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BEESTON PRIMARY SCHOOL

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BEESTON

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Our vision for music



At Beeston Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Beeston Primary School we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.

The objectives of teaching music at Beeston Primary School are:

- Children are given the opportunity to perform, listen to, review and evaluate their own and others music across a range of periods, genres and styles.
- Children are given the opportunity to explore musical terms and notations.
- Children are given the opportunity to sing and use their voices to express themselves, create and compose music.
- Children are given the opportunity to learn a music instrument to enable them to create and compose music with these instruments.
- Children are given the opportunity to understand how music is created and produced.

SELF ASSESSMENT

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular 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	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	Enhance the additional aspects, continue to implement school performances and take part in special music events.
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	Set evidence expectations and monitor throughout the year, use staff meeting time to communicate expectations.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Continue to monitor and support throughout the year. Music leads to take part in further CPD.
Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas			
Music teaching is consistently good quality throughout school and is monitored and supported well over the year			
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality		

		<p>Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial</p> <p>Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress</p>	
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	Send out interest form for small group instrumental teaching, if there is enough interest, sign up and begin to offer.
		<p>Children learn to play an instrument as part of whole class learning during their time in school</p> <p>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.</p>	
	Duration	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	Look into offering recorders for a full year.
		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. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Continue to embed singing in assemblies within the school.
		<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	Choir set up this year, offer performance opportunities throughout the year.
		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	
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	
		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	
		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 are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	Look in to opportunities to continue instrument 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		
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities		Look in to further opportunities.
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly		Signpost opportunities on our website for musical opportunities outside of school.
		A 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		
		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 carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras		
		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 much with the Leeds music hub (LMEP) or other partner organisations in music		Attend LMEP events throughout the year.
		There is some level of engagement with LMEP and Music Connect with occasional participation in local events		
		The school has strong partnerships with LMEP, Music Connect and/or other organisations with regular participation in local events, workshops		
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD		

		Music lead has occasional opportunities to access CPD, other staff only rarely	
		Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
Links with other schools		There are currently no musical links with other schools	Explore links with other schools.
		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.	
		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	Continue to offer live music in each academic year.
		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.	



DEVELOPMENT PLAN

MUSIC DEVELOPMENT PLAN	
Overall objectives	<p>At Beeston Primary School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and at Beeston Primary School we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles. We are committed to ensuring children understand the value and importance of music in the wider community and aim to provide opportunities for children to use their musical skills, knowledge and experiences to involve themselves in music, in a variety of different contexts.</p>
Key components	<p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i> Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</p> <p><i>Classroom instrumental teaching</i> The children benefit from an external music teacher visiting school weekly, offering whole class recorder teaching for children in Year 3.</p> <p>Throughout their primary music curriculum journey, children will learn how to play Glockenspiels and Boomwhackers, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</p> <p><i>Links with external music organisations</i> We have links with Artforms, who offer whole class music teaching and support with our musical offering throughout school.</p> <p>Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches children how to play a rock instrument, or sing, as part of a band. The band takes part in termly performances where parents and the rest of the school can come and watch.</p>

	<p><i>Music CPD</i></p> <p>Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</p> <p><i>Performance opportunities</i></p> <p>We are partnered with Leeds Music Education Partners, who offer lots of live music opportunities and extra-curricular activities throughout the year. Our children take part in weekly singing in assemblies. Classes are given a song to sing in class each term, which is then sung in assembly.</p> <p>We have set up a Pop Up Choir within school, the choir meet on a lunchtime over a half term, working towards a performance at the end of each half term in assembly.</p>
Communications	Using the school's Facebook, we will inform parents of musical opportunities throughout the school year.
Budget, materials and staffing	<ul style="list-style-type: none"> -Our school have two music lead teachers who are offered time out of class to focus on music in school. -Artforms offers whole class instrumental teaching, live music performances in and out of school throughout the year at a subsidised cost. -We are offered an online teaching platform, free of charge, through Artforms and we will continue using Charanga.

KEY AREAS DEVELOPMENT PLAN

AREA	ACTIONS	DATE TO BE COMPLETED BY	EVALUATION
Curriculum music	<p>Introduce further live music opportunities for the school. Book live music performances through Artforms.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.</p>	JULY 2024	<p>We had a whole school Growth Mindset week with a focus on music and body percussion. Classes learnt a song using body percussion and practised throughout the week. Each year group watched a live music performance and took part in a workshop. We had Brassy Beats Brass Band, World Music Junk Percussion and Orchestra of Objects workshop.</p> <p>We took part in music monitoring throughout the school, we interviewed pupils and checked for evidence. Children spoke positively about their music lessons in school and it was evident they were taught well. We identified clear areas of focus for next academic year.</p>
Whole class instrumental			
Singing	<p>Continue to implement singing practice in class and perform in assembly.</p> <p>Run a school choir.</p>	JULY 2024	<p>We set up a pop up choir in school. We have offered this to year 5 and 6 to start. The group practise on a lunchtime working towards a performance and the end of a half term in assembly.</p>
Instrumental/ vocal teaching	<p>Continue with Rocksteady. Children learn instruments as part of an ensemble and perform. Look in to further instrumental teaching opportunities.</p>	JULY 2024	<p>We have a group of children across the school who take part in Rocksteady lessons. They perform in termly concerts where parents and other year groups in school attend.</p>

Inclusion			
Wider involvement	<p>Book CPD for music leaders.</p> <p>Book live music opportunities.</p>	JULY 2024	<p>During the whole school Growth Mindset week, each year group watched a live music performance and took part in a workshop. We had Brassy Beats Brass Band, World Music Junk Percussion and Orchestra of Objects workshop.</p>

