



## Christ Church Upper Armley C of E Primary School Policies & Procedures

### Academy Music Development Plan 2025-2026

<b>Last reviewed on</b>	September 2025
<b>Next review due</b>	September 2026

Headteacher: Ms S. Collier  
Music Lead: Miss E Crimlis

At our school, we believe that music is a vital part of every child's education—a universal language that nurtures creativity, builds confidence, and fosters a sense of belonging. Music enriches the soul, sharpens the mind, and connects us to one another across cultures, generations, and experiences.

Music is more than just sound—it is expression, emotion, and identity. It supports cognitive development, enhances memory and concentration, and improves emotional well-being. Through music, children learn to listen deeply, collaborate meaningfully, and express themselves with joy and authenticity.

The purpose of teaching music is to ignite a lifelong love of music, to develop musical skills and understanding, and to provide every child with the opportunity to explore their creative potential. Music education empowers pupils to think critically, perform confidently, and appreciate the richness of the world around them.

Primary goals for music in our school:

- To provide a high-quality, inclusive music curriculum that is engaging, progressive, and accessible to all.
- To ensure children experience a broad range of musical styles, genres, and cultures.
- To develop pupils' musical knowledge, technical skills, and creativity through singing, playing instruments, composing, and listening.
- To foster confidence, resilience, and teamwork through performance and collaboration.

By the end of their primary journey, pupils will:

- Be able to perform, compose, and evaluate music.

- Demonstrate a secure understanding of musical elements such as rhythm, pitch, dynamics, and structure.
- Show enthusiasm and curiosity about music from different times and places.
- Feel a sense of pride and achievement in their musical growth.

From the early years to Year 6, children embark on a progressive and enriching musical journey. They begin by exploring sound and rhythm through play, gradually building skills in singing, notation, and instrumental work. As they progress, they engage in ensemble work, composition, and performance opportunities that challenge and inspire them. Each stage builds on the last, ensuring continuity, depth, and joy in learning.

Children will have access to:

- Regular class music lessons led by passionate educators.
- Instrumental tuition and ensemble groups.
- Choirs, bands, and school productions.
- Workshops, concerts, and visits from professional musicians.
- Cross-curricular links that show music's relevance in wider learning.

How music complements the school ethos:

Music is woven into the fabric of our school community. It reflects our values of respectful, resilient and resourceful. Through shared musical experiences, we celebrate diversity, promote well-being, and build a culture where every voice is heard and valued.

# 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>

Category	Description	Tick	Comments
<b>Curriculum Music</b>			
Timetabling	1 - Not all classes receive a regular music lesson each week	<input type="checkbox"/>	Most classes are delivering lessons regularly. Sometimes lessons have to be shortened to fit in the additional requirements of our curriculum. Some year groups struggle to fit a lesson in every week.
	2 - Music lessons are scheduled but not always delivered regularly	<input checked="" type="checkbox"/>	
	3 - There are weekly timetabled curriculum music lessons in all years	<input type="checkbox"/>	

	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)	<input type="checkbox"/>	
Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum	<input type="checkbox"/>	We use Charanga's Model Music Curriculum, enhanced by Musician of the Month. Year 3 undertake whole class Djembe drumming lessons weekly, completing the Artforms colour awards.
	2 - There is a whole school curriculum in place for music but progression over the years is not clear or well understood	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Assessment	1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	<input type="checkbox"/>	Feedback in lessons is generally good and teachers are able to improve children's skills and knowledge. Assessment is not recorded to show 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	<input checked="" type="checkbox"/>	

	3 - Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	<input type="checkbox"/>	
	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	<input type="checkbox"/>	
Quality of teaching	1 - The teachers delivering music are mostly lacking confidence and expertise in the subject	<input type="checkbox"/>	Music is taught by non-specialists, some enjoy the music lessons and have the knowledge to match.
	2 - Music teaching is of a mixed standard, there is still a need for further CPD and support	<input checked="" type="checkbox"/>	
	3 - Music teaching is mostly or all good quality throughout school	<input type="checkbox"/>	
	4 - Music teaching is consistently good quality and is regularly monitored and supported. Staff who deliver music have access to good quality CPD	<input type="checkbox"/>	
EYFS music	1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	<input type="checkbox"/>	A member of the support staff in EYFS is trained to teach Clap! Sing! Tap! Ding! The Artforms led EYFS curriculum and will lead the sessions weekly.
	2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial	<input type="checkbox"/>	

	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	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Whole class instrumental provision			
Whole class	1 - No whole class instrumental provision is currently in place	<input type="checkbox"/>	Djembe drumming in Y3 with Artforms peripatetic staff.
	2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Singing			
	1 - Children rarely or never sing together as part of a larger group	<input type="checkbox"/>	Children sing during worship.

School / KS / Year group singing	2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	<input type="checkbox"/>	
	3 - Children sing together all or most weeks as part of a singing assembly or similar	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Choirs	1 - There are currently no school choirs taking place regularly	<input type="checkbox"/>	
	2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices)	<input type="checkbox"/>	
	3 - There is at least one school choir which meets regularly led by a skilled teacher	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Performing	1 - Children rarely or never get the opportunity to perform music	<input type="checkbox"/>	We sing in church for parents at Harvest Festival, Christmas, Easter and the Leaver's service in July. Djembe drums are performed for parents at the end of the year.



	2 - Children in school perform to others on an occasional basis, at least once per year	<input checked="" type="checkbox"/>	Classes are performing songs as part of an assembly to parents showcasing learning in class each term.
	3 - All children take part in musical performances within school on a regular basis to a variety of audiences	<input type="checkbox"/>	
	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.	<input type="checkbox"/>	
Instrumental and vocal lessons			
Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school	<input type="checkbox"/>	We offer lessons in keyboard and guitar. Uptake has not been great this year, which is why we are only emerging.
	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	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
	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	<input type="checkbox"/>	

Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school	<input type="checkbox"/>	Djembe drums were chosen for their simplicity and their initial impact in learning, giving children a reason to enjoy it and want to continue from the start. We do not offer further whole class teaching into year 4. I still want to have stell pan teaching to a large group in the future.
	2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	<input checked="" type="checkbox"/>	
	3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	<input type="checkbox"/>	
	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	<input type="checkbox"/>	
Ensembles	1 - There are currently no instrumental ensembles in school	<input checked="" type="checkbox"/>	
	2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	<input type="checkbox"/>	
	3 - There is a school ensemble which allows some children to play together regularly in a group	<input type="checkbox"/>	
	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	<input type="checkbox"/>	
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	<input type="checkbox"/>	We have accessed bursaries each year since we began offering small group instrument lessons to ensure that all children who wish can access the lessons. Each year we have been awarded £100 per child, reducing the cost to families to under £50 per year. Music is a subject that can be accessed by all – some children have ear defenders which enable them to join in during the louder parts of the lesson. The movement activities encourage those who are unable to access the curriculum because they are new to English or have yet to acquire basic literacy skills to take part and enjoy music. Everyone can have an opinion on music that they hear, communication can be verbal on non-verbal.
	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	<input type="checkbox"/>	
	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	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	
Wider involvement			
Hub participation	1 - The school generally don't engage with ArtForms or the local Music Hub or other partner organisations in music	<input type="checkbox"/>	We have taken part in events in previous years and the Music Lead has taken part in some of the offered training and CPD.

	2 - The school engages with the Music Hub, ArtForms or other partner with occasional participation in local events	<input checked="" type="checkbox"/>	
	3 - There is a good level of engagement with the Music Hub / ArtForms and Music Connect with annual participation in local events	<input type="checkbox"/>	
	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	<input type="checkbox"/>	

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	<input type="checkbox"/>	Music isn't a priority for CPD. We have engaged with Charanga and Musician of the month for several years now and have implemented new curriculum in other subject which have been prioritised over music. As a small team, we are most effective if we prioritise our CPD focus.
	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.	<input checked="" type="checkbox"/>	
	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	<input type="checkbox"/>	

	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	<input type="checkbox"/>	
Links with other schools	1 - There are currently no musical links with other schools	<input checked="" type="checkbox"/>	
	2 - Occasional links are made with other local schools for musical events or activities	<input type="checkbox"/>	
	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	<input type="checkbox"/>	
	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.	<input type="checkbox"/>	
Live music	1 - There are currently no opportunities for children to experience and enjoy live music	<input type="checkbox"/>	Live music has been organised to be experienced throughout the year, in performances by musicians and theatre groups.

	2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	<input checked="" type="checkbox"/>	
	3 - All children have opportunity to experience live music over the course of the school year.	<input type="checkbox"/>	
	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	<input type="checkbox"/>	

### **Key areas for development and targets.**

Key areas for development				
Target	Area for development	Actions	Date to be completed by	Evaluation
1.	Quality of teaching	Towards the end of the year, take some time to focus on CPD on music teaching for all teachers and HLTAs.	July 2026	
2.	Instrument lessons and tuition	Encourage small performances during praise worship and key stage 2 worships to engage and promote the lessons that children can access. Add to the Children's University.	February 2026	



3.	Performances	<p>KS1 &amp; EYFS nativity performance for parents at Christmas.</p> <p>Include the performances from the small group lessons into worships</p> <p>Choir performances to be planned in throughout the year.</p> <p>Djembe drumming performance for parents at Christmas.</p> <p>Engage parents to take time to attend performances and support our children's efforts.</p>	July 2026	
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