

Although not statutory, the Department for Education expects schools to produce and publish a Music Development Plan. The following uses a template suggested by the Department for Education to fulfil this expectation.

Music development plan summary: Moortown Primary School

Overview

| Detail | Information |
|--|-----------------------------------|
| Academic year that this summary covers | 2024-25 |
| Date this summary was published | June 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Paul Wilks |
| Name of school leadership team member with responsibility for music (if different) | (as above) |
| Name of local music hub | Leeds Music Education Partnership |
| Name of other music education organisation(s) (if partnership in place) | Roundhay Music |

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent on teaching music and any music qualifications or awards that pupils can achieve.

Music is taught in each year group in school. For full details of our music curriculum provision, see the *Music Curriculum Guide*.

This curriculum guide gives details about:

- how music is taught and how the curriculum is structured to ensure progress
- key dimensions of music that pupils learn
- instruments that pupils learn to play
- a long-term plan detailing the pieces of music pupils listen to
- age-related expectations for each year group which derive from the National Curriculum for Music

The Model Music Curriculum (DfE, March 2021) has informed our music provision. For example, key areas of musicianship outlined in the Model Music Curriculum have become key strands woven through the curriculum.

As well as the planned curriculum, music is used to enrich and support learning in other subjects. For example, in PE lessons, musical pieces from the listening long-term plan are used as stimuli for dance lessons.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Pupils can access a range of extra-curricular music tuition provided by Leeds Music Education Partnership (LMEP). Pupils who may be disadvantaged in some way and who sign up to tuition receive a free place. Throughout the year, there are opportunities for pupils to perform individually and as an ensemble during assemblies and other school events such as the Summer Fair.

All pupils in KS2 learn to play the recorder within music lessons. When they leave school, they take their recorder so that they can continue playing outside of school.

There is also an occasional after-school singing club / choir which fits in with a cycle of other extra-curricular activity. This is open to pupils from KS1 and KS2. Again, pupils who may be disadvantaged receive a free place.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Pupils in each year group take part in musical performances. These take the form of ensemble singing in some class assemblies and productions and ensemble instrument performances within some assemblies. Parents are invited to attend class assemblies and production performances.

As well as taking part in musical performances, pupils also have opportunities to watch performances as an audience member. Examples are invitations to watch concerts and shows put on by local high schools and performances in school provided by the Leeds Music Education Partnership (LMEP).

Tuesday Viewsday assemblies provide another opportunity to celebrate and learn about music from different genres and traditions. These assemblies focus on pieces of music that children have listened to or will listen to in their music lessons.

In the future

This is about what the school is planning for subsequent years.

- Develop opportunities for pupils to enjoy live performances
- Continue to develop music enrichment opportunities
- Develop music assessment strategies and tools
- Continue to review and develop the music provision based on monitoring