

Music Development Plan 25/26

School: Ebor Gardens Primary Academy

Music lead: Lee Spink

Principal: Natalie Wathen

Trust/local authority: Wellspring Academy Trust

Local music hub: West Yorkshire

Music specialists (if applicable): Lee Spink/Rhona McKail/Robert Ashton/Artforms

Date written: September 2025

Review date: September 2026

| | Music Development Plan |
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| 1 – Overall objective | <p>The overall objective of music at Ebor Gardens is to help students develop a love of music and their talent as musicians. We aim to:</p> <ul style="list-style-type: none"> • Encourage children to sing and play with increasing confidence and control. • Understand composition: Organize and manipulate ideas within musical structures • Learn history: Understand the history of music. • Perform, listen to, and evaluate music from different genres, styles, traditions, and historical periods. • Create music on their own and with others. • Learn an instrument: Play a tune on a variety of instruments (KS2) • Use technology appropriately. • Be aware of their contribution to a group or class performance. |

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| 2 – Key components | <p>Charanga Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</p> <p>Classroom instrumental teaching – Artforms</p> <p>Progression from classroom instrumental teaching KS1/LKS2/UKS2</p> <p>Links with external music organisations</p> <p>Pupil Premium student engagement</p> <p>Succession planning and CPD – Charanga CPD offered by music lead.</p> <p>Choir/ensemble – Performing at local Nursing home/WAT Singing Event</p> <p>Whole school singing assemblies - Weekly</p> <p>Performance opportunities – Christmas/Assemblies/Y6 Summer concert/WAT Singing Event</p> |
| 3 – Classroom instrumental teaching | <p>Music provision will be a minimum of an hour per week. 45 minutes will be provided by Artforms. Classroom music provision is provided by class teachers. Group singing sessions are led by a music specialist (in school). Where required, instruments are hired from Artforms (Leeds) at a discounted rate. This is funded by the school budget. Lessons are planned/designed for all children in the groups.</p> <p>To progress children do need to have an instrument to practice on at home. However, if they do It is helpful if this is a good enough quality of instrument for children to make progress. A poor instrument can make progress trickier; the instrument can be more difficult to play, not stay in tune, or reduce the pleasure children have in playing it.</p> |
| 4 – Implementation of key components | <p><i>Consider how the key components listed above will be implemented (excluding classroom instrumental teaching).</i></p> <p>Music session:</p> <p>Instruments are readily available in EYFS provision.</p> <p>45 minutes delivered by Artforms</p> <p>30 minute Charanga session (curriculum) alternates weekly (Wednesday) with EYFS & KS1 / KS2 singing. Songs from the ‘Sing Up’ song bank are used for these sessions.</p> <p>Choir rehearsals are 45 minutes long and take place after school.</p> <p>Performances:</p> <p>Harvest Festival (Autumn term)</p> <p>Christmas performances EYFS, KS1, LKS2, UKS2 (Autumn Term)</p> |

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| | <p>Christmas performance at local Nursing Home (Christmas)</p> <p>Class Assemblies – children sing songs as part of their performance. Some opportunities are given for children to play instruments. (Autumn Term/Spring Term)</p> <p>WAT Singing Event (Summer Term)</p> |
| 5 – Communication activities | <p>School to produce a copy of available music activities on the website curriculum page “Music”.</p> <p>Music opportunities are shared via social media (photographs/flyers etc).</p> |
| 6 – Evaluation process for the success of the Music Development Plan | <p>Half-termly/Termly review of Actions on Action Plan for Music.</p> |
| 7 – Transition work with local secondary schools | <p>Year 6 teachers to communicate with Year 7 transition leaders/teachers through scheduled annual transition meetings.</p> |
| 8 – Budget materials and staffing | <p>Charanga – provided free from music hub/Leeds Artforms funding.</p> |
| 9 – Pupil Premium and SEND provision | <p>It is an expectation that all children take part in music lessons regardless of any barriers they may face. Where additional support is required to access the learning, this will be provided by the teacher and/or the support team with appropriate scaffold.</p> |

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| 10 – Summary Action Plan | <p>Confirm subscriptions for 25/26 (Charanga/Sing Up!/Artforms) - Lee Spink Choir for Nursing Home/WAT Singing Event . Rhona McKail/Robert Ashton</p> <p><i>Action Plan to be first reviewed December 25.</i></p> |
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Useful links

[The power of music to change lives: a national plan for music education](#)

[MT's national plan coverage](#)

[Building a musical culture in a primary school – the nuts and bolts for success](#)