

Music development plan summary: Tranmere Park Primary School Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	1st September 2026
Date this summary will be reviewed	1 st September 2027
Name of the school music lead	Carmel Holland
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Artforms
Name of other music education organisation(s) (if partnership in place)	West Yorkshire Music Hub

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 teaching music and any music qualifications or awards that pupils can achieve.

Music has a high profile at our school. Weekly classroom music lessons are timetabled, one hour in KS2 and 45 minutes in KS1 with cross curricular songs and assembly singing making up the extra 15 minutes.

Music is taught by a specialist in UKS2. Year 3 have whole class ukulele lessons delivered by an Artforms professional. (A small group of children are continuing ukulele lessons in Year 4, with the Artforms teacher, by choice.) There are many opportunities to continue learning an instrument in school after this. (See Co-curricular music.)

Lessons are taught via two strands. We use the online platform, Charanga to meet our listening and appraising, singing, playing, performing and digital requirements. We have whole class sets of chime bars for each curriculum phase so all children learn to play chime bars. Children also bring their own instruments into music lessons e.g. guitar, violin, flute, trumpet, clarinet, mini saxophone, recorder. Children perform what

they have learnt in a half term, either in a class assembly or at a classroom drop-in for parents, or to other staff or pupils.

In addition to this the music co-ordinator has developed a progressive music curriculum in line with the Artforms National Curriculum Progression and Assessment in Music document. Each half term has a music theme e.g. notation. Each phase learns some notation at their level during that same half term e.g, for 'Notation' EYFS hold up red and green signs to indicate starting and stopping playing, KS1 read simple grids to play body percussion to a backing track and try to write their own. LKS2 learn note lengths and read and clap simple rhythms. They do addition using notation and create clock faces with notes for numbers. They also read and create their own basic graphic notation. UKS2 read music and play simple tunes on chime bars as well as writing their own piece of music in groups inspired by their topic work using more complex graphic notation e.g. the Paul Nash painting 'Dead Sea'.

Each classroom has a music display with a poster which changes half termly. The poster has challenges linked to the current music progression topic. The display also has differentiated music vocabulary. The music co-ordinator shares details of learning each half term and helps and supports teachers whenever required.

We are part of a local network of schools and have meetings with other music leads to discuss updates and ideas for teaching and learning. We enjoy the opportunities offered by Artforms, Leeds, attending termly Primary Music Network Leader meetings, buying into violin and keyboard lessons as well as whole class ukulele lessons.

There is an ongoing evaluation of music making during lessons with teacher intervention to ensure that there is progression. Videos are used to show progression from starting points. Children are assessed to ensure that those who need targeted classroom support receive it and that those who show talent can be offered further opportunities. Teachers take on the role of 'conductor' during lessons and strive to achieve the best performances by offering advice and helping to correct mistakes.

Our SEN children are supported during music lessons by one to one staff or Teaching Assistants. (Every class in school has a teaching assistant.) They are able to leave the classroom to work outside in a quieter area if necessary. Children on the inclusion register leave targeted classroom support.

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.

There are many opportunities to learn instruments in school. We offer one to one and small group keyboard, violin, guitar, brass and woodwind lessons, some of which are accessed by pupil premium and SEN pupils who receive free tuition. Those learning violin take advantage of a violin loan scheme to enable practise at home. We currently have 104 children taking peripatetic music lessons.

Our keyboard and guitar teachers showcase learning with performances for children and parents at the end of the year. Guitars also entertain us by performing in the dining e.g. at Christmas.

We have a school singing group called Treblemakers for children in Years 5 and 6 who meet regularly and sing for pleasure. If numbers allow Year 4 are invited to attend. They have perform in our singing assemblies and in our 'Performance Assemblies'.

Children are signposted towards Saturday music centres via suggestions from staff and posters advertising the centres in the music room where they have their lessons. Music Centres are also advertised on our school newsletter, 'The Tranmere Times'.

Our designated music room is well stocked with a whole class set of chime bars for each curriculum phase as well as a range of untuned percussion and world instruments.

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.

All classes have the opportunity to perform the music they have been learning in their class assembly in which they sing and play their instruments. They also perform during their classroom drop in, where parents/carers come and spend time in the classroom.

We hold two annual performance assemblies. Children audition for these and are often preparing for a music exam so use the opportunity to perform their pieces to an audience. We regularly have violin, guitar, keyboard, woodwind, piano and singing performances. In one performance assembly, a parent came and duetted with her daughter on the piano. Performance Assemblies are of course also open to children who perform at any level e.g. a child performed a favourite song that she had taught herself to play one handed on a keyboard. We are trying to encourage family members who are musicians to share their talent and are looking forward to a harmonica performance from one of our pupils and his Grandad.

Children sing regularly in assembly but we also have a school singing assembly. We introduce the children to quality, inspirational singing videos as they enter e.g. Corinne Bailey Rae - Put Your Records On, Songs from The Sound of Music, Capital Choir (e.g.

For Once in My Life, Across the Universe) and then enjoy practising singing together. During every singing assembly, we have a 'Live Performance' from a child who has volunteered to e.g. play an instrument that they are learning for us.

We engage with opportunities from Artforms, Leeds e.g. Leeds Arena Concerts, Brass and Guitar development days. We have had annual songwriting workshops and performances from The Dunwells, who work with the children and then perform with them, for the last three years. We had a visit from Backchat Brass who delivered three interactive performances which enabled all of our pupils to enjoy the experience. The Plumber Drummer has performed for us and then held bucket drumming workshops for each class. KS1 had a performance of The Mountain Witch via Artforms in January. Each phase gives an annual Christmas performance which includes singing and percussion performances. UKS2 perform in church and take a range of instruments to play alongside their singing. We have an annual Christmas pantomime in school for which we are sent songs to learn in advance. Year 6 rehearse and perform an end of year musical production. All of these events are free to attend. The Music Lead from Guiseley High School ran a music transition day for our Year 6 musicians. We have introduced an outdoor sing where the whole school goes outside to sing a song that they have been practising in singing assemblies. We introduced our annual 'Boogie Banks' Festival in the Summer, where each class chooses and practises and song to perform for everyone.

In the future

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

In the future we plan to maintain the level of provision on offer so that our children have continued access to a wide range of musical experiences

We hope to provide two significant annual music opportunities e.g. live interactive performances. Our PTA has recently agreed to partially fund this.

We continually seek to improve our curriculum, which is always a work in progress and which can be, and is, amended whenever better alternative activities are discovered.