

Music development plan summary: Wainwright Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2024 – 2025
Date this summary was published	December 2025
Date this summary will be reviewed	January 2026
Name of the school music lead	Lauren Herbert
Name of local music hub	NA
Name of other music education organisation(s) (if partnership in place)	NA

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.

Curriculum: At Wainwright Primary Academy, we use Primary Knowledge Curriculum (PKC) across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum in Music aims to ensure all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention with the curriculum is to ensure the children feel musical and feel confident to develop a life-long love of music. Each class teacher uses the scheme and resources, adapting it to ensure every child can access and enjoy music within school. Sequencing and progression through year groups are clear.

We explore music through the following key areas: Listen, Focus, Explore, Investigate, Compose, Practise, Perform and Evaluate. The children will develop the musical skills of singing, playing tuned and un-tuned instruments, composing music and listening and responding to music.

Primary Knowledge Curriculum (PKC) scheme is designed along the National curriculum with the following key principles in mind:

- Prior-Knowledge: Returns to skills learnt and builds upon what knowledge the children have.
- Increasing depth: When a new skill is learnt it is looked at in depth.
- Repetitive: Pupils return to the same skills and knowledge again and again during their music learning.

The curriculum we following in school introduces children to a wide variety of different music from around the world and different genres which helps them to develop a deeper understanding of the history behind music. We also teach a wide variety of styles to enable children to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose and create their own pieces of music.

Composing and performing their own pieces using body percussion and vocal sounds is also embedding in our curriculum. This develops the children's understanding of musical elements without the use of instruments.

As children progress through school, we lengthen their concentration time and introduce children to more extended pieces of music. Children develop their descriptive skills in music when thinking about feelings and emotion.

We teach them how to recognise different pulse and pitch within Music. We teach this so they can evaluate their own performances and each other's.

Throughout Music, our curriculum helps children develop skills such as team-work, creativity. Problem-solving, presentation and performance skills. This links in with the schools Oracy and 5 Bee's. This also enables the children to develop as learner and have a wider application when beyond school.

Implementation – In line with the National Curriculum, we ensure that the coverage of knowledge and skills is developed and progressed upon throughout the school. We

have adopted and adapted the PKC scheme to ensure children are receiving the relevant learning for their level and are receiving quality first music lessons. We cover one unit per term. Music is taught in various ways throughout different year groups, however all children receive 20-30 minutes per week.

The eight strands below are weaved together when teaching music to engage the children and enrich their learning:

- Listen
- Focus
- Explore
- Investigate
- Compose
- Practise
- Perform
- Evaluate

Each unit combines these strands with cross-curricular to develop and engage children with a more enthusiastic approach.

PKC provides a classroom-based and inclusive approach to Music. During the scheme, children are encouraged to develop their vocal skills, Body percussion and instrumental knowledge. Through a range of whole class, group and individual activities, children have the chance to explore different music and compose and perform in relation to this.

During music lessons, children are given new, key vocabulary to use during the lesson and to develop on. The elements of music are taught in classroom lessons therefore it allows them to use these during discussions and around the areas they are focusing upon. Children will learn the various dimensions of music such as: Pitch, dynamics, tempo, timbre, structure, texture and duration. Using these key areas when creating their own performance pieces.

Lesson Delivery – Within each year group during the weeks session there will be:

1. A clear lesson objective for the planned lesson to allow the children to know the lessons intended outcome.
2. A recap/retrieval task to start the lesson this may be from previous lesson or the previous year group.
3. Starter/attention grabber to get the children engaged and introduce them to the theme/genre of the unit.
4. The children are then exposed to new learning or the next lesson in their sequence of work.
5. A small summary of the lesson and prompted question is given to get the children to think about their learning.

Over the course of a unit (term) the lessons taught will include Listen, Focus, Explore, Investigate, Compose, Practise, Perform and Evaluate. Each lesson will involve a small whole class task but then there will be opportunity for group or pair work.

PKC allows revisiting and consolidating skills. The lesson plans and resources help children build on their prior knowledge as well as introduces new ideas and skills. Children progress by creating more complex pieces of music, developing understanding and knowledge of the history of music and musical notations as well as the dimensions of music.

Music in EYFS - In Early years the children have access to music through their provision, however from January 2025 children will be learning from the Charanga music scheme. Children are encouraged to express their emotions when listening and engaging with music. The children are given the opportunity to perform using vocal skills and using untuned instruments.

Model music curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' From January 2025, we will be looking at getting an expert music teacher to deliver a music after school club.

Knowledge organisers – The knowledge organisers that the children have at the start of a unit provide key vocabulary they will look at over the sequence of lessons.

Planning - The unit rationale shows the explains to teachers what the unit will be covering during the sequences of lessons and details what each step is. It also breaks down the lessons into small chunks with a brief summary. It allows staff to also see what the links to prior learning are and following units that will develop skills further. The unit rationale breaks down the areas it looks at and what the key points are within the unit.

Further to this PKC also provide a lesson-by-lesson guide to help teachers structure their lessons and adapt them to the children they have in their class.

Adaptation – Within Wainwright Primary we recognise the varying abilities of children and their knowledge and background of music, so we provide a suitable learning opportunity for them matching the challenge of the task to the ability and knowledge of the child.

We do this by:

- Setting open ended tasks which could end with a variety of responses.
- Setting tasks to challenge those child who may have finished.
- Grouping children so there is a wide variety of ability and knowledge.
- Providing varying resources for children.

SEND - We strive to remove barriers to learning for children with SEND. Adapting PKC lessons ensure the approach the children have allows them to express themselves in ways that match their needs. Explicit scaffolding and modelling will enable all pupils to achieve a love for music and success in their learning.

Assessment – On-going Assessment for learning (AfL) practises within classes and group sessions, including referring back the the learning question which is discussed at

the beginning of the lesson. Self and peer assessment are used a lot within music when evaluation performances and composition.

Pupils in Foundation Stage are assessed throughout the year using their assessment grid which they monitor each pupil's development on.

Resources – We have a range of hand held instruments. There is a central store of:

- Piano
- Glockenspiels
- Xylophones
- Songbooks and Christmas production packs
- Young Voices resources
- Percussion instruments

Part B: Extra-curricular Music and Enrichment

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.

During the children's time at Wainwright all children have the opportunity to join the school choir – Young Voices.

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 children attend a weekly singing assembly which includes a variety of genres.

KS1 and EYFS perform a nativity yearly to parents, where they all sing and have speaking parts.

Children in year 1 to 6 attend the local pantomime yearly and EYFS have a pantomime company come into school.

Year 4 or 5 will attend a musical concert in the summer term and take part alongside other schools from the midlands area.

Year 6 perform an end of school time performance. This includes songs, poems, reading and dialogue.

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In the future

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

School instrument itinerary – Build a variety of instruments in school and ensure the children have the opportunity to use these during lessons.

Additional funding from hub/charities/fundraising – Proactively try to find additional funding for music.

Performance opportunities – Broaden the range of performance opportunities for children in school and beyond for parents to attend: music showcases, collaborations with secondary school and other primaries.