



# Music development plan summary: St Wilfrid's CE Primary Academy



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs Goulding
Name of local music hub	Greater Manchester Music Hub
Name of other music education organisation(s) (if partnership in place)	Wigan Music Service

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.

Further details of our music curriculum can be found on our website. This outlines our intended, ambitious, progressive curriculum for all of our children, which fulfils the National Curriculum.

[www.saintwilfrids.wigan.sch.uk](http://www.saintwilfrids.wigan.sch.uk)

Our Music Curriculum fulfils the statutory requirements of the National Curriculum (2014) and it's delivered through our bespoke approach which links to topics and school events.



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As a school, we are committed to fulfilling the aims of Music to ensure that 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.

We take a holistic approach to music, ensuring that all of our children access our Trust wide 3 Es: Extra-curricular, Enrichment and Experiences. Through our 3 Es, we ensure that every child has an equitable offer in music, regardless of their ability or if they are disadvantaged. The intention is to enable all children to access music and develop a life-long love of music. Teachers have the autonomy to make adaptations as appropriate for their class and the children's needs.

Our subject leadership team plan the curriculum so that children appraise and engage with music from a range of cultures, composers, contexts and eras, thus ensuring that the children develop a respect and appreciation of music. In addition, we recognise that our children develop a wide range of skills through their music lessons, such as team work, creative thinking, problem solving, presentation and performance skills.

Some of the units are standalone to ensure the children are accessing the relevant skills and knowledge. Other music units are linked to the wider curriculum. This ensures our children get the breadth of the music skills and knowledge.

Teachers focus on introducing the children to age-appropriate music vocabulary as detailed in the scheme of work. During music lessons, children are expected to apply this language in a range of contexts, recognising how the music terms are linked.

In EYFS, pupils access musical opportunities regularly throughout the week, linking this with their topics and themes. Opportunities to develop musical skills are found within continuous provision, giving children the opportunities to engage in the specific area, Expressive Arts: Being Imaginative. The use of a wide range of songs is prominent throughout all aspects of learning, such as Counting Songs and music



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from a range of cultures. Opportunities are sought to ensure there are several music links throughout all topics to develop Knowledge and Understanding of the World.

In Key Stage 1, pupils receive a minimum of one hour of teaching a week. This may take the form of sessions spread across the week and additional singing worships and assemblies planned for throughout the week.

In Key Stage 2, pupils receive a minimum of one hour of teaching. This includes a curriculum music lesson, further supplemented by additional singing worships and assemblies throughout the week.

In Year 4, our children have a whole-class instrumental programme for the year with Wigan Music Service specialist teachers. Children learn how to play the violin, viola or cello. They are part of an ensemble and they perform every term to their parents and carers.

All children have access to both rhythmic and melodic instruments in, as part of the whole-class instrumental programme and classroom teaching. For example in KS1, children learn recorder using Charanga and other resources.

We partake in awards from the Arts Council and Arts Mark to review, audit and celebrate our provision, looking at the positive impact it has on our children's music curriculum.

Children with sensory and learning needs and differences, are supported with accessing music. This is done through teaching singing through my turn, your turn; signing and actions, including Makaton and BSL; use of ear defenders for children with auditory sensory needs; adapted instruments for example. We know that music enables children to be expressive and through models and scaffolds, we enable all children to achieve and succeed.

Music is assessed using the Wigan Music Service system and this supports teachers with making ongoing lesson-by-lesson assessments which feed into a summative judgement on Target Tracker at the end of the academic year. This supports Music leaders with knowing the standards in music throughout the year groups.

In order to facilitate music, we have a central store of musical instruments, including tuned and un-tuned percussion, some of which are from other cultures, pianos, ukuleles and recorders for example.



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## 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.

Children from Y3 upwards have the opportunity to access instrumental and vocal tuition in addition to what is offered in school through our curriculum. The children are offered on all instruments, plus voice.

This can be one to one or small group tuition provided by Wigan Music Service.

Any children who learn an instrument through Wider Opportunities (WOpps), through Wigan Music Service, have the opportunity to continue learning the instrument at a discounted rate, including a term of free instrument hire.

Within these instrumental and vocal tuition lessons, in consultation with the music teacher and parents, children will have the opportunity to be entered in for exams with various nationally recognised boards, for example ABRSM.

We have a very successful KS2 time choir who regularly perform. The choir is directed by the music specialist, supported by other staff and rehearse weekly, after school. They are regularly invited to perform at events such as the Wigan Citizenship Service and Standish Christmas Market, along with their own performances and concerts. Choir regularly sings in school's church services.

## 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.

As part of the Learning Together Trust family, all of our Y2 children come together to perform with a live band as part of our menu of experiences towards the end of the academic year.

For all children who are participating in Wider Opportunities, staff identify gifted and talented children who are invited to attend an authority wide, gifted and talented ensemble.

As a church school, we also hold daily acts of collective worship and provide children with the opportunity to sing hymns and songs.



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During the Autumn term, our Key Stage 1 children perform a nativity for parents and carers and our Key Stage 2 children perform a Christmas Singalong for parents and carers.

During each term, our Year 4 children perform with their string instruments to showcase their learning from their whole-class instrumental programme.

During the Summer term, our Year 2 children take part in a musical performance and concert, with other schools in our Learning Together Trust, as part of our Trust Experience programme.

Every two years, the Pearl of Africa Children's Choir from Uganda, visit our school to perform a concert for the children, making the links with percussion and dance.

Every two years, as part of the Learning Together Trust, we host a Dance Festival with all our Trust schools, which is a celebration of music, dance and singing. Each class across the school performs a dance to a piece of music and our choir sings a selection of songs to the families of our Trust schools.

Children explore the relationship between music and positive mental health and anti-bullying. They learn a range of songs to support them with knowing more and remembering more in other aspects of the curriculum.

All children have an opportunity to experience the Pantomime, either by visiting the theatre or by theatre groups visiting school.

All of our children are treated annually to a performance by Music Alive. This is a live concert, in school, for all of our children to enable them to be inspired to learn a musical instrument the following academic year. The repertoire enables the children to experience music from different times and cultures.

### In the future

We look forward to establishing stronger links across our Trust family, creating more opportunities for our children and staff to perform as a larger choir / ensemble and creating richer CPD opportunities for all of our staff.

We will strengthen the implementation of music vocabulary – supporting children with retaining and recalling music terms in a range of contexts.

Our provision for our SEND and disadvantaged children will be evaluated so that more children can participate in learning a musical instrument and/or developing their vocal skills.



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Establishing more robust links with the local feeder high schools so that opportunities to listen to appraise music as well as perform music, are increased.

To promote and encourage pupils to take part in instrumental or vocal tuition outside of our curriculum and experience offer.

### Further information (optional)

**Collaboration and CPD:** The school is part of the Learning Together Trust family and the Music Subject Leader participates in Teachers and Leaders Collaborating (TLCs) sessions to develop their professional development around music and build their skills as a Music Subject Leader, throughout the year.

Furthermore, every two years, the Learning Together Trust family come together for a Trust wide inset day, to strengthen our connections. This commences with an act of worship, where all staff join together in song.

Our music subject leader attends the termly Wigan Music Network meeting. This enables all of our leaders to collaborate with a wider network of music leaders.

Through our cluster group, we participate in the PTI CPD, which includes CPD for music teaching and learning.

We work in partnership with Wigan Music Service, which has a wide range of offers for children and their families.

<https://www.wigan.gov.uk/Resident/Education/Wigan-Music-Service/index.aspx>

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.