

Music development plan summary: Westleigh Methodist Primary School



Westleigh Methodist Primary School

'With God, All Things Are Possible - Matthew 19:26'

Overview

Detail	Information
Academic year that this summary covers	2026 - 27
Date this summary was published	Sep 26
Date this summary will be reviewed	Sep 27
Name of the school music lead	Louise Boardman
Name of school leadership team member with responsibility for music (if different)	Louise Boardman
Name of local music hub	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.

We aim for our teaching and learning of music to be creative, collaborative and celebratory. Singing, instrument playing, musical performances, the love of listening and appraising music all go towards making a memorable music curriculum.

At Westleigh Methodist Primary School, we follow Charanga music units. These are aligned with the National Curriculum and the DfE's non-statutory Model Music Curriculum 2021. There is a spiral approach to music learning with children revisiting and extending skills and knowledge incrementally. This leads to more secure, deeper learning and musical mastery.

Each unit involves a variety of musical activities centred around given songs:

Understanding music

- Children learn about pulse, rhythm, pitch, dynamics (volume such as forte / piano / mezzo forte / mezzo piano / crescendo / diminuendo), tempo, texture, articulation, timbre.
- Children move to the beat, copy back rhythmic patterns, use untuned percussion, warm up their voices, create melodies on tuned instruments.
- Listen and respond
- Learn to sing the song
- Play instruments with the song
- Children use tuned instruments - glockenspiels (clarinets in Year 5 / 6 with their Wider Opportunities project)
- Improvise with the song
- Children make up their own tune.

Composition

- Children create graphic scores using shapes, squiggles, letters or pictures.
- Formal notation is introduced in Year 3 but foundations are laid from Year 1.
- From Year 3, children learn about crotchets, minims, semi-breves, semi quavers and rests. They also use staves, bar-lines and treble clefs.

Perform the song

- Each unit has a musical spotlight. It highlights a musical activity to be discussed, learnt about and integrated into each lesson.

The spiral approach allows 6 social questions to be progressively revisited. The questions are intended to stimulate and focus class discussion.

In Year 4, Wigan Music Service teach a series of 1-hour lessons. They learn to play xylophones and drums. This culminates in a whole school music performance led by Wigan Music Service.

Productions

As part of our Music curriculum, we build in singing and drama performances.

- Nursery Nativity in Autumn term (Music is therefore taught for more than 1 hour per week in the second half of the Autumn term.)
- Rec Nativity in Autumn term (Music is therefore taught for more than 1 hour per week in the second half of the Autumn term.)
- In Year 1 / 2 in Autumn term, we have a Christmas performance that incorporates song, dance and drama (Music is therefore taught for more than 1 hour per week in the second half of the Autumn term.)
- In Autumn term, we have a KS2 Carol Concert for families and children in the school hall.

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.

Wider Opportunities

Wider Opportunities are provided to Year 4 every term where children are taught a musical instrument by specialist music teachers from Wigan Music Service. There is no charge to families for this.

Choir

At Westleigh Methodist Primary School, we promote singing's benefits. Firstly, it is a fun, inclusive activity. Singing also helps to lower stress, enhance memory and improve mental health.

Our choir, run by Adam Brocken, provides vocal coach support for our children in our after-school club. There is no charge to families for this club. This also benefits our community as the focus of the choir is to perform at a local care home and for our families at our Healthy Schools Coffee Morning in Spring term. Therefore, the benefits of singing reaches beyond the children in school.

Individual Music Lessons

Wigan Music Service offer our pupils tuition in a variety of musical instruments such as drums, vocal and guitar. These come at a charge to families but this may be supported by Pupil Premium in some cases.

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.

Our Listening List and Music Timeline

At Westleigh, we encourage listening to a wide range of musical genres. We have our own Listening List to help us to actively promote a full range of music in Worship. In this way, this assembly music provides a secure starting point from which to explore further repertoire in Music lessons. Children are supported with the use of our Music Timeline display. We aim to share the joy of music and open our minds to music from around the world and different time periods.

Extra Musical Activities

Our Music curriculum is interspersed with extra musical activities such as Christmas performances, singing for residents of a local care home, end of year productions and carol singing for families. There is no charge to families for this.

In the future

What are we planning in future years?

- Develop a school ensemble, band or group
- Develop understanding of music through vocabulary development
Tempo (speed) – moderato (at a moderate pace), andante (at a walking pace) and adagio (slow speed)
Dynamics (volume) – forte, piano, mezzo forte, mezzo piano, crescendo, diminuendo
Timbre
Texture
Structure
- To develop knowledge of untuned percussion. Use untuned percussion to find pulse in each piece of music.
- To develop assessment.
Charanga has baseline quiz and end of unit quiz.
- To develop children's knowledge of notation
 - Crotchets (1 count)
 - Quavers (half count)
 - Minims (2 counts)
 - Semi-breves (4 counts) – by Y4
 - Semi-quavers (1/4 of a count) – by Y5/6
 - Rest
 - Stave
 - Treble clef
 - Bar line and final bar line