

Wookey Primary School



Together we learn and grow

Music Development Plan

Approved by governors in January 2025

All schools should have a music development plan and are expected to publish a summary of their plan on their website.

This sets out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary reflects our school's music provision for this school year and our plans for subsequent years.

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	January 2025
Date this summary will be reviewed	September 2025
Name of the school music lead and SLT member with responsibility for music	Laurie Davies
Name of local music hub	Octagon Theatre, Yeovil

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 organise our curriculum around the Quigley Milestones to ensure that children experience music through the key concepts of 'Perform, Compose, Transcribe, Describe'
- We use the scheme 'Active Music Digital' to support teaching of substantive knowledge which allows children to revisit prior learning and build upon it, continuing a holistic approach to musical development through different focuses every term. The focuses within the scheme are: Singing, Playing Instruments, Pitch, Rhythm and Pulse.

In EYFS children will:

- Know nursery rhymes and action songs building to singing, playing, sharing and performing.
- Discuss changes and patterns as a piece of music develops.
- Know about different kinds of music from across the globe.
- Learn to keep a steady beat whilst singing and dancing to music, or making music.

In KS1 children will:

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

In KS2 children will:

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.

- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

In class:

All classes have a weekly music lesson of around 45 minutes, based around the [Active Music Digital](https://activemusicdigital.co.uk/wp-content/uploads/2021/10/ACTIVE-MUSIC-NATIOANL-CURRICULUM-LINKS-PDF.pdf) scheme to structure learning and progression of skills in class-based lessons. Details of National Curriculum links can be found here: <https://activemusicdigital.co.uk/wp-content/uploads/2021/10/ACTIVE-MUSIC-NATIOANL-CURRICULUM-LINKS-PDF.pdf>

Instruments:

In LKS2, children have the opportunity to gain a deeper appreciation and understanding of a particular instrument over a year, through provision offered by Somerset music. They learn to play, understand rhythm and follow simple notation .

Part B: Music tuition, choirs and ensembles

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.

A peripatetic music teacher visits weekly for children whose families have paid for additional instrument lessons (piano or flute). Between 5 and 10% of the school opt to have these lessons. We aim to use funding (SEN or PP) to support families who would like to have this opportunity but whose financial circumstances make this challenging.

We always signpost singing and music events and clubs offered for children in holiday times. We are lucky to be based just outside Wells, where the Cathedral School is very active in offering such opportunities.

Part C: Musical events

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.

Singing and performing:

We have weekly singing assemblies where children learn to sing together, in harmony and in rounds. In YR children perform songs in the Nativity, in KS1 they present a Harvest Festival to parents and families, in LKS2 they include musical performance as part of their open classroom Easter celebration and in UKS2, children perform in a musical production on stage in the village during the Summer term. Classes usually also sing or perform music/poems as part of the termly Open Classroom events.

Every summer, we award and engrave a trophy (donated by ex-parents who ran our school choir) celebrating 'the power of singing'. One of these parents also wrote and gave the rights to our school song, which the children learn in assemblies.

Wider opportunities:

Children watch musical performances by older children in local schools wherever possible: we take every opportunity to attend musical events offered by Wells Cathedral School, the Blue School and Strode College. These are either offered free of charge or significantly subsidised. The school will fully fund places for children in receipt of pupil premium if cost is a barrier to them taking part.

Our local village theatre group is very active and encourages children to audition for at least one of their musical productions every year. We are very supportive of this and celebrate the children who choose to take part.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

In the future

When possible, we will join in musical events with other schools. For example, KS1 are taking part in a Winter into Spring singing celebration led by Wells Cathedral School in 2025 and we are exploring the opportunity to join other local schools in 'flash mob' singing events.

We have previously run a weekly choir/music club, led by parents with a music-teaching background. We would like to be able to offer that in the future and are reaching out to our Music Hub to see if this is possible. Should this incur costs beyond those available through the school budget, we will look into ways to subsidise this for families receiving pupil premium funding and to ensure our SEND children receive equitable access to these opportunities.

Further information

This is a link to the Department for Education [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.