

Music development plan summary: Wimborne St Giles CE First School and Nursery

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Philippa Hill
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Dorset Music Hub
Name of other music education organisation(s) (if partnership in place)	Bournemouth Symphony Orchestra Education Programme

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.

<p>Curriculum – At Wimborne St Giles, we use the Charanga Primary Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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 is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing and the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and

presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Charanga provides a classroom-based, interactive and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

Through the implementation of the scheme all of our children will:

- Develop their skills in inquiry and critical thinking.
- Begin to feel and learn about social connectivity.
- Learn about and deepen their musical understanding and connect this with their place in their community.
- Become globally aware and understand what it means to become a citizen of the world.

Understand and connect with different styles of music

from various cultures, particularly where cultures intersect.

- Gain an understanding of historical and cultural contexts related to music.
- Form their own musical opinions and learn to make their own musical

decisions.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it and understand how it is created, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism.

At the centre of each step – each lesson – is a song around which the musical learning is centred. At least part of each music session involves whole class activities with the opportunity for group work.

- Songs and singing lie at the heart of the learning process.
- An authentic musical experience is at the heart of musical learning.
- At each age and stage of development, musical learning is drawn from engaging with the songs in each unit. Within every unit for every year group, children will listen, sing, move, play instruments, improvise and/or compose, and perform a wide variety of songs in many styles. With a focus on teaching about the elements of music through songs, children will continue to develop their knowledge and skills related to these foundational building blocks of music.

Each unit is centred around an age-appropriate Social Question and Musical Spotlight, so that children are encouraged to think deeply about the world, their communities, and their relationships with others.

Charanga's Primary Music spiral curriculum allows for revisiting and consolidating skills. The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

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.'

We use an expert music teacher to deliver a 10 week unit of work to our Year 3 class, who will be taught a whole class instrumental programme for Samba drums.

Knowledge organisers - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside the key knowledge we want children to remember.

Planning - Our medium term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2.

Individual lesson plans include guidance on scaffolds and adaptation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to

express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment – 3. Key Learning and Assessment

As described, clearly sequenced lessons and units support the areas of the National Curriculum for Music: listening, singing, playing composing, improvising and performing. There are opportunities for end-of-unit and end-of-year assessment.

Resources - We have a range of percussion instruments.

There is a central store of:

- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards & piano
- music stands
- recorders
- drums
- Guitars
- Sing Up resources

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

Dorset Music Hub has provided various workshops and whole-class tuition in recent years, from performance in assembly to group tuition in the Samba drums and guitar. Their whole-class tuition programme has provided high-quality music education, tailored to meet the needs of our pupils.

We offer extracurricular activities including drumming, piano, singing and 1:1 or small group peripatetic music lessons for guitar, violin, ukulele and piano which also provide children with experience of making music. An increasing proportion of pupils are involved.

Music Makers sessions with a music specialist provide opportunities for our children from Nursery to Year 2 to compose and perform vocally and using instruments

During the course of the year, all pupils also have the opportunity to perform as part of our school choir.

The choir have performed and recorded songs that have been professionally produced.

Small-scale performance takes place in the community, building on existing school links e.g. Carols in the Community. The choir also perform at the In Jolly Good Company Dementia Friendly group, at the annual summer village fair and at fundraising events across the year.

Year 3 and 4 take part in Explore the Orchestra with the BSO and schools across Dorset at the Lighthouse in Poole which involves a group performance involving voice and body percussion.

Year 4 perform an iSing Pop concert annually at Salisbury Cathedral.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances courtesy of M and M Theatre Company and to take part in musical performances, such as Christmas plays, nativities and carol concerts.

During the annual Easter and Summer Leaver's services, the children have opportunities to perform solos or as part of an ensemble with organ accompaniment.

Pupils also have an annual visit from music specialist as part of a 'Musical Joy' day which gives children the opportunity to learn different instruments such as Boomwhackers through high energy workshops.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Visitors are also used to enhance the music curriculum where appropriate e.g. Bhangra drumming through our Explore India workshops

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, our Musician of the Month programme, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.

Our families actively support music making, through support at events and through home learning.

In the future

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

- School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra. Consider a music ensemble.
- Musical engagement with middle schools – develop opportunities to work with middle schools for transition.
- Additional funding from music hub/charities/fundraising – proactively try to find additional funding for music
- Add information about music provision across the school and beyond to the website and produce a parent leaflet, include school, hub, and whole trust events such as iSing Pop in October.
- Showcase Music curriculum on Website, Facebook, Instagram and Class Dojo.
- With school's SENDCo, review the access arrangements for SEN children within curriculum music lessons and beyond; review music curriculum with SENDCo to consider special adjustments for children with additional needs.
- Music Nurture group – apply for LAG funding to provide Music Nurture group in school
- Update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.
- PPA release time to be covered by music curriculum lessons.
- CPL and capacity planning – plan CPL for classroom teachers to increase confidence in singing in the classroom and KS1 delivery

Further information (optional)

Collaboration - The school is part of The Diocese of Salisbury Academy Trust. The Music Subject Leader participates in termly Subject Network Meetings and

Professional Learning. They also work with colleagues across the Trust to learn from best practice and share resources.

Continuous Professional Learning - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music.

Ongoing CPL is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.