

Music development plan summary: Wrekin View Primary School and Nursery

Overview

Detail	Information
Academic year that this summary covers	2025 – 2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Emma Atkins
Name of school leadership team member with responsibility for music (if different)	Emma Atkins
Name of local music hub	Telford and Wrekin Music Service
Name of other music education organisation(s) (if partnership in place)	N/A

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>At Wrekin View Primary School, the music curriculum is delivered through the Sing Up platform, providing a coherent, progressive, and inclusive framework for all pupils across Key Stage 1 and Key Stage 2.</p> <p>All pupils engage in a weekly 30–45-minute music lesson, led by the class teacher. Each lesson is carefully structured around three core domains: singing, composing/performing, and listening, ensuring a balanced and comprehensive musical experience. This is further complemented by a weekly 15-minute whole-school singing assembly, strengthening vocal development, collective identity, and pupil confidence.</p> <p>The curriculum is explicitly aligned with the Model Music Curriculum, ensuring that learning is both sequential and ambitious. Pupils develop fluency in musical knowledge and skills through whole-class ensemble teaching, including instrumental learning with recorders, Nuvo Toots, and ukuleles. Where required, targeted small-group provision is deployed to consolidate learning and secure progression for all learners, including those with additional needs.</p> <p>Teaching is underpinned by a clear focus on the inter-related dimensions of music—pitch, duration, dynamics, tempo, timbre, texture, structure, and notation. Through this, pupils build a secure understanding of how music is created, interpreted, and communicated, moving from early exploration to more sophisticated musical analysis and composition over time.</p> <p>The curriculum is designed to be culturally rich and contextually relevant, drawing on a diverse range of musical genres, traditions, and historical contexts. This is reflected in the planned progression of units across the academic year, including performance opportunities, composition projects, and instrumental study, ensuring both breadth and depth of experience.</p> <p>Music is also strategically integrated across the wider curriculum. Leaders ensure that it is used to enhance learning in other subjects, for example through rhythm and counting in mathematics or exploring music within historical contexts. In addition, music plays a key role in personal</p>

development, supporting pupils' emotional expression, wellbeing, and sense of belonging through its use in PSHE and assemblies.

Overall, the music curriculum at Wrekin View is designed to ensure that all pupils—regardless of background or starting point—develop as confident, expressive, and reflective musicians, equipped with the knowledge, skills, and cultural capital to engage meaningfully with music both within and beyond the classroom.

Here is a link to our music curriculum intent: [Music - Wrekin View \(lct.education\)](https://www.lct.education/music-wrekin-view)

Part B: Extra-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.

Wrekin View Primary School offers a broad and inclusive programme of extra-curricular music, designed to extend learning beyond the core curriculum and provide pupils with meaningful opportunities to develop their musical interests, confidence, and performance skills.

A key strength of the provision is the after-school choir, which is open to pupils across Key Stage 2. The choir provides a structured environment for pupils to refine their vocal technique, develop harmony and ensemble skills, and build confidence in performance. Participation in the choir is actively encouraged as part of the school's commitment to inclusion, ensuring that all pupils—regardless of background or prior experience—can access high-quality musical experiences.

Pupils in the choir are given the opportunity to take part in large-scale national events such as Young Voices, enabling them to perform alongside thousands of other children in professional venues. This provides a powerful platform for aspiration, cultural capital, and a sense of belonging within a wider musical community.

In addition, pupils regularly perform at local community events, including services and celebrations at All Saints Church, as well as school-based events such as concerts, seasonal performances, and celebrations. These opportunities ensure that music is visible and valued within the community, while also allowing pupils to experience the purpose and impact of live performance.

To further enhance provision, the school works in partnership with external providers, including Rocksteady Music School, who deliver in-school band sessions. These sessions enable pupils to learn instruments such as drums, guitar, keyboard, and vocals within a band context, culminating in live performances that showcase pupils' progress.

The school also collaborates with the DLP Drumming company, offering specialist percussion workshops and performance opportunities. This broadens pupils' musical experiences and introduces them to a wider range of cultural and rhythmic traditions.

Collectively, these extra-curricular opportunities are carefully aligned with the school's wider music strategy, ensuring clear pathways for progression beyond the classroom. Pupils are supported to deepen their engagement, develop expertise, and experience music as both a personal and shared endeavour, contributing to their overall personal development and wellbeing.

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.

At Wrekin View Primary School, a strategically planned programme of musical enrichment ensures that all pupils experience high-quality performance and cultural opportunities alongside the taught curriculum.

All pupils in Key Stage 1 and Key Stage 2 participate in weekly singing assemblies, led by music specialists and aligned with the Model Music Curriculum. These assemblies develop pupils' vocal control, musicality, and confidence, while reinforcing key elements of the curriculum in a collective setting.

Performance is a central pillar of the school's music offer. Pupils take part in a termly cycle of productions and performances, including the Early Years and Key Stage 1 Nativity in the autumn term, a spring musical production led by Years 3 and 4, a Year 5 in-class poetry performance, and a Year 6 leavers' production in the summer term. This structured approach ensures clear progression in performance skills and provides all pupils with regular opportunities to perform to an audience.

The school choir contributes further to this culture of performance, sharing their work with the wider school community each term and modelling high standards of musical engagement. In addition, the annual "Wrekin View's Got Talent" event provides an inclusive platform for pupils from Early Years to Year 6 to showcase their musical abilities, promoting creativity, confidence, and pupil voice.

Pupils' cultural capital is further strengthened through a planned programme of live performance experiences. Early Years pupils benefit from an in-school pantomime performance in the autumn term, while Key Stage 1 pupils attend a pantomime at a local theatre. Pupils in Lower Key Stage 2 access performances delivered by a local secondary school, and those in Upper Key Stage 2 attend professional theatre productions beyond the immediate locality.

Collectively, these experiences ensure that pupils engage with a broad and diverse range of musical genres, performance contexts, and artistic experiences, supporting their development as confident performers, appreciative audiences, and culturally informed individuals.