

# Music development plan summary: Wrekin View Primary School and Nursery

## Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	July 2026
Date this summary will be reviewed	July 2027
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.

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.

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. Each month, all pupils are introduced to a designated *Artist of the Month*, selected through a structured programme. As part of weekly singing assemblies, pupils learn about the chosen artist, exploring their music, background and contributions. To further embed this learning, pupils are welcomed into each assembly by listening to a different song by the featured artist. Over the course of the month, they are exposed to four contrasting pieces, enabling them to develop familiarity with the artist's style and deepen their listening skills.

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. From Years 3 to 6, they learn to play the recorder, beginning with the notes B, A and G, before progressing to B, A, G, C and D, and subsequently incorporating F#. By Year 6, pupils apply their cumulative recorder skills to perform a range of popular songs.

For the 2026–2027 academic year, Year 5 pupils will also have the opportunity to learn the ukulele. This provides experience of a string instrument while developing their understanding of chords and accompaniment. Pupils develop fluency in musical knowledge and skills through a structured and cumulative approach. For those with additional needs, learning is carefully scaffolded through chunked lessons within a spiral curriculum, ensuring that knowledge and skills are revisited and built upon year on year. This approach supports all pupils in making sustained progress, enabling them to leave Wrekin View with a secure and confident musical

understanding, well-prepared for their transition to secondary education. Where appropriate, targeted small-group provision is also implemented to reinforce key concepts, consolidate learning and ensure progression for all learners, including those with additional needs.

Teaching is underpinned by a clear focus on the interrelated dimensions of music—pitch, duration, dynamics, tempo, timbre, texture, structure and notation. Through this, pupils develop a secure understanding of how music is created, interpreted and communicated, progressing from early exploration to increasingly sophisticated analysis and composition over time.

In addition, pupils listen to and engage with a wide range of musicians, styles and genres. This broad exposure supports the development of cultural understanding, enabling pupils to appreciate diverse musical traditions, instruments and practices, and to expand their musical horizons.

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.

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 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 \(lct.education\)](#)

## 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 provides a broad and inclusive extra-curricular music programme designed to extend learning beyond the core curriculum and offer pupils meaningful opportunities to develop their musical interests, confidence and performance skills.

A key strength of this provision is the after-school choir, open to all pupils in Key Stage 2. The choir offers a structured environment in which pupils refine vocal technique, develop harmony and ensemble skills and build confidence as performers. In line with the school's commitment to inclusion, participation is actively encouraged to ensure that all pupils—regardless of background or prior experience—can access high-quality musical opportunities.

Choir members are given the opportunity to participate in large-scale national events such as *Young Voices*, performing alongside thousands of pupils in professional venues. These experiences foster aspiration, build cultural capital and promote a strong sense of belonging within a wider musical community. Pupils also perform regularly at local community events, including services and celebrations at All Saints Church, as well as school-based concerts, seasonal performances and celebrations. In addition, the choir is invited to perform at the annual Wellington Fayre, providing a valuable platform to showcase learning while promoting a love of music and singing within the wider community.

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 for parents and peers. Parents are kept informed of pupils' progress on a weekly basis, strengthening engagement and support.

The school also collaborates with DLP Drumming, offering specialist percussion workshops and performance opportunities. This enriches 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 positively 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 benefit from high-quality performance and cultural experiences 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 sessions develop pupils' vocal control, musicality and confidence, while reinforcing key musical concepts in a collective setting. The repertoire is carefully chosen to reflect curriculum objectives and to develop specific skills such as singing in harmony, performing in parts and singing in rounds.

Performance is a central element of the school's music provision. Pupils engage in a planned cycle of termly 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 poetry performance, and the Year 6 leavers' production in the summer term. Additionally, all Key Stage 2 pupils take part in an annual Christmas concert, performing songs of their choice to an audience of parents, families and the wider community. This structured approach ensures clear progression in performance skills and provides regular, meaningful opportunities for pupils to perform.

The school choir plays a significant role in promoting a strong culture of musical performance, sharing their achievements with the wider school community each term and modelling high standards of engagement. Furthermore, the annual *Wrekin View's Got Talent* event offers an inclusive platform for pupils from Early Years to Year 6 to showcase their musical abilities, fostering creativity, confidence and pupil voice.

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

Collectively, these opportunities ensure that pupils experience 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.