



**Woodhill Primary
School**

MUSIC DEVELOPMENT PLAN

2025– 2026

PART OF THE
**Music development plan summary:
Woodhill Primary School**

Overview

Detail Information Academic year that this summary covers 2025 - 2026

Date this summary was published September 25

Date this summary will be reviewed September 26

Name of the school music lead Mrs Theresa Stevens

Name of local music hub: Greenwich Music Hub

Name of other music organisations in partnership: Greenwich Music Hub

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.

Curriculum – At Woodhill Primary School, 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:

- 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, 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.

How This Subject is Taught - Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills.

This scheme is taught from Reception to Year 6.

Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Nursery sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework.

In addition to Charanga, each Key Stage have weekly 30-minute singing assemblies, led by members of staff. These include music appreciation and learning and performing songs in unison and in multi-parts.

Planning and Coverage - The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps.

Each unit is designed to take approximately six weeks, often focused on a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities - a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition

3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through 3 different musical activities enable a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.
- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through Rock Steady.

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. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children. 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. Our LARP continues to use singing and rhymes to support and develop pupils communication skills.

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. We continue to use singing and rhymes to support and develop pupils communication skills. Children from our LARP are welcome to join in our whole school singing assemblies.

Resources - We have a range of instruments.

There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- A class set of xylophones & glockenspiels
- one piano in the hall
- A large number of ukeleles
- 15 child sized guitars
- A box of recorders

Future Plans - Our plans for subsequent years include expanding our instrumental program, offering peripatetic music lessons, increasing the number of performances, and further developing our partnerships with music education organisations. By continuing to build on our current foundation, we aim to provide an enriching and comprehensive music education that

Part B: Extra Curricular Music & Enrichment

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.

At Woodhill Primary School, we offer extra music tuition options beyond the regular curriculum to ensure children have ample opportunities to develop their musical talents.

These include:

- Small Group Tuition: Small group sessions for instruments like guitar, keyboard and drums, enabling collaborative learning and peer support. This is offered through RockSteady.

Ensembles and Groups - Children can join various ensembles and groups to enhance their musical experience outside of lesson time.

These include:

- School Choir

- Regular Singing Assemblies: Held weekly for all children, encouraging community singing and vocal practice.

Progress and Achievement in Music - We provide numerous opportunities for children to progress in music outside of lesson time, including:

- Children can sign up to RockSteady and learn an instrument as part of a band.

Children who play instruments are encouraged to play at the opening and closing of assemblies.

- Qualifications and Awards: children who work towards recognised music qualifications and awards, such as graded exams from accredited music boards are celebrated in school.

Joining Choirs and Ensembles

- Participation: children from various year groups can join the school choir. Information about the specific year groups and joining criteria is provided at the beginning of each academic term.

- Charging and Remissions: Similar to instrumental tuition, participation in choirs and ensembles is subsidized or free for eligible children, ensuring inclusivity. We charge a small fee to ensure a commitment to music however this can be waived for eligible children. This is reviewed on a case-by-case basis.

Partnerships and Support - We have established valuable partnerships with our local music hub and other music education organisations, such as Greenwich Music Service, Blackheath Halls and Woolwich Works. These partnerships support our extra-curricular music activities by providing additional resources, expertise, and opportunities for our children.

Future Plans - At Woodhill, we are committed to continually enhancing our music provision to provide the best possible opportunities for our children. Our future plans include:

- Introducing Instrumental Tuition: We aim to introduce tuition for additional instruments, such as piano and guitar, to offer a more diverse range of musical experiences.
- Developing New Ensembles: We plan to establish ensembles, such as a ukelele club.
- Increased Performance Opportunities: We will organise more frequent performances, including collaborations with other schools and community events, to give children additional platforms to showcase their talents.
- Strengthening Partnerships: We aim to deepen our relationships with local music hubs and education organisations to bring in expert musicians for workshops and masterclasses.
- Inclusive Programs: Continuing to expand our efforts to make music education accessible to all children, with a particular focus on those with special educational needs and disabilities.
- Developing digital musical outcomes: Create rich and exciting digital music outcomes for those with a keen interest in digital literacy, to enhance their musical literacy. By implementing these initiatives, we aspire to create an even more dynamic and inclusive music education program that nurtures and inspires our children for years to come.
- Re-open the recording studio and use it for music sessions and recording.

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.

Throughout the academic year, we at Woodhill hold regular opportunities for children to demonstrate their musical talents by performing something they have been working on. These performances should showcase pieces the children have been practicing for at least a few weeks. For example, if they have learned any pieces on their instrument for a grade exam or if there is a song they know every single word to, this would be a good example of something they might be ready to perform. Children are invited to play during assemblies with an ongoing invitation. They are also invited to perform at family events.

Our main performance opportunities throughout the year are:

- KS2 Winter Fair (December): Any children who wish to perform are welcome to play for parents and families during the winter fair.
- KS1 and EYFS nativity: Featuring performances from children in EYFS and KS1.
- RockSteady termly concerts: Featuring performances from those who access the tuition.
- Year 6 Production: A high-quality musical production involving all Year 6 children, who audition for chorus, solo singing, and instrumental parts. This event is a highlight of the school year and demonstrates the culmination of our children's musical education at Woodhill. Information about each event is always released closer to the time. If you are interested in your child performing at one of these events, it is never too soon to start practicing!

Participation and Audience Involvement -

- KS2 Winter Fair: Open to children from KS1 and KS2.
- Year 6 Production: All Year 6 children participate, with the entire school and parents invited to watch.

Charging and Subsidies -

- Performance Events: Most events are free for participants and audience members. For any ticketed events, we offer subsidised or free tickets for parents or carers in particular circumstances, such as those eligible for the pupil premium.
- Trips to Concerts: Occasionally, we organise trips to external concerts such as orchestras playing at Royal Festival Hall. These trips may have associated costs, but subsidies or free tickets are available for eligible families.

Partnerships and Support - We draw on information and resources from our partnerships with the local music hub and various music education organisations. These partnerships support our musical experiences by providing additional expertise, resources, and opportunities for our children. By offering these varied and enriching musical experiences, we aim to develop a love of

music and performance in all our children at Woodhill

In the future:

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

As we look to the future, Woodhill is committed to continually improving our music provision to ensure we offer a comprehensive and high-quality music education.

Here are our planned steps and improvements for the coming years:

Curriculum Music Enhancements -

- **Introduction of New Instruments:** We will introduce the teaching of new instruments, including brass and woodwind, to diversify the musical experiences available to our children. This will start with pilot programs in the next academic year and expand based on child interest and feedback.
- **Enhanced digital music production opportunities:** We hope to develop the teaching of music using a digital suite of music technology tools to allow children to develop their music production skills.

Extra-curricular Music Development -

- **Expanded Access to Instrumental Lessons:** We aim to offer lessons across a broad range of instruments and voice. This includes recruiting additional specialist instructors and offering subsidized lessons to ensure all children have the opportunity to participate.
- **Enhanced Choir and Ensembles:** We plan to expand our school choir and create additional vocal ensembles to cater to different age groups and skill levels.

Musical Experiences and Performance Opportunities -

- **Regular School Performances:** Starting next academic year, we will introduce a termly school performance to give children more frequent opportunities to showcase their talents. This will include themed concerts and collaboration with other schools for joint performances.
- **Live Performance Opportunities:** We will ensure children have the opportunity to enjoy live performances at least once a year by organising more trips to concerts and inviting professional musicians to perform at our school such as musicians from Greenwich Music Services coming termly.

Improved Resources -

- **Digital Resources:** We will integrate more digital resources into our music curriculum, including music composition software and online learning tools, to enhance child engagement and learning.

Inclusive and Accessible Music Education -

- **Support for SEND and Disabled children:** We will continue to develop our inclusive music education practices, ensuring that disabled children and those with special educational needs (SEND) have full access to all music programs. This includes tailored lessons, adaptive instruments, and specialized support.
- **Pupil Premium Eligibility:** We will expand our subsidy programs to ensure that financial barriers do not prevent any child from participating in music lessons, ensembles, or

performances.

Strengthening Partnerships

- **Local Music Hub Collaboration:** We will deepen our collaboration with our local music hub and other music education organisations to bring in expert musicians for workshops, masterclasses, and special projects.
- **Community Engagement:** We aim to build stronger connections with the local community through joint events, community performances, and partnerships with local music groups and organisations.

By implementing these initiatives, Woodhill aims to create an enriching, inclusive, and dynamic music education program that inspires and nurtures the musical talents of all our children. We are excited about the future and look forward to seeing our children thrive in their musical journeys.