

Music development plan summary

Well Green Primary

Curriculum Music

We believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians. Through our music provision, children will increase their self-confidence, creativity and sense of achievement. Children enjoy exploring and creating music together and have regular opportunities to do this on their journey from EYFS to Year 6. They build on their own skills and are given opportunities to progress at their own level. Children who learn an instrument are given the opportunity to perform in special music assemblies throughout the academic year, as well as progress through formal grading.

Ms Van Cook is the Music Lead at Well Green Primary school. Music is taught in EYFS- Nursery by the class teacher. Music is taught from Reception to Year 6 by our Music Specialist, Ms Moorhouse.

Our music curriculum aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including 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 make good progress.
- understand and explore how music is created, produced and communicated, including through the elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.

All children are taught a formal hour-long music lesson every week with our Music Specialist. Additional music knowledge is gained in assemblies and in additional provision, such as 1-1 lessons, small group lessons, music performances and in computing.

E.Y.F.S

Music learning starts in Nursery where children begin to develop their understanding. This knowledge is built upon as the children move through school. We have built our curriculum using the Early Years Framework, Development matters and the work of Chris Quigley.

CHRIS QUIGLEY

- Identifies sounds in the environment.

- Sings songs with others.
- Sings short phrases of a song in tune.
- Describes music as e.g. happy, scary calm.
- Demonstrates rhythm with body movements that might be in time to music.
- Enjoys playing a wide range of rhythm instruments.
- Moves in response to rhythm.

DEVELOPMENT MATTERS

Nursery

Show attention to sounds and music.
 Respond emotionally and physically to music when it changes.
 Move and dance to music.
 Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
 Explore their voices and enjoy making sounds.
 Join in with songs and rhymes, making some sounds.
 Make rhythmical and repetitive sounds.
 Explore a range of sound-makers and instruments and play them in different ways
 Listen with increased attention to sounds.
 Respond to what they have heard, expressing their thoughts and feelings.
 Remember and sing entire songs.
 Sing the pitch of a tone sung by another person ('pitch match').
 Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
 Create their own songs or improvise a song around one they know.
 Play instruments with increasing control to express their feelings and ideas.

Reception only

Explore and engage in music making and dance, performing solo or in groups.

[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

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Identifies sounds in the environment. Sings songs with others. Singing of nursery rhymes. Exploring percussive instruments. Autumn festival songs for Diwali and Harvest Autumn singing performance.	Sings short phrases of a song in tune. Singing of nursery rhymes. Exploring percussive instruments. Kwanza singing, Hanukah singing, Christmas singing for Nativity performance. Exploring notation/symbol for stop/go.	Describes music as e.g. happy, scary calm. Singing of nursery rhymes. Exploring percussive instruments. Exploring notation/symbol for stop/go and loud/quiet.	Demonstrates rhythm with body movements that might be in time to music. Spring singing performance. Singing of nursery rhymes. Exploring percussive instruments. Consolidating notation/symbol for stop/go and loud/quiet and fast/ slow.	Enjoys playing a wide range of rhythm instruments. Singing of nursery rhymes. Exploring percussive instruments. Pitch match. Consolidating notation/symbol for stop/go and loud/quiet and fast/ slow.	Moves in response to rhythm. Singing of nursery rhymes. Exploring percussive instruments. Make up own composition using 2Simple. Consolidating notation/symbol for stop/go and loud/quiet and fast/ slow.
Reception	Listen attentively, move to and talk about music, expressing their feelings. Matches an instrument to its sound. Describes the quality of a sound as e.g.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Enjoys changing words in a song. Can clap in rhythm. Kwanza singing,	Explore and engage in music making and dance, performing solo or in groups. Enjoys marching, dancing, jumping, twirling, skipping and tiptoeing, etc. to music.	Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can keep in time with the music.	Sings a large repertoire of songs from memory. Can describe changes within a piece of music. Moves rhythmically to a regular beat and can	Enjoys group singing. Enjoys listening to different genres of music.

	loud, quiet, long and short. Can sing a whole song with others. Autumn festival songs for Diwali and Harvest Autumn singing performance. Learn rhymes, poems and songs	Hanukah singing, Christmas singing for Nativity performance.	Enjoys playing a wide range variety of instruments. Create a simple repeating pattern using body percussion.	Spring singing performance. Learn rhymes, poems and songs	keep in time with the music. Has some pitch control and rhythmic accuracy. Plays instruments with some precision and accuracy.	
Year 1	Exploring sounds. Recognising different sounds. Exploring different sound sources. Focusing their listening. Exploring expressive use of sounds. Autumn festival songs for Diwali and Harvest. Autumn singing performance.	Exploring duration Using voices to make a variety of long and short sounds. Responding to long and short sounds through movement. How to use instruments to make sequences of long and short sounds. Christmas singing for winter performance.	Exploring rhythm and pulse. Using a steady beat. How to control a beat. What is meant by a rhythm and how to combine beat and rhythm. How to copy and repeat rhythm.	Exploring pitch. What is meant by pitch? How to control the pitch of the voice. Responding to changes in pitch. Relating sounds to symbols. Spring singing performance.	Exploring instruments and symbols. Classroom instruments. Identifying different ways instruments make sounds. Identifying how different symbols can represent sounds. Listening and responding to sounds using movement.	Exploring timbre, tempo and dynamics. How sounds can be used descriptively. How music can describe an environment. How words can describe sounds. How sounds can be combined.

Year 2	Exploring duration. Using voices to make long and short sounds. Making sounds of different duration on percussion instruments. Making long and short sounds fit with a steady beat. Autumn festival songs for Diwali and Harvest. Autumn singing performance.	Exploring pulse and rhythm. What is meant by steady beat? How to control beat. How to recall and copy rhythm patterns. How to create rhythm patterns based on words and phrases. Using beat and rhythm to create an accompaniment for a song. Christmas singing for winter performance.	Exploring pitch. Responding to changes in pitch. Relating sounds to symbols. How simple tunes are made of different pitches. How pitch can be used descriptively.	Exploring instruments and symbols. Class composition. Identifying different ways instruments make sounds. Identifying how symbols can be used to represent changing sounds. Listening and responding to sounds using movement. Spring singing performance.	Exploring timbre, tempo and dynamics. Class composition using simple structures. How sounds can be organised. How music can describe an environment. How words can describe sounds. How sounds can be combined.	Exploring sounds. Recognising different sound sources and exploring instruments. Using sounds expressively to illustrate a poem or a scene.
Year 3	Exploring descriptive sounds. Using music descriptively to represent different animal characteristics. Using musical elements to describe animals. Matching sounds and movement descriptively. Using narration with sounds and movement. Selecting ways to combine these elements.	Exploring rhythmic patterns. Describing rhythms through rhythmic symbols (notation). Composing rhythmic ostinati based on spoken phrase. Christmas singing for winter performance.	Exploring pentatonic scales. What pentatonic scales are and how they are used in music. How simple tunes can be based on a pentatonic scale. How to create different textures using the pentatonic scale. Creating a class performance	Exploring arrangements. Learning about: • musical accompaniments • melodic phrases • rhythmic patterns Considering the intended effect. The expressive use of elements. Presenting a class performance. Spring singing performance.	Wider Opps Trafford Music Service. Learning the ukulele and vocals	

Year 4	Exploring rhythmic patterns. Repeated rhythmic patterns. How rhythms can be described through rhythmic symbols(notations). Rhythmic patterns based on spoken phrase. Structuring rhythmic patterns. Autumn festival songs for Diwali and Harvest Autumn singing performance	Exploring arrangement and musical accompaniments. Exploring rhythmic and melodic phrases. Considering intended effect. Expressive use of elements. Christmas singing for winter performance.	Exploring melodies and scales/pentatonic melodies as different intervals that are steps or leaps and repeated notes. Melodies based on scales. Melodies that fit together. Applying musical knowledge and understanding.	Exploring sound colours/programme music. How music, like pictures can describe images and moods. Selecting appropriate instruments. Combining sounds to make textures. How mood and emotion can be illustrated in music. Using sounds expressively. Spring singing performance.	Exploring orchestra. Develop listening, looking and concentration skills. Recognise instruments of the orchestra by both appearance and timbre. Learn about programme music and categorise instruments.	Exploring signals. Recognising sound signals. Morse Code. Ostinato and how it can be used as a compositional tool. Setting words to music. Presenting a class performance.
Year 5	Exploring pulse, metre and accent using percussion instruments to produce a wide variety of sounds, particularly cyclic patterns. Fitting different patterns together. Inverting simple rhythmic patterns. Expanding rhythmic ideas using timbre and duration	Exploring rounds. The effect of different pitched notes played together. Singing a simple round in two or more parts and accompany it with two three note chords(triads). Creating a class performance through practise and rehearsal.	Exploring sound sources/orchestra. How pitched sounds when combined can sound relaxed or tense. Selecting sounds and resources to achieve an intended effect. Extending sounds vocabulary	Exploring lyrics and melody. How lyrics can reflect the time and place in which they are written. Lyrics as having a cultural and social meaning. How lyrics can be generated and organised. How melody reflects the lyrics. Writing songs. Spring singing performance.	Exploring pitch/notating treble. Develop listening, looking and concentration skills. Understand how pitched notes are written on a staff. Understand the concept of chords and how they are used to accompany songs.	Performing together. Improving diction. Playing instrumental accompaniments. Practising and rehearsing individually and as a class. Enhancing the performance with creative work. Refining and improving a performance.

	and by rearranging the rhythmic material. Autumn festival songs for Diwali and Harvest Autumn singing performance.	Christmas singing for winter performance.		.		Presenting for different audiences
Year 6	Exploring lyrics and melody. Exploring how melody is used to express the mood of the lyrics. History of the Blues. Composing 'Blues' based on 12 bar chord structure. Autumn festival songs for Diwali and Harvest Autumn singing performance.	Exploring rounds. Singing partners song. Exploring harmony created through singing in a round. Developing ability to sing in parts. Christmas singing for winter performance.	Exploring sound sources/orchestra. Developing listening skills through orchestral instruments.	Exploring pulse and rhythmic/dictation. Learning to write rhythmic notation. Minim, crotchet, quaver, semibreve. Writing 2 bar rhythms in 4/4 time from dictation. Spring singing performance.	Exploring pitch/notating triads. Writing harmony using triads. Rending letter names in the treble.	Performing together. Working on end of year musical. Solo/ensembles/characterisation from the songs.

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	17/11/25
Date this summary will be reviewed	
Name of the school music lead	S Van Cook
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Trafford Music Hub
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how Well Green Primary delivers music education to all our pupils across three areas - curriculum music, extracurricular 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 music is music taught in lesson time to all pupils.

Year Group	Time dedicated to curriculum music teaching each week.	Time dedicated to curriculum music teaching each week (Local music hub OR instrumental scheme)
Nursery	All terms: 45 minutes (+ continuous provision)	
Reception	All terms: 45 minutes (+ continuous provision)	
Year 1	All terms -1 hour	
Year 2	All terms -1 hour	
Year 3	All terms -1 hour	
Year 4	All terms -1 hour	
Year 5	All terms -1 hour	
Year 6	All terms -1 hour	

Curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes. An instrumental scheme is also delivered by our and gives pupils an opportunity to learn the for a prolonged period, allowing them to develop technical proficiency on a single instrument.
 - The Music Model Curriculum is used to inform a piece of music that the children listen to every week. The piece of music is chosen from different genres, cultures and time periods, as in line with guidance from the Model Music Curriculum document.

- All children have the opportunity to learn to play a musical instrument through private lessons provided by Trafford Music Service.
- Children also have the opportunity in Years 2 to 6 to join a ukelele group.
- Children from Years 1 to 6, have the opportunity to join the school choir. This is a free club.
- Children on the Pupil Premium register are given the opportunity to learn to play an instrument (including the school choir) with charges met by the school.
- Children in Years 1 to 6 have the opportunity to learn an instrument with Trafford Peripatetic Music service and/or with our Well Green Music Specialist.

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.

This academic year, our pupils are offered the opportunity to learn the piano, violin, guitar, ukulele, French horn, cornet, percussion, e-flat tenor horn and music theory.

These lessons are offered as either part of a group or on a one-to-one basis. These lessons are taught outside lesson time and are available for a fee (Pupil Premium children are funded through the school).

All children in Keys Stages 1 and 2 are offered the opportunity to join the school choir. This is taught outside lesson time and is free.

Ensembles children can join outside lesson time are:

- Opportunities to join a musical ensemble outside school including:
- String ensemble
- Brass ensemble
- Choir
- Rock academy
- Junior voices
- Jazz collective

- Sinfonia orchestra and
- Philharmonic orchestra

These are promoted through the school termly, and advertised in front of the school near the school office.

In addition, music production sessions are available through the Trafford Music Service for KS2 outside of school hours through the Trafford Music Service.

Children perform throughout the year in school assemblies, musical events in school and at festivals when the opportunity arises.

Children can work towards a recognised grade in the instrument they are learning.

Well Green Primary work with Trafford Music Hub.

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.

Professional musical ensembles visit the school throughout the year, and concerts by Manchester Beethoven Orchestra are offered outside school hours for all children and the wider community.

All children visit the theatre every year, which includes exposure to professional music in conjunction with a theatrical production. Children are charged for these events, however, children on the Pupil Premium register are offered this opportunity with no charges.

Children in Key Stages 1 and 2 have a weekly singing assembly where they learn to sing en masse.

Children in Key stages 1 and 2 are invited to perform as part of Well Green's 'Musical Morning' every year. This includes instrumental and vocal performances. The children from the entire school are members of the audience.

In the future

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

Space to include any information on any improvements plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when plan to introduce changes.

information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

Further information (optional)

School's music development plan, including links to local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [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

Music hub should also have a local plan for music education in place from September 2024 that should include useful information.