

Music Development Plan

2026 – 2027



Music Development Plan developed by Miss Gray (Music leader): September 2026

Local Authority: Wigan

Local Music Hub: Greater Manchester

A handwritten signature in black ink, appearing to read 'Fiona Taylor'.

Chair of Governors

A handwritten signature in black ink, appearing to read 'M. Grogan'.

Headteacher

Music Development Plan shared with staff and shared on the school website: September 2026

'Never settle for less than your best'

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MUSIC DEVELOPMENT PLAN 2026– 2027

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

	Music Development Plan
1. Overall objectives	• To provide an exciting and engaging high-quality curriculum for all children built upon a wide range of music, including musicians from different periods across the musical timeline, genres, traditions and cultures. • To ensure that children are involved and engaged with the key areas of music making: Listening and appraising, singing, playing instruments, improvising, composing and performing. • To develop children's understanding of the inter-related dimensions of music: Dynamics, duration, pitch, timbre, texture, tempo and structure. • To develop children's cultural capital. • To allow children opportunities for self-expression, developing their well-being and self-confidence. • To allow children the opportunity to learn a musical instrument in depth. • For children to develop a life-long love of music that they will want to pursue in the future. • To offer an array of opportunities for children to become involved with music beyond the classroom through providing extra-curricular opportunities. • For St George's Central to become a leading light in music education within the local community. • To develop and maintain links with other local schools and organisations. • To ensure an inclusive musical learning environment, in which all learners have equal access to learning opportunities. • To maintain good links with other local schools to share best music practice through termly consortium meetings. • Ensure that Music lead is up to date with the latest developments in music education by attending the termly Music Development meetings hosted by Wigan Music Service.
2. Key components	• Music curriculum following the Long Term Plan across EYFS, KS1 and KS2, using a variety of different resources, schemes and ideas including Charanga, BBC Ten Pieces and bespoke Music Lead designed plans. • Wider Opportunities for all children in our Year 4 cohort for a full academic year. • Visiting peripatetic teachers on a weekly basis to teach all children who have subscribed to lessons. Opportunities for parents/carers from less financially stable households to access bursaries/subsidies through Wigan music services facilitated and overseen through school. • CHIME project for EYFS delivered by Wigan Music Service for a half-term each year to allow staff to observe specialist music teaching as well as build up a bank of resources for future years' music teaching. • Weekly singing worship, plus other opportunities to sing as part of other worships throughout each week. • 'Composer of the Half-Term' to introduce children to a variety of different composers from different cultures and time periods, often challenging stereotypes. • School choir accessible for all children from Y2 upwards as an extra-curricular activity running throughout the school year, with regular opportunities for performances including half-termly performances for parents/carers and performances at local events (e.g. Tyldesley Lights Switch-On, Rotary Club Carol Concert) • Opportunities for performances throughout the year for all children in school, e.g. Christmas Carol Services, Harvest, Easter service, Nativity (KS1 and EYFS), KS2 end of year production.

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	• Opportunities for regular half-termly performances for parents/carers by children in the choir and some of our musicians undertaking peripatetic lessons. • Opportunities for children from our Y4 and Y5 cohorts to join a recorder ensemble, with weekly rehearsals and the opportunity to perform each half term in our musical performances.
3. Classroom Instrumental Teaching	Whole class percussion as part of the Wider Opportunities scheme for Year 4 cohort. Children assessed as part of this – speak to parents/carers of those showing particular interest or talent regarding having further lessons. Free musical instrument hire for Autumn term offered for any pupils who wish to continue receiving instrumental lessons the following year. Instrumental teaching offered as part of our curriculum offer for other year groups in KS2 for a half-term each (recorders, glockenspiels, guitars, keyboards, chair/floor drumming).
4. Implementation of key components	<u>Music curriculum</u> – Following long-term plan on a two-year cycle for EYFS, KS1 and KS2. Children are exposed to a wide variety of different music styles, composers, time periods, genres, cultures and traditions, and are involved in a listening and appraising element during each lesson allowing them to express their feelings, understanding, likes/dislikes for a variety of different pieces of music. Lessons are very heavily scaffolded, with a main focus piece being the inspiration for further music making. Children given access to a wide variety of tuned and untuned percussion instruments throughout their musical journey in school, as well as KS2 undertaking half-term units on specific tuned instruments such as recorders, glockenspiels, guitar and keyboard. Music lead teaches 6 classes within the school, but provides planning, resources and support for the other teachers teaching their own music lessons. <u>Classroom instrumental teaching</u> – Wider opportunities takes place on a Thursday afternoon for 1 hour each week and is led by a specialist from Wigan Music service. Children learn to play a different percussion instrument each term, including African drums, tuned percussion and Bamboo Tamboo/plastics. They also take part in rhythm games and singing activities. Children undertaking these lessons have the opportunity to perform a termly concert to parents/carers to showcase their learning. Children showing particular skills during these lessons are encouraged to continue their musical learning through subsidised instrumental lessons the following year. <u>Visiting music teachers</u> – Visiting teachers attend on a weekly basis according to the timetable set by the music service. A more detailed timetable is then produced in school indicating the names of the children, the instruments they are learning and the timeslots in which they will be taught. The majority of lessons take place in the dedicated music room so that teachers always have somewhere to go. When children get to a certain standard, they are then invited to attend ensembles outside of school with the Music Service. Subsidies are in place for those pupils who are disadvantaged and those taking part on the Wider Opportunities scheme receive free instrument hire for the Autumn term if they choose to undertake lessons in the following year. <u>CHIME project for EYFS</u> – A representative from Wigan Music Service comes into school to teach music to Reception for a half-term. We ensure that this is a different half-term each year so that techniques and resources can be observed and then used by the class teachers for the unit in the following year. EYFS staff use this as a CPD opportunity to observe a specialist teaching music and then try to implement many of the ideas and techniques they see used. <u>Singing workshops</u> – These take place on a weekly basis and are led by the Music Lead. This is the opportunity for the music lead to teach new Christian themed songs to the children using a copy-back approach. The Music Lead will often have the children singing in parts and will sometimes ask them children to perform standing up to encourage their singing posture. Songs that are learned in the dedicated Singing Worship will then be sang in other workshops throughout the year. <u>Composer of the Half-Term</u> – Children are introduced to a new Composer of the Half-Term in the first available Singing Worship, where they will listen to examples of music by that composer and learn some facts about them. The Composer of the Half-Term's music is then played as entrance and exit music in each worship throughout that half-term, with the children being told the name of the piece. This is also accompanied by a wall display in the corridor, to which children can contribute their thoughts and ideas about the music or the composer themselves. The composer of the half-term is chosen in a way that promotes diversity, equality and challenges stereotypes (e.g. Francis Johnson was chosen for Autumn 1 to mirror Black History Month in October, Chiang Wen-Ye will be chosen in Spring 1 as part of Lunar New Year celebrations).

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	School Choir – The choir consists of children from Y2 to Y6 and takes place on Wednesdays after school. Numbers tend to average around 30 children, however this can fluctuate over the course of the school-year. Songs are chosen based on upcoming events, themes and sometimes ideas given by the children themselves. Children in the choir are offered many opportunities to perform over the course of the year. Opportunities for performance (all children) – Children are given many opportunities to perform throughout the school year, with many of these coinciding with Christian festivals, thus upholding the ethos of the school. Some of these include Christmas carols services (KS2) and nativities (KS1 and EYFS), Easter services and Harvest. Our KS2 children are also involved in the end of KS2 production, with the Y6 children taking on their main acting parts and the rest of KS2 forming the choir for the performance. Opportunities for performance (choir and musicians) – Our school choir and musicians get the opportunity to perform each half-term to parents/carers and other classes within school to showcase their learning and talents. The choir also perform at a variety of events across the school year. Events within the last year included: Tyldesley Christmas lights switch-on event, ATSA singing festival and the ATSA Art exhibition. We are constantly looking for more opportunities for children to perform within the community so are trying to set up links with our local high school and other local high schools to liaise on musical activities wherever possible. For the last four years, we have also organised the 'Let's Play!' event, which takes place annually at St Richard's Parish Club in Atherton. During this event, several musicians from each participating school perform for an audience of parents and carers at an evening event. This has proved extremely successful and is due to take place again in May 2027.
5. Communication activities	• The comprehensive school website contains detailed information about all curriculum areas including music. This contains long term planning, progression documents, vocabulary documents, policies, music in action, curriculum statement and useful links. This is accessible by all parents/carers. • We have a parental communications booklet available for parents/carers on request to inform them about all of the different musical opportunities available for their children. This includes information about the types of musical activities children can engage with, as well as information about how to enrol their children in these opportunities. • Elements of curriculum music lessons are often recorded to be put on Twitter and/or Seesaw. These videos help to evidence the work done and the progress made by pupils within their music lessons. Parents/carers can then view these videos. • Parents/carers are invited in regularly for a variety of different performance events, e.g. The termly wider opportunities performances, half-termly performances by choir and musicians, nativities, end of KS2 performances, class worships. • Parents/carers able to see their child's effort grade at the end of the year on the end of year report sent home. • Parents/carers of children in receipt of peripatetic lessons kept in regular contact and receive a termly parents evening with Wigan Music Service staff to discuss their child's progress. During these meetings, children may be invited to attend ensembles outside of school if they are of a sufficient standard on their instrument.
6. Evaluation process for the success of the Music Development Plan	• Plan checked and verified by head teacher. Progress against this reviewed at appraisal meeting with Music Lead and termly progress meetings. • Termly consortium meetings hosted by Music Lead at St George's Central to explore the music provision across other local schools within the consortia with examples of good practice being shared between these schools. Opportunities there for attending schools to ask for advice/ideas if experiencing difficulties. • Music Lead attendance at termly Music Network Meeting run by Wigan Music Service to keep up to date with developments in the area of music, which can then be included in future music development plans.
7. Transition work with local secondary schools	• Our most attended local high school do not have continued links with Wigan Music Service and do not subscribe to their peripatetic programme. Lessons are given by school staff, therefore details of those children who have been in receipt of peripatetic lessons at St George's Central are passed up to enable children to continue with these talents.
8. Budget, materials and staffing.	• Budget for music already agreed as part of the overall budget within school. Money ring-fenced to spend on music resources, equipment, subscriptions and events as per yearly action plan (see priorities below). • Wider Opportunities funding already agreed.

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	• Termly CPD usually provided for free at Network Development Meetings by Wigan Music Service. This offers updates to government guidelines regarding the teaching of music as well as providing some practical sessions that can be used within school. Ideas and updates gleaned from this can then be disseminated to other teaching staff within school who teach their own music, as well as staff from other local schools who attend the termly consortium meeting. • Part of my role as Music lead is covering the PPA of 6 different class teachers partly for music lessons.
9. Pupil Premium and SEND provision.	• SEND children engaged and involved within curriculum lessons. Use of pair and share commonly used to allow children the opportunity to speak to a partner about music ideas/opinions. Composing activities often done in mixed ability pairings or groups to allow SEND children to observe good role-models for music and to take part as part of a groups without being singled out individually. Speak to SENDCo to consider other adjustments that could be made to accommodate these children further. • Information regarding the number of children from different demographics (gender, pupil premium, fsm, SEND) undertaking different musical activities is reported to the Headteacher termly and this is then included as part of his governors' report. This allows us to track the numbers of children involved and to ensure that equity and accessibility is being considered.
10. Priorities from action plan.	• Continue to analyse the uptake of musical opportunities in school across different demographics to ensure equality of access. • Check status of children applying to have peripatetic lessons to see whether they may qualify for a bursary from WMS. This will ensure that financial hardship is not a barrier for any child wishing to take up an instrument. • Whole school theme day for 'World Day of Music' (21st June) to engage and enthuse children with regards to music. • Continue to provide a parental communication booklet to inform parents/carers about the musical opportunities available for their children and how they can access these. • Continued provision of Wider Opportunities for all Y4 pupils and peripatetic lessons remain available for all pupils. • Subscription to charanga website. • Audit instruments as part of an ongoing process to monitor the condition. Repair or replace as necessary.. • Ensure that all staff involved in teaching music are keeping records of music activities done and are sharing these on X/Seesaw for parents/carers to observe activities being undertaken as well as progress being made. • Attend any available CPD offered by Wigan Music Service or any other relevant organisation to further enhance the provision we have in place already. • Organise and oversee ATSA arts events, including a chair-drumming workshop, song-writing workshop and the 'Let's Play!' event. Continue to host termly meetings for music leads in the consortium.
11. Additional prioroties	• Ensure that music specific vocabulary is used more consistently so that it become second nature for children to use these words and phrases when they are discussing music they have heard or made (e.g. using 'tempo' instead of 'speed'). • Consider ways of getting more boys involved in the choir. • Promote and encourage continued uptake of instrumental lessons upon transition by passing relevant information to local high school music staff with registers of children taking lessons or in the choir. • Speak to SENDCo re: additional ideas to engage children with SEND in curriculum music lessons. • Continue to audit the peripatetic and extra-curricular registers to ensure equality to access, including those children with SEND, Pupil Premium, FSM and boys/girls. • Consider redesigning the curriculum for 2027/2028 to focus more on depth of learning rather than breadth.

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