



Wallace Fields Junior School – Music Development Plan 2025-26

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Overall Objective	To use the curriculum evaluation tool from Surrey Music Hub to analyse current music provision at the school, identifying and addressing areas that are in the 'developing' category and the 'action' points listed in other categories.
Target 1 - Subject Leadership	Write and publish on the school website a Music Development Plan to provide a clear path for music improvement - including curriculum, co-curricular and enrichment. Link this with the school development plan. Actions: • Continue to feed music into wider school improvement plan • Continue to work with Surrey music hub to enhance in-school provision for instrumental learning and connect pupils to broader opportunities
Target 2 – Curriculum Development	Continue to review and improve the curriculum with a focus on composition, cross-curricular links and the school development focus areas. Actions: • Oracy – use listening experiences in music lessons to help children improve oracy, display 'listening questions' and musical vocabulary to encourage greater depth answers. • Outdoor learning – through networking with other music teachers and online research, create a resource bank of outdoor music activities to support curriculum objectives to promote new enthusiasm and fresh stimulus for the teaching of musical concepts.
Target 3 - Enrichment opportunities	Children to experience 'live' music in school at least once in the school year. Actions: • Live composition workshop – linked to outdoor learning or using everyday objects to compose music

Target 4 – Develop and expand extra-curricular opportunities available to pupils (progression from classroom instrumental teaching)	Enable children to have the opportunity to continue their whole class instrumental learning by increasing the range of one-to-one or small group lessons (through Surrey Arts) Actions: • Share information about bursaries available to lower-income families • Send out parent questionnaire to investigate which instrument would have the highest take up and contact Surrey Arts to see if instrumental lessons on another instrument could be offered through the school. (Possibly guitar or drums) • Keep performing momentum going by providing opportunities for children who have instrumental lessons to perform during music assemblies from time to time
Target 5 – Raising the profile of Music throughout the school	To engage even more students in musical activities and have more of a music presence in school through pupil representation Actions: • Continue to use Year 6 Music ambassadors to manage musical activities/jobs as this is inspiring children in younger years to want these roles.
Target 6: Pupil Premium and SEND provision	As above – Target 4 – enabling PP children the opportunity to learn an instrument outside of class music lessons. Monitor children signing up for instrumental lessons to see if any Pupil Premium children are engaging in extra-curricular music activities. Continue to ensure lessons use a range of learning styles when covering musical concepts to enable SEND and EAL children to have the best chance of understanding.

Curriculum Coverage/Progression Outline by Year Group

This is my fourth school year in the role of Music teacher. Each year I have been refining and developing my self-written curriculum (taking guidance from the MMC) to improve progression and coverage of all the key skills. Whilst this will always be an ongoing process, below is an outline of the key learning in each year group as developed so far:

Year 3: Pulse and rhythm, instrument families, reading formal rhythmic notation, focus instrument: drum pads/drum kit to enhance rhythm learning, composing drum rhythms using music software, *timbre* - with a composition focus, composition with art and poetry as a stimulus (percussion instruments)

Year 4: expansion of musical terms (pulse, rhythm, beat, tempo, pitch, dynamics and genre), orchestral music and instruments of the orchestra, Chinese music and instruments, 3/4 and 4/4 time signatures and starting to understand stave notation, use of software to increase familiarisation with stave notation, the recorder family, learning the recorder, aural skills linked to pitch and rhythm, simple melodic composition using notes learnt on recorder.

Year 5: Identifying time signatures through listening, understanding specific musical concepts such as canon and polyrhythms (use of drum pads to perform), instruments of the orchestra and special playing techniques, time periods in Music History, learning to play the ukulele and read tab notation, aural skills linked to pitch and chords, listening skills using the 8 musical elements, learning about scales with a focus on the pentatonic scale(with world music examples), improvisation/composition on glockenspiels using the pentatonic scale, recording ideas on a stave by hand using standard notation, using software to compose pentatonic melodies.

Year 6: Extend knowledge of time signatures to include 6/8, focus on down beat and grouping of notes, conducting, extend rhythmic learning to semiquavers and dotted notes (use of drum pads to perform), composing 2-part rhythmic piece to be performed, the history and instruments of Brazilian Samba music, specific Samba rhythms and polyrhythm, western drumming – drum kit rhythms and use of software to create their own grooves, the history and instruments of African drumming, learning to play Djembe drums and understanding syncopation, chords, chord progressions, major and minor tonality, *leitmotif* and using software to compose own leitmotif for video game character.