

Music development plan summary: West End Academy

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [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

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs Jackson
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Wakefield Music Services
Name of other music education organisation(s) (if partnership in place)	

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.

You can find information about the music curriculum on the school's website. These can be found under the following links:

Early Years: <https://west-endacademy.org/eyfs-overview/>

Key Stage 1: <https://west-endacademy.org/key-stage-1-overview/>

Lower Key Stage 2: <https://west-endacademy.org/lower-key-stage-2-overview/>

Upper Key Stage 2: <https://west-endacademy.org/upper-key-stage-2-overview/>

Our music curriculum is planned to match the aims outlined in the National Curriculum. The curriculum's central aim is for children to become better musicians. This means being better performers, better composers and more sophisticated listeners. Its ambition is underpinned by our children learning and knowing how to play three instruments by the time they leave year 6.

Music is taught for one hour every week at the academy. To get better at music, our curriculum is planned through 3 interrelated pillars of progression. These 3 pillars are technical, constructive and expressive.

Technical is the control of sound through singing, playing an instrument or music technology. It's learning the technique to play an instrument or becoming a singer. It also includes learning staff notation.

Constructive is deepening and broadening children's knowledge of how music works. It's the building blocks of music by helping them to become better composers and better listeners. Constructive is broken down into two sub-categories. The first is the musical elements known as interrelated dimensions of music known as pitch, duration, timbre, tempo, structure and dynamics. The second sub-category is the components of composition. These are specific building blocks and differ from genre to genre.

The expressive pillar is the expressive responses that should be more nuanced as children get older. Progress in this pillar involves knowing more about music. Children should consider the quality of the music from what they know. They should have the knowledge and understanding of musical meaning in the work of others. By applying

their technical and constructive knowledge they will understand what constitutes a quality performance.

The SEND children can access the same music lessons as the rest of the class by using differentiated resources and making appropriate adaptations. Teachers have been supported on how to ensure that these children are well supported and how their lesson might need differentiating. In Early Years and KS1, the SEND children and bottom 20% compose shorter sequences of rhythmical patterns and use more simplistic rhythms. This ensures they can build their confidence to be able to work more independently without depending on adult support. If needed, the children may need the “I do one, you do one” teaching approach (echoing) to support their accuracy. In KS2, the SEND children and bottom 20% use the pictorial representations for longer e.g. frogs, tadpoles, caterpillars etc... with the pictures of the standard notation. They also have a prelabelled stave in year 5/6 if needed and they continue to have the pictorial representations under the stave for the notation (they will also have simpler sheet music or flashcards). In previous years, some of the SEND and bottom 20% have been able to come away from the extra resources which shows they are achieving well in music.

It is important that as well as making adaptations where needed, we are building their knowledge and skills and addressing gaps so they could access the curriculum in the longer term. For example, for the technical pillar, in the past we have needed to allow some children to continue with the keyboards the following year rather than moving them onto the recorders. This will ensure the skill is embedded in the long-term memory and not just used as a musical activity. For the constructive pillar, we also ensure that on the retention starters, the interrelated dimensions of music are pitched correctly for the child to address any gaps. For example, the rest of the class might be focussing on the word volume looking at crescendos and decrescendos but another child might need to look at the word pulse from KS1. This shows that our teachers have a strong grasp of the gaps in learning that a SEND child might have.

Our school works in partnership with the Wakefield Music Services (WMS).

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.

Our children take part in the *Wider Opportunities* programme in year 3, organised by the WMS, where they get the opportunity to build on the skills that they have learnt in

KS1 by learning samba drumming. This forms the lesson in year 3. The children in year 3 don't have to pay for this lesson.

The children in years 5 and 6 have the opportunity to learn how to play the guitar through individual lessons provided by WMS. In these sessions, children apply their knowledge of chords onto an alternative instrument. This is in addition to the music lesson that children receive in Upper Key Stage 2. Children who are eligible for pupil premium funding don't have to pay for these lessons.

There is the chance to join a choir in KS2 to develop their skills to become better singers. The children don't have to pay to join the choir.

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.

The children in year 3 perform to the rest of the school or their parents termly to show their progress in samba drumming.

There are opportunities during our achievements assembly for children to show off high-quality musical performances, such as the choir performing to the whole school.

The choir perform at the Young Voices concert and the Waterton Academy Trust annual show. The choir have also performed at a local nursing home and in other events in the local community.

The year 6 children put on an annual performance to parents showcasing their musical skills.

Children have a singing assembly each week held by the music leader.

We have musical performers, organised by the WMS, who come into school to show off their talents so our children can be inspired to be better musicians.

In the future

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

The subject leader has written an action plan each year for music. This year, the subject leader will work on the following points:

- To ensure higher-ability children are supported by teachers in all music lessons across school.
- To support the newest teachers in the school to plan and teach the music curriculum to at least a good standard.