

Music Development Plan Summary

INSPIRE MAT: Ackton Pastures Primary Academy

| Detail | Information |
|--|---------------------------------|
| Academic year that this summary covers | 2025-26 |
| Date this summary was published | February 2026 |
| Date this summary will be reviewed | September 2026 |
| Name of the school music lead | Steve Walker and Megan Blakeway |
| Name of school leadership team member with responsibility for music (if different) | Katie Mason / Callum Ivel |
| Name of local music hub | West Yorkshire Music Hub |
| Name of other music education organisation(s) (if partnership in place) | |

Part A: Curriculum music

Please see below the Trust Music Curriculum which has been produced using the DfE Model Music Curriculum which is accessible by all children. The curriculum is ambitious and inclusive for all children and lessons are sequenced so children can acquire the skills and knowledge required to be confident musicians. Time has been invested in researching the best pedagogical models for teaching. The lessons are structured so children have a chance to recall, recap knowledge from previous year groups and units as well as time for teachers to model the learning before moving onto paired and independent practice. Questioning and feedback are also vital elements when delivering lessons and if necessary, teaching is adapted to support the children with their learning.

Children in school receive a 30 minute class music lesson each week, along with a 40 minute Singing Assembly. A variety of curriculum sources such as Oak Academy, Charanga and Collins are used as a vehicle to help support teachers with the content and knowledge. This is enhanced with the deployment of two music specialist teachers across the Trust to lead on whole class instrumental teaching, as well as accessing music specialist teachers from the Wakefield Music Services. All children also receive a weekly singing assembly where music appreciation is delivered as well as high quality and ambitious singing activities.

The Trust has invested in full class sets of glockenspiels for each school, and each school has access to the Trust pool of whole class instruments - these include trumpets, ukuleles, recorders, ocarinas, boomwhackers and djembe drums.

Other opportunities for children in school include access to instrumental lessons provided by 'Rocksteady'. We also run wrap around clubs where children have the opportunity to sing or join a small ensemble.

All children have the opportunity to perform to a live audience. Children in Key Stage 2 have the opportunity to attend Young Voices and also form part of the Trust Choir. Pupil Premium children can access this at a subsidised rate. All children across school participate in an annual performance; Christmas Nativity/Play and/or an end of year performance.

Our aim is that children leave our schools as competent and confident musicians who have a love of music, with the ability to read music notation on treble clef, understand a wide range of musical vocabulary, are able to make music on a range of instruments and can confidently talk about music they listen to.

Part B: Extra-curricular music

All pupils have the opportunity to learn an instrument, Pupil Premium children can access lessons through PP funding or schools can ask the Trust Charity to support with the price of lessons. Prices include loans of instruments.

The instrumental lessons we offer are:

Drums,
Electric Guitar,
Guitar
Keyboard

We also plan and run small ensembles and choirs out of school timetable to allow children to further develop their musical talents and interest.

For children who progress with their playing we work closely with Wakefield Music Hub who offer opportunities for children to play in larger ensembles. Grove Lea Primary school is our partner school and is a lead in the local music hub; it is a venue for Hemsworth Music Services which runs every Saturday morning throughout Term Time. Ensembles include; Junior Strings, Junior Windband, Music Theory. Students who attend these ensembles have the opportunity to perform in termly concerts.

Part C: Musical experiences

As well as many performances in school we have formed strong relationships with the local community, allowing children to perform outside of the school setting. Children have the opportunity to sing in local care homes throughout the year. The highlight of the year is always Young Voices as well as the Trust Choir Singing Event.

Children who learn instruments have the opportunity to sign up to perform at the start of our well established whole school singing celebrations.

Our school performances ensure all children have the opportunity to perform. All key stages perform at Christmas to a school and parent audience. Years 5 and 6 perform at the end of the year, hosting a musical play. All performances are attended well and all stakeholders of the school are invited. All performances have dress rehearsals where children who are not involved become the audience.

Wakefield Music Hub also offer events at Wakefield Cathedral which also children who have participated in the Wider Opportunities Programme to join other schools and perform in one large scaled event.

In the future

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

The plans for the future include increasing the number of children who learn an instrument and to continue to refine the curriculum led by music specialists who work across the Trust ensuring ALL children have access to High Quality Music lessons.

Music long term plan (2 year cycle)

Transitional year: 2026

| | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|--|--|---|
| Nursery | Unit 3 Happy Talk | Our growing world (life cycles and nature) | A sky full of colour (visual - auditory links) | Under the sea (aquatic themes and pirates) |
| Reception | Unit 3: Liltng Lullaby | | | |
| KS1 | Y1 Unit 6: Sing for performance; changing tempo and dynamics | Y2 Unit 6: Sing for performance: adding a single vocal accompaniment | Y1 Unit 3: Compose and create: exploring and performing rhythm patterns | Y2 Unit 3:: Compose and create: recording our musical ideas on a graphic score. |
| LKS2 | Y3 Unit 6: Sing for performance: holding a second part in rounds and partner songs | Y4 Unit 6: Sing for performance; discovering different ways to sing in harmony | Y3 Unit 3: Compose and create: notating and performing using rhythm grids. | Y4 Unit 3: Compose and create: improvising within Hindustani classical music grids. |
| UKS2 | Y5 unit 6: sing for performance: syncopation in songs | Y6 unit 6: sing for performance; conveying character and emotion through performance | Y5 Unit 3: Compose and rehearse: creating and combining minimalist cells | Y6 Unit 3: Compose and rehearse: improvising with the minor pentatonic scale |

Year A: 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|---|--|---|--|---|---|
| EYFS | Who shall I be today? (roles / identity) | Amazing African Animals (movement, animal sounds) | Busy City (environmental sounds) | Let's go green (recycling and nature) | Fabulous food (rhythm and taste) | Beyond the stars (space and experimentation) |
| KS1 | Y1 Unit 1: Start with singing: finding my voice | Y1: Unit 2: Singing together: how singing makes me feel | Y1 Unit 4: Music and movement: feeling the pulse and changing tempo | Y1 Unit 5: Compose and create: high and low melodic responses | Y2 Unit 1: Start with singing: learning through singing games | Y2 Unit 5: Compose and create: improvising with four notes |
| LKS2 | Y3 Unit 1: Start with playing: adding percussive layers to build a texture in our songs | Y3 Unit 2: Singing together: how songs are used in communities | Y3 Unit 4: Playing together: building texture with melody, drone and ostinato | Y3 Unit 5: Compose and create: major and minor pentatonic melodies | Y4 Unit 1: Start with playing: adding layers to major and minor songs | Y4 Unit 5: Compose and create: Composing a major melody on a stave |
| UKS2 | Y5 Unit 1: Sing, play, perform: adding tuned accompaniment to part singing | Y5 Unit 2: Singing together: how songs unite us | Y5 Unit 4: Playing together: discovering different vocal timbres | Y5 Unit 5: Compose and create: Composing a minor melody on a stave | Y6 Unit 1: Sing, play, perform: accompanying songs with polyrhythms | Y6 unit 5: Compose and create: creating melodic variations based on a theme |

Year B: 2027-2028

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|--|---|--|--|---|
| EYFS | A sky full of colour (visual - auditory links) | When snowflakes fall (winter and delicate sounds) | Under the sea (aquatic themes and pirates) | Do you see dinosaurs? (big/small and heavy sounds) | Our growing world (life cycles and nature) | A tale of long ago (storytelling and performance) |
| KS1 | Y1 Unit 3: Compose and create: exploring and performing rhythm patterns | Y1 Unit 6: Sing for performance; changing tempo and dynamics | Y2 Unit 2: Singing together: How singing helps us work together | Y2 Unit 3: Compose and create: recording our musical ideas on a graphic score. | Y2 Unit 4: Music and movement: symbols to represent pitch | Y2 Unit 6: Sing for performance: adding a single vocal accompaniment SLIDES MADE |
| LKS2 | Y3 Unit 3: Compose and create: notating and performing using rhythm grids. | Y3 Unit 6: Sing for performance: holding a second part in rounds and partner songs | Y4 Unit 2: Singing together: How stories are shared through song | Y4 Unit 3: Compose and create: improvising within Hindustani classical music | Y4 Unit 4: Effective rehearsals as part of an ensemble | Y4 Unit 6: Sing for performance; discovering different ways to sing in harmony |
| UKS2 | Y5 Unit 3: Compose and rehearse: creating and combining minimalist cells | Y5 unit 6: sing for performance: syncopation in songs | Y6 Unit 2: Singing together: Music that comments on social change | Y6 Unit 3: Compose and rehearse: improvising with the minor pentatonic scale | Y6 Unit 4: Playing together: arranging and rehearsing a fusion performance | Y6 unit 6: sing for performance; conveying character and emotion through performance |