

# Music development plan summary: Hadley Learning Community – Primary Phase

## Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Tracy Casey/ Eleanor Williams
Name of school leadership team member with responsibility for music (if different)	Rachael Harris
Name of local music hub	Telford and Wrekin Music Service
Name of other music education organisation(s) (if partnership in place)	TACT, Sing Up!

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.

At Hadley Learning Community – Primary Phase, music plays a central role within the curriculum and is filled with exciting and enjoyable learning opportunities. Our school mottos: “belong, respect, inspire, succeed and enjoy” lie at the very heart of our Music curriculum offer, along with our curriculum drivers of: “Aspirations, Resilience, Creativity, Community, Culture, and Commitment.” We will develop our pupils’ cultural awareness, their ability to be resilient and ensure that they always strive to aim high and be open-minded about their future musical aspirations. We aim to ensure that relevant learning experiences can be planned to broaden the horizons and experiences of all of our children. Through our Music curriculum we enable our children to recognise and take advantage of opportunities available to them, promoting the concepts of achievement and musicianship. We have used the Model Music Curriculum to inform our practice, alongside the Sing Up! Curriculum and training and support from TACT.

## Our Long Term Plans lay out our Music offer:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>Let's be friends</b> <b>About the unit:</b></p> <p>This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p> <p><b>End point</b> To feel more confident in the class and learn how to sing together.</p>	<p><b>Travel and movement</b> <b>About the unit:</b></p> <p>This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly?</p> <p><b>End point</b> To sing songs about transport and clap rhythms.</p>	<p><b>This is me</b> <b>About the unit:</b></p> <p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p><b>End point</b> To sing a range of songs and take turns</p>	<p><b>Animal tea party</b> <b>About the unit:</b></p> <p>We'll also be exploring animal movements and <u>sounds</u>, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> <p><b>End point</b> To play instruments to show the noise an animal would make.</p>	<p><b>I've got feelings</b> <b>About the unit:</b></p> <p>This unit is all about exploring our feelings and emotions.</p> <p><b>End point</b> To explore and discuss emotions through singing different songs</p>	<p>Let's jam</p> <p><b>About the unit:</b> This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups.</p> <p><b>End point</b> To copy rhythms and use instruments confidently</p>

Reception	<p><b>I've got a grumpy face</b> <b>About the unit:</b></p> <p>The song <i>I've got a grumpy face</i> explores emotions and feelings using the voice and facial expressions. It provides the starting point for experimenting with timbre using voices and <u>instruments</u>, and composing new verses.</p> <p><b>End point:</b> To use instruments to accompany singing the song.</p> <p><b>The sorcerer's apprentice</b> <b>About the unit:</b></p> <p>This unit is based around the piece <i>The sorcerer's apprentice</i>, by Paul Dukas. Pupils will explore how music can tell a story and will be supported in identifying elements of music within a piece, such as dynamics (loud/quiet) and tempo (fast/slow). They will have the chance to compose using percussion instruments and respond creatively to music in the form of</p>	<p><b>Witch, witch</b> <b>About the unit:</b></p> <p>The unit is based around a call-and-response singing game that uses a simple and repetitive four-note tune to support the development of pitch matching. Pupils will also explore a range of voices, adopting different roles, and create simple accompaniments as a group.</p> <p><b>End point</b> To compose a simple accompaniment to match the song.</p> <p><b>Row, row, row your boat</b> <b>About the unit:</b></p> <p><i>Row, row, row your boat</i> is a traditional song with rowing actions to mark the beat of the music. In this unit, pupils will explore a range of ways in which to experience the beat, identify and sing notes that move in step and leap, compose their own lyrics, and play a range of percussion instruments</p>	<p><b>Bird spotting: Cuckoo polka</b> <b>About the unit</b></p> <p>This listening unit is based on the theme of birdsong. Pupils will explore their voices by imitating the sounds of birds. Play a simple singing game based on the two-note 'cuckoo call'.</p> <p><b>End point</b> To enjoy some expressive movement by encouraging the children to fly free to Vaughan Williams's <i>The lark ascending</i>.</p> <p><b>Shake my sillies out</b> <b>About the unit</b></p> <p>A catchy, alliterative 'wake up, shake up' song with actions, perfect for exploring pulse work. Use it to explore tempo, timbre, and playing with sounds.</p> <p><b>End point:</b> To create a sound story with classroom percussion.</p>	<p><b>Up and down</b> <b>About the unit</b></p> <p><i>Up and down</i> is a gentle action song with a rising and falling melody ideal for exploring pitch. In this unit, pupils will sing songs in steps using accompanying <u>actions</u>, and will go on to compose new lyrics and play simple melodies on pitched instruments.</p> <p><b>End point</b> To make up new words to a <u>song</u> and create an up and down stepping tune.</p> <p><b>Five fine bumblebees</b> <b>About the unit</b></p> <p>Children will learn to sing the song in call-and-response, and there are opportunities for adding percussion and creating minibeat soundscapes. The activities in the unit are great for understanding changes in tempo and going on to</p>	<p><b>Down there under the sea</b> <b>About the unit</b></p> <p><i>Down there under the sea</i> paints a musical picture of marine life. The song and unit activities are great for exploring sea-themed soundscapes, composing new lyrics, creating instrumental sea accompaniments, and responding to music with movement.</p> <p><b>End point</b> To make up new lyrics and actions to go with the songs</p> <p><b>It's oh so quiet</b> <b>About the unit</b></p> <p>This unit is all about dynamics. We'll be listening to a fantastic and dynamically exciting song by the singer Björk called <i>It's oh so quiet</i>, as well as experiencing dynamics for ourselves with our bodies, voices, and with instruments. We'll get creative with using dynamics for dramatic effect and tune our ears into</p>	<p><b>Slap, clap, clap</b> <b>About the unit</b></p> <p><i>Slap clap <u>clap</u></i> is a rhythmic action song in waltz time, great for using to support coordination and aid concentration, and, also for creating body percussion patterns and playing rhythms with untuned instruments.</p> <p><b>End point</b> To explore the instruments and find ways to hit them.</p> <p><b>Bow, bow, bow Belinda</b> <b>About the unit</b></p> <p>This unit is based around a traditional North American song with accompanying partner dance. Children will learn the song and dance, play an accompaniment on tuned and untuned percussion instruments, and compose and perform new lyrics and actions.</p>
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			<p><b>Magical musical aquarium</b>  <b>About the unit:</b>          Experiencing music through practical and active learning helps children get inside the music – in this case, 'Aquarium' from <i>The carnival of the animals</i> by Camille Saint-Saëns. Work your way through a range of activities, including responding to music through moving, exploring the sound of instruments, listening and singing, and of course composing your own musical aquarium.</p> <p><b>End point:</b>          Create a ternary-shaped piece bringing together the aquarium-inspired compositions, song and accompaniment.</p>	<p>evidence of pupils' progress.</p> <p><b>End point:</b>          SNAPSHOT of singing the following songs...  <i>Football</i> (Alison Burns and Tony Bonning),  <i>Rain is falling down</i> (Traditional)</p>	<p>interpreted in a myriad of ways.</p> <p><b>End point:</b>          Compare different versions of the same piece of music.</p> <p>Identify differences and similarities and how music can tell a story.</p> <p>Talk about personal preferences.</p>	<p>Sing the new verses with actions.</p>
Year 2	<p><b>Tony Chesnut.</b>  <b>About the unit:</b>          A fun, fast-moving action song that has a simple tune and clever lyrics crafted to sound like different parts of the body. In this unit, pupils will be encouraged to sing with good diction to emphasise word play, learn to play the melody of the song on tuned percussion and working by ear, explore call-and-response, making up call-and-response patterns with actions, their voices and with instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p><b>End point:</b>          Compose a call-and-response song in pairs.</p>	<p>The carnival of the animals by Saint Saëns  <b>About the unit:</b>          Based around five of the movements from <i>Carnival of the animals</i>, pupils will explore ways that the composer – Camille Saint-Saëns – has used instruments, rhythm, articulation, tempo, and pitch to create pictures of the animals in our imaginations.</p> <p><b>End point:</b>          Respond to the character of the piece through movement and create a class soundscape.</p>	<p>Grandma rap  <b>About this unit:</b>          This unit explores beat and rhythm work using crotchets and quavers. Beginning with on-the-spot actions, followed by stepping the durations, stick notation is introduced and pupils go on to create their own 4-beat patterns which they will loop creating an accompaniment to perform the rap to. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 to collect evidence of pupils' progress.</p> <p><b>End point:</b>          Create 4-beat rhythm loops to accompany <i>Grandma rap</i>. OR Create 4-beat body percussion patterns to accompany <i>Grandma rap</i></p>	<p>Swing-a-long with Shostakovich  <b>About this unit:</b>          Sing, swing, and sway your way through this unit on metre! Along the way, your pupils will feel patterns of beats in their bodies, swinging in time with a partner and marking the beat using simple body percussion patterns. They will explore how beats are grouped and will devise their own body percussion patterns to demonstrate this. They will begin to identify different metres in familiar songs. Finally, the children will be invited to move freely and creatively to two pieces from Shostakovich's <i>Jazz suites</i>, each in a different metre, using scarves, ribbons, cloths, or even old socks! This unit offers an excellent next step</p>	<p><del>Tańczymy labada</del>  <b>About this unit:</b>          This unit is based around a welcoming Polish circle game with increasingly tricky actions, which will help to develop children's sense of beat and encourage cooperative play. As well as learning to sing confidently in another language, children will learn to play singing games, play an accompaniment, and invent a 4-beat body percussion pattern. Additionally, they will learn about traditional dances of Poland and plan and rehearse a performance for younger children. This unit also contains the final of three progression snapshots to collect evidence of pupils' progress.</p> <p><b>End point:</b></p>	<p>Rockpool rock  <b>About this unit:</b>          An upbeat song making a real splash, with a spoken second part and rippling blue notes. This song and unit provide an opportunity to create an end of year 'rockpool inspired' performance, combining singing, playing, and dancing.</p> <p><b>End point:</b>          Perform their Rock n roll song.</p>

			<p>for pupils who have already established a strong sense of beat.</p> <p><b>End point:</b> Create action patterns in 2- and 3-time.</p> <p><u>Charlie Chaplin</u> <b>About this unit:</b> Film composing is an art form all of its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will use a film by Charlie Chaplin to help us understand different musical elements.</p> <p><b>End point:</b> Add dynamics to a soundtrack; combining pitch, duration, and volume.</p>	<p>Prepare a performance for other classes in the school.</p>
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Year 3	<p>WCET Toots Telford and Wrekin music provider. Weekly lessons on the Toots.</p>	<p>I've been to Harlem <b>About the unit:</b> A traditional pentatonic song about travelling around the world, full of creative possibilities. Use it to invent cup rhythm games, explore pentatonic melodies from around the world, sing as a round, and compose ostinato accompaniments. It's thought that the song originally came from Virginia on the east coast of the United States of America, where it was popularly performed as a drinking/cups game song at harvest suppers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress. <b>End point:</b></p>	<p>Chilled out clap rap <b>About the unit:</b> This unit is built around a laid-back rap with accompanying clapping patterns and plenty of dynamic contrast. It offers opportunities for physical and creative activities that will help pupils develop their understanding of beat and rhythm. <b>End point:</b> Perform a song in parts</p>	<p>Latin dance <b>About the unit:</b> In the unit <i>Latin dance</i>, pupils will explore salsa rhythms by learning to dance salsa, play a clave rhythm, sing the song, and play a percussion part. They will also compose rhythm patterns to incorporate into their whole-class performance. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 3 in order to collect evidence of pupils' progress. <b>End point:</b> Perform the song, using instruments and voice</p>	<p>Samba with Sergio <b>About the unit:</b> This unit explores call-and-response through word rhythms, and body and vocal percussion. It also gives a snapshot into samba and carnival. Carnival is a serious business in Brazil, celebrating freedom and bringing together, communities regardless of class or culture. <b>End point:</b> Learn rhythm patterns using vocal percussion.  Just three notes <b>About the unit:</b> With just three pitches (C-D-E) and four rhythmic durations, the combinations are almost endless! This unit shows how to make simple yet effective music using just a handful of elements, how to read and</p>
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			Perform the song in unison, as a round, and with accompaniment. SNAPSHOT			understand notation to capture compositions, and how to structure ideas. The resulting music will sound a little like a 20th-century American musical movement called minimalism. <b>End point:</b> Compose and perform ostinatos using three pitches.
Year 4	This little light of mine <b>About the unit:</b> <i>This little light of mine</i> is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon <del>logs</del> , but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible. The song has	Pink panther <b>About the unit:</b> This unit is about film themes and how they set the mood for the telling of the film's story. The theme tune to <i>The Pink Panther</i> by Henry Mancini provides the foundation for exploring musical storytelling through listening and composing activities. <b>End point:</b> Compose a short storyboard and the accompanying soundtrack. Perform to an audience.	'The Doot Doot song' <b>About the unit:</b> <i>The doot doot</i> song has a summery and relaxed swing feel, reminiscent of Jack Johnson. It is based on a typical song structure and uses C major, A minor, and F major chords. During the unit pupils learn to sing and play the song, develop technical skills on tuned percussion, learn about chords, 'doodle' (improvise) with their voices and experience playing in a class	My fantasy football team <b>About the unit:</b> A fun, rhythmic song about football-playing animals in the style of a football chant. <i>My fantasy football team</i> provides inspiration for recognising, playing from, and composing with crotchets, quavers, and minims. There are opportunities for movement, improvisation, and group performance. <b>End point:</b> Perform a class rondo.	Global Pentatonic <b>About the unit:</b> This listening unit is based around the pentatonic scale – a five-note musical scale, which takes its name from the Latin ' <del>oenta</del> ' meaning five, and 'tonus', which means sound or tone. It has a distinctive and recognisable sound. Music from around the world, through history and across many traditions and cultures, is based on the pentatonic scale. Integral to improvisation,	Favourite song <b>About the unit:</b> <i>Favourite song</i> is in a fast, folk-rock style with a driving rhythm, reminiscent of the style of Mumford and Sons. With a simple verse/chorus structure and easy to follow chord pattern, the song builds on from the unit <i>The doot doot song</i> , introducing G major to previously learnt chords C, F, and A minor.  During the unit, pupils will learn to sing and play the song, develop
	links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 <u>in order to</u> collect evidence of pupils' progress. <b>End point:</b> Perform song vocally and play instrumental sections.	Composing with colour <b>About the unit:</b> Some people imagine colours when they hear sounds or hear sounds in their head when they look at specific colours. This phenomenon is known as synaesthesia and many composers and visual artists have it. Thus, it has influenced many works of art and music. This unit demonstrates how to use colour as an inspiration and starting point when creating new pieces of music. <b>End point:</b> Make music inspired by Kandinsky's art. Make and read a graphic score.	band. Playing, singing, and improvising is supported by listening to, and appraising music based around the acoustic guitar, <u>comparing and contrasting</u> different artists styles. This unit also contains the second of three progression snapshots that will be returned to and developed in Term 2 and 3 <u>in order to</u> collect evidence of pupils' progress. <b>End point:</b> Perform their arrangement of the <del>doot-doot</del> song	Perform the song with actions.	blues, jazz, rock and pop music, the pentatonic scale continues to influence modern music globally. Children will experience a range of pieces, with opportunities for improvisation and composing using classroom percussion instruments. <b>End point:</b> Create a short pentatonic piece  Horse in motion <b>About the unit:</b> Film composing is an art form <u>all of</u> its own – different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape, and structure their ideas. In this unit, we will explore one of the first films ever made (from 1878!) and use it as inspiration for composing	technical skills on tuned percussion, and experience playing in a class band. Playing and singing activity is supported by listening to range of music in a folk and folk-rock style, <u>comparing and contrasting</u> different artists' styles.  This unit also includes the collection of further evidence of pupils' progress – the third and final progression snapshot that will complete the progression picture for Year 4. <b>End point:</b>  Rehearse and perform <i>Favourite song</i> .

					repeating patterns (ostinatos), and structuring ideas. <b>End point:</b> Create a musical motif	
Year 5	WCET Ukulele Telford and Wrekin music provider. Weekly lessons on the Toots.		What shall we do with a drunken sailor <b>About this unit:</b> <i>What shall we do with the drunken sailor?</i> is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using	Music Technology Portals <b>About this unit:</b> With a link to previous work on a class novel, pupils will use portals as a stimulus to compose their own piece of music. Children will learn about rhythm grids and use them to create pulses and rhythms. They will then select a mystery land stimulus to create their own story told through music. Pupils will plot out their composition in pairs, using a graphic score. The music is produced using an App – <del>Garageband</del> . Pupils will select instruments on the app and place them into a rhythm grid	<del>Kisne Banaaya</del> <b>About the unit:</b> <b>SNAPSHOT</b> This song from India and Pakistan explores how our world, and the different creatures that inhabit it, came into existence. Pupils will learn choreography to support the learning and understanding of the song (in Hindi), learn to sing the song comparing different performances and play an instrumental accompaniment on tuned percussion. <b>End point:</b> Perform and record a class <del>piece of</del> <del>Kisne banaaya</del>	Three little birds <b>About the unit:</b> <i>Three little birds</i> is a Bob Marley Reggae classic. This unit aims to provide some social and historical context to the globally famous music genre. Children will learn about features of the music through listening to classic tracks, singing the song, and adding instrumental riffs and a percussion backing to create a full class performance. <b>End point:</b> Perform and record their own version of a song in a group.
			their voices and instruments. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress. <b>End point:</b> Rehearse and perform <i>What shall we do with the drunken sailor?</i>	to create a finished piece. <b>End point:</b> Performance, in pairs, of their portal piece to the class, using <del>Garageband</del> .		
Year 6	Hey Mister Miller <b>About this unit:</b> <b>SNAPSHOT</b> <i>Hey, Mr Miller</i> is an extremely popular song with three layers in a jazz/swing style. The title and song lyrics refer to the well-known American musician Alton Glenn Miller and his swing band. As well as opportunities to discover and learn about swing-style jazz and some of the most renowned big band leaders of 1930s and 1940s	Touch the sky <b>About this unit:</b> Based around the composed 'folk-style' song <i>Touch the sky</i> , pupils will explore the influences that the composers have drawn on from Scottish folk music, improvise melodies using the pentatonic scale, and perform a part within an ensemble of a traditional folk song in waltz time. <b>End point:</b> Create, perform, and record an	You to me are everything <b>About this unit:</b> This listening unit is based on the song <i>You to me are everything</i> by The Real Thing – a British soul group formed in the 1970s. During this unit, pupils will explore the key musical features of this track and develop an understanding of the term 'cover version'. <b>End point:</b> Practise some choreography to a disco song.	<del>Ain't gonna</del> let nobody <b>About this unit:</b> This unit features an R'n'B-inspired arrangement of a traditional spiritual, sung in unison and three-part harmony. In addition to singing the song, comparing versions, writing new lyrics, and creating their own accompaniment ideas, in this unit pupils will learn about the social and historical context of the civil	<del>Race</del> <b>About this unit:</b> Film composing is an art form all of its own, different, and distinct from other forms of composition. Composers use moving images (and often story) to inspire, shape and structure their ideas. In this unit we will use clips from the 1981 film <i>Chariots of Fire</i> as a basis for creating an accompaniment and extended <del>melody, and</del> exploring harmony	Nobody knows <b>About this unit:</b> A soulful, lyrical ballad, which features in the film <i>Pete's Dragon</i> , is inspiration for writing a song on the theme of leavers. The unit begins by learning the song by The Lumineers, exploring the mood, texture, and singing with expression. Children move on to learn the chord progression of the <del>song, and</del> create their own lyrics and melody on the

	<p>America, the activities in this unit will allow children to explore rhythm work, creating and improvising off-beat (syncopated) rhythm patterns and melodies, and develop a polished group performance. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress.</p> <p><b>End point:</b> Sing and play a class arrangement with a good sense of ensemble.</p>	<p>arrangement of <i>Skye boat song</i>.</p>	<p>Twinkle variations</p> <p><b>About this unit:</b> Theme and variations <u>is</u> a musical form that has been used by composers for centuries. The composer chooses an <u>often simple</u> tune and then creates multiple versions (variations) of it by changing it in subtle ways. It works <u>really well</u> in the classroom because the difficult initial problem of thinking up material is done for us – all we <u>have to</u> do it is <u>manipulate</u> it, and in doing so we can learn many useful techniques and terminology.</p> <p><b>End point:</b> Create and perform their passacaglia</p>	<p>rights movement in the USA.</p> <p><b>End point:</b> Perform their own arrangements of the song with tuned percussion for the class.</p>	<p>to create a new soundtrack for the moving images.</p> <p><b>End point:</b> Play a full extended melody and accompaniment. Perform to a film.</p> <p>Exploring identity through song</p> <p><b>About this unit:</b> It is extremely common for songwriters to use the creative process to explore difficult and personal experiences and feelings, especially those that contribute to their sense of identity. This unit features two songs taken from the Model Music Curriculum listening list for Year 6, plus another contemporary pop song on a related theme, and uses them as a starting point for exploring themes around identity, as well as aspects of lyric writing and</p>	<p>theme of leavers, adapting the chords to suit their own intentions.</p> <p><b>End point:</b> They finish by <u>making an arrangement</u> and recording their group songs.</p>
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					<p>expressive singing to convey mood and emotion. It is worth noting that as a three-lesson unit, it is impossible to cover all aspects of identity, so these three lessons represent a snapshot of an approach and are not exhaustive.</p> <p><b>End point:</b> Learn and sing Chosen Family</p>	
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Music is for all children. At HLC Primary we are passionate that all children have access to a rich, exciting music curriculum offer, that not only engages learning but helps children develop their passions so that they become life long learners. Pupils are given Quality First Teaching for music alongside their peers, by either an external provider or the Class Teacher. Training has been given to all staff to ensure that they are confident enough to deliver our Music curriculum. Where possible, we have developed links across our music curriculum to help students to build strong knowledge schemas and give children the opportunity to come back to previous learning. The structure for the lessons is familiar to pupils, using the Sing up! resources to support the teaching and learning. Careful and considered timetabling, ensures that children do not regularly miss Music lessons and are given the opportunity to enjoy and appreciate all the different aspects of the subject. Widgits are used, where appropriate, to support learning, as well as scaffolds to support composition and recording.

We allocate between 30 – 60 minutes per lesson for Music, with 1 lesson per week, every half term for Music lessons. This is on top of Singing assemblies that happen each

week for KS1 and KS2. We regularly give our children opportunities to perform to parents, particularly at the end of their instrumental lessons in Years 1, 3, and 5 and through the various music performances and clubs.

## 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.

At HLC Primary we use Telford and Wrekin Music Service to provide our pupils with opportunities to learn to play a variety of instruments through Instrumental tuition. The Telford & Wrekin Music Service offers instrumental and vocal tuition for young people in schools across the borough, delivered by professional music tutors. They provide individual and small-group lessons on a broad range of instruments, and in many cases instrument hire is available to support access. The music lessons offered by Telford & Wrekin Music include tuition on the following instruments and voice:

- Strings: Violin or Cello (Often offered as part of orchestral or strings group opportunities)
- Woodwind: Clarinet, Flute (Other woodwind may be available depending on tutor availability and demand)
- Brass: Trumpet, Trombone, French horn (Other brass may be offered subject to tutor resource and school demand)
- Guitar & Ukulele: Guitar (acoustic/electric/bass), Ukulele (Typically one-to-one or small group teaching in school)
- Percussion: Drums (Tuition usually covers drum kit and rhythmic skills)
- Keyboard / Piano: Keyboard / Piano lessons are usually offered and can include basic keyboard skills and musicianship development (though hire may not be provided for these instruments)
- Vocal Tuition: Singing lessons – individual or group lessons to develop voice, technique, repertoire and confidence

If pupils were looking to learn a particular instrument, the school would endeavour to work with the Music service to find an appropriate tutor.

Instrument hire is often available for pupils learning woodwind and brass instruments, but guitars, drums, and keyboards may not be available for take-home hire (though schools sometimes provide them for in-school practice). Lessons can be solo, group or ensemble depending upon the instrument, tutor and number of children participating. Pricing information can be found here: [PRICE-LIST-2025-2026.pdf](#)

We also use Rocksteady to support Music tuition outside of lesson time. These lessons can be solo and/or small group and the children regularly perform to their parents, and their peers, at the end of each term. Their tutors specialise in supporting pupils with SEND, EAL and behaviour needs, enabling everyone to access and enjoy playing and performing music. The price per child is £44.68 per month (excluding August). This should accommodate a minimum of 33 lessons each academic year.

**At HLC Primary, we provide a variety of Enrichment opportunities.**

- Weekly choir rehearsal for KS2 and a KS1 choir in the Spring term.
- Telford and Wrekin whole class music lessons (WCET) in the autumn term for year 1, 3 and 5.
- Peripatetic lessons provided by Telford and Wrekin
- Rocksteady Music School
- Young Voices
- Telford Sings
- Christmas carol concerts and nativities.
- Singing with Secondary at OAP events
- End of year 6 performances
- Year 3 harvest festival assembly
- Year 4 and 5 singing concerts.
- Singing Assemblies

As part of the Learning Community Trust, we are able to share good practice between schools, work together as Music leaders, join events and share resources, enabling our Music practice to continually strengthen. We take part in the LCT Music Concert each year as well as performing at “Charltonbury” a local LCT Secondary School. We take part in Telford Sings alongside many other Telford schools and are supported by both Sing up! and TACT in our Music curriculum delivery and implementation.

## 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.

Events planned for this year are:

Young Voices concert – choir attends a large singing event alongside other schools at the BP Pulse arena - £17 - £20.

Telford Sings – Local concert at Charlton secondary school. Choir event performed at the theatre in the evening. Free for all children. The choir will make their own way to the venue after school.

Charltonbury – choir event. Children attend a festival including instrument recitals, bands and choirs. The choir perform a set. Free for all children. Choir make their own way to the event after school.

LCT choir events - An invited group of choir members will attend Trust wide events including a Christmas concert and summer events. Free.

Singing assemblies weekly.

Year 4-6 on Tuesday morning

Year 1-3 on Wednesday afternoon

## In the future

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

- Research into the effective recording of music learning and implement new strategies across the school
- The development of singing techniques appropriate to the key stage of the children in singing assemblies