

# Music development plan summary: Woodpecker Hall Academy

## Overview

| Detail                                                                             | Information           |
|------------------------------------------------------------------------------------|-----------------------|
| Academic year that this summary covers                                             | 2024-2025             |
| Date this summary was published                                                    | December 2024         |
| Date this summary will be reviewed                                                 | July 2025             |
| Name of the school music lead                                                      | Ben Merritt-Hall      |
| Name of school leadership team member with responsibility for music (if different) | Nicky Ross            |
| Name of local music hub                                                            | Enfield Music Service |
| Name of other music education organisation(s) (if partnership in place)            | N/A                   |

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 Woodpecker, children from nursery to year 6 are taught weekly music lessons by a specialist music teacher, one of whom is the subject lead for music. In key stage 1 and key stage 2, these lessons vary between 40 and 50 minutes. The subject lead also delivers a weekly, 25-minute singing assembly that alternates between years 1 to 3 and years 4 to 6.

In EYFS, the children have access to a range of instruments in their outdoor environment, with regular opportunities to sing and respond to music, in line with the early learning goals for expressive arts and design.

Our bespoke curriculum fulfils the statutory requirements of the National Curriculum for Music (2014), which aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Our intent is 'to nurture children's appreciation for the universal language of music, empowering them to develop their creativity and self-confidence'.

Our school music curriculum is also informed by the Model Music Curriculum, the *Charanga* scheme and our cross-curricular 'learning journeys'. Although it is taught discretely, links to other areas of learning are also established where appropriate.

Over the academic year, through specialist music lessons our learners explore and develop the skills of **listening, singing, performing, composing** and **improvising**. From years 2 to 6, children also spend one term developing their proficiency and confidence in at least one specific instrument through whole class instrumental teaching. These are as follows:

**Year 2 – glockenspiel**

**Year 3 – ukulele**

**Year 4 – guitar**

**Year 5 – keyboard**

**Year 6 – djembe** (for half a term), **keyboard**

After this term of intensive instrumental study, our children return to these instruments when performing, composing and improvising in subsequent curriculum lessons.

Our school is an inclusive environment, where learning is adapted to provide not only additional challenge but also scaffolding and support where needed.

For our children with additional needs, these adaptations include:

- Ear defenders for our learners with audio hypersensitivity, who may struggle with activities that involve louder/higher-pitched sounds.
- Incorporating pictures and videos for visual support and emphasising the practical elements of musicianship, rather than relying heavily on textual comprehension.
- Adjustments to instruments to facilitate playing, e.g. isolating the required notes when playing a tuned percussion part or labelling the keys on a keyboard.

- Modifying scores to facilitate reading, e.g. by colour-coding notes according to their colour on a chime bar or glockenspiel.

The children who attend the Nest, our dedicated special needs provision, also work with the school's music and PE teachers, who coordinate a weekly carousel of music, movement and indoor/outdoor play sessions to promote their fine/gross motor skills and expressive arts development.

## 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.

Outside of lesson time, we currently offer keyboard tuition, taught in one-to-one or small group lessons of 20 minutes. These are arranged in collaboration with our local hub, Enfield Music Service, with many fully-funded by our annual EMS grant. The lessons take place weekly.

At the moment, there are three ensembles that children can join, in the form of the following clubs:

- **Choir** (for years 1 to 3)
- **Samba band** (for years 4 to 6)
- **Pop band** (for years 5 & 6)

Pupils can join the above ensembles by signing up via Arbor, free of charge.

## 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.

In addition to weekly singing assemblies, we plan a range of musical experiences over the course of the academic year, where children get to sing/perform in different settings and/or watch high-quality performances.

The following 3 events are organised in collaboration with Enfield Music Service and provide an opportunity for our children to sing alongside those from other local schools:

- In autumn term 2, our **Year 1 to 3 Choir** attend a 'Choir Festival' at a local church
- In spring term 2, our **Year 1** cohort attend the Spring Partnership singing festival

- In spring term 2, our **Samba band** attend the 'Spring Sounds' schools showcase at the Millfield Theatre

The following experiences are music workshops delivered by external specialists to enrich their curricular learning and/or mark events on the school calendar:

- In autumn term 1, **Years 3 & 4** attend steel pan workshops as part of a programme of activities for Black History Month (delivered by Inspire Works)
- In autumn 2, **Years 4 & 6** attend Cuban percussion workshops as part of our 'Hispanic Culture Day' (delivered by The Music Workshop Company)
- In autumn term 2, **Year 4** attend 'Battle of the Bands' workshops in groups of 6 (delivered by WeJam)
- In autumn term 2, **Years 2 & 3** attend India music workshops to mark Diwali (delivered by SW Music)
- In summer term 1, **Year 1 & Year 2** attend 'Junk Orchestra' workshops to enrich their learning on sustainability (delivered by The Junk Orchestra)

They are partly funded by the annual grant from our local hub, Enfield Music Service.

The following performances are also scheduled over the academic year:

- **EYFS 'Winter Songs'** performance to parents and carers (autumn term 2)
- **Year 1 Nativity** performance to parents and carers (autumn term 2)
- **Year 4 'Battle of the Bands'** showcase assemblies (spring term 1)
- **Year 5** visit to the **Young Voices** singing event at the **O2 Arena** (spring term 1)
- **Year 6** end of year production (summer term 2)
- **Choir** and **Samba band** performances at our **Winter Fair** and **Summer Fair**
- **Pop band** performance at our **Summer Fair**

We do not charge parents/carers for their/their child's participation in any of the above.

## In the future

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

We plan to develop and extend our music provision over the next two years by:

- Raising the profile of our co-curricular music provision by continuing to promote our clubs via the school website and newsletter
- Delivering some staff training so that our teachers and support staff feel better equipped to lead on aspects of teaching and learning in music
- Offering a wider range of extracurricular music opportunities that are not only led by the specialist music teachers but by other staff, enabled by the training above

- Widening the offer of fully-funded keyboard lessons to more children in Year 6
- Purchasing/leasing instruments and music-making tools designed to enhance access for SEND learners, such as the CMPSR tool by Digit Music

## Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Woodpecker Hall maintains close links with our local hub, **Enfield Music Service**:

[www.enfield.gov.uk/services/children-and-education/enfield-music-service](http://www.enfield.gov.uk/services/children-and-education/enfield-music-service)

Our one-to-one and small group keyboard lessons are delivered by one of their tutors and the school is an active participant in their schools events.

Woodpecker Hall is part of the **North Star Community Trust**, a multi-academy trust comprised of 2 other primary schools and a secondary school, all Enfield-based:

<https://www.northstartrust.org.uk/>

To ensure that our students have access to as wide a range of opportunities as possible, we share resources and space where required. We also plan occasions where children from our different schools can come together and sing/perform alongside one another, such as at the partnership singing festivals (see Part C).