



Music development plan summary: Merridale Primary School

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	20 th July 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Mrs N. Tara
Name of school leadership team member with responsibility for music (if different)	Mrs N. Tara
Name of local music hub	Wolverhampton Music School
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

At Merridale, we believe that music plays a vital role in primary education and contributes significantly to children's academic, social, emotional and personal development. Through singing, listening, performing and creating music, we help children develop creativity, confidence and self-expression while also enhancing important skills such as concentration, memory and teamwork.

We see music as a valuable tool for supporting learning across the curriculum. Engaging with music can improve language development, listening skills, pattern recognition and mathematical thinking. It encourages children to think creatively, solve problems and make connections between different areas of learning.

We also recognise the positive impact that music has on children's wellbeing. It provides opportunities for children to express their emotions, build resilience and experience enjoyment and achievement. Participating in musical activities helps foster a sense of belonging and community, promoting collaboration, respect and inclusion among pupils from diverse backgrounds.

Across the school, we adopt the Charanga music scheme to structure our curriculum from Year 1 to Year 6. We chose this scheme because it sequences learning in music for each year group and uses high-quality resources which support our staff well to deliver the music curriculum.

The scheme is matched to the 2014 National Curriculum and covers the following in each lesson:

1. Listen and Appraise

2. Musical Activities include Games, Singing, Playing, Improvising and Composing

3. Perform/Share

In the Early Years and the Hive, music and movement is part of every-day learning. The children are taught songs and dances linked to the topics they are learning. During their time in Nursery and Reception, our children build a repertoire of familiar songs and ways of dancing. Additionally, the children are encouraged to explore a range of percussion instruments, both with an adult and independently. Music is used to support daily routines and learning across the curriculum, including approaches such as Squiggle whilst you Wiggle. Within our Nurture room, children enjoy listening to BBC's Musical storyland daily. It enhances their vocabulary, listening skills and comprehension through repeated lyrics and storytelling.

As the children move into Key Stage 1, and throughout Key Stage 2, each class has a weekly music lesson for 45 mins. As part of the KS1 and KS2 curriculum offer, Year 2 and Year 4 are provided whole class instrument tuition, delivered by visiting specialist music teachers from Wolverhampton Music School, where children learn to play a range of instruments across the wind, string and percussion families. Whole-class instrument tuition gives pupils a year's tuition in one instrument and the opportunity to play as an ensemble and perform showcase sessions to the wider school community including their parents.

Part B: Co-curricular Music

Following the year 4 whole class music tuition, children are identified to take part in weekly small group dhol drumming sessions. These are provided by Wolverhampton Music School and are offered at no to pupils. Termly reports are sent home to share progress with parents.

Children in year two or small group tuition are able to take their instruments home to practice beyond the classroom.

We work closely with Wolverhampton Music School to signpost opportunities beyond the school day for children to continue to develop their musical talents.

Part C: Musical Experiences

To develop the skill of singing and the joy of singing as part of a large group, Reception – 6 perform together as a whole school in weekly assemblies where they learn new songs and revisit familiar ones.

Through our themed days, examples include Diwali day and Black History Month we aim to give all children access to high-quality cultural experiences through music and dance workshops, led by specialists such as Back2Back dancers and various theatre groups.

KS2 pupils are given opportunities to perform for the local community such as at the local retirement home, singing carols alongside pupils from other schools at the concert venue – The Halls - for a mass choir event.

Year 4 and Year 2 pupils as part of Whole Class Instrument Tutions, perform to their parents and other year groups at the end of the year term to showcase their acquired skill.

Pupils are given access to music from different times and cultures as part of the “Composer of the half term” which is introduced in assemblies each week as well as in music lessons. Genres covered include Western classical music, popular contemporary music and traditional music from around the world.

Across the school, children have a wide range of opportunities to perform songs and dances to an audience. These include learning showcases, school productions, talent shows and celebration assemblies.

School uses Calm Brain which plays music to children to listen to and perform gentle exercises to so that it allows the mind to open and respond to learning and experience. The children are better able to regulate their physical, emotional and mental stress response. This enables children to recognise music as a calming influence.

In the Future...

To include Makaton for some of the songs learnt to support inclusion.

To use “rewind” strategies to ensure retention of composers of the half term from previous years.

To explore ways of setting up a school choir.

To continue to develop the compose section of the Charanga framework.

To explore opportunities for staff CPD to enhance staff confidence.

