



Billinge Chapel End Primary School Music Development Plan

Context

School: Bilinge Chapel End Primary School

Local Authority: St Helens

Academy Trust: The Everyone Matters Schools Trust

Music Leader: C. Hewitt

Music Specialist: Mr Garner

Headteacher: C. Hewitt

Music Development plan period: 3

Review date: September 2026

Vision and intent

Through the teaching and learning of music we intend to stimulate our children's curiosity about how sounds, patterns and melodies come together to form music. As they progress through our curriculum, we aim for our children to develop their knowledge and understanding about some of the greatest British artists that the music industry has ever produced. We aspire to immerse them in famous theatre productions and expand their experiences of music across a range of genres.

Our approach to teaching and learning in music intends to allow every child to listen and appraise, compose and perform in a progressive way that engages their independence and resilience. We hope that through the teaching of music at Bilinge Chapel End Primary School, that we inspire our children to learn to play a musical instrument and continue to build on the solid foundations which we have helped them to build.





National Plan for Music Education

Early Years and Foundation Provision	Position Statement	Areas of Opportunity
	School have developed a bespoke progressive curriculum for the children in EYFS (under 2's/ 2 year olds, pre school children and Reception children) based on Development Matters (non statutory guidance for the EYFS). Music forms part of 'Expressive Art and Design), and children in EYFS have opportunity to move to music, follow music patterns with instruments, sing songs and nursery rhymes linked to topics, play percussion instruments and make instruments on a regular basis through both adult led sessions and child initiated activities. Children will have opportunities to learn and perform songs, nursery rhymes linked to their work / interests and passions. These are recorded on Class Dojo and sent home to parents and carers. Children are also given the opportunity to listen to older children within the school performing music e.g. school choir, school talent show. Music links to many other areas of the curriculum and children regularly learn and sing songs relating to numbers or topic activities. Children listen to music at snack time, and they are encouraged to comment on what they can hear and how it makes them feel. They listen to a range of genres relating to topics we are exploring e.g. Handel's	Monitor the progressiveness of music against the Development Matters Framework following the opening of the under 2's department.





Key Stage 1 and Key Stage 2 Provision	firework music in November and Vivaldi's Four Seasons when the seasons change. Children listen to calming music at various points during the day and we talk about the positive impact on our bodies and how we feel. We move to music on a daily basis in a number of different ways e.g. Funky Fingers.	
	Position Statement School has a whole-school music overview in place. This overview is contextual to the school. It is supported by the 'Charanga' scheme of work. Further to this, school has selected a progression for festive music, musical theatre and 'home grown' music. These additions allow all children to explore the modern history of British music and musical theatre. School has a clear progression document in place for Year 1- Year 6 which is based upon the Charanga Scheme of work. Progression of skills include: - Instrumental parts - Improvisation - Composing Progression of knowledge includes: - Listening and appraising - Singing - Playing - Improvisation - Composition - Performance Children have at least 45 minutes of music teaching and learning each week. In addition to this, children	Areas of Opportunity Explore model music curriculum 2021 progression and integrate this into school's own progression documents. Share progression documents with staff and publish on the school website.





experience singing opportunities and opportunities to listen to and appraise music in 2 weekly assemblies.

Children are introduced to tuned instruments in Year 1 in the form of the glockenspiel.

In the Summer term in Year 2, children progress on to woodwind in the form of recorder tuition. This continues in to Year 3 during the Autumn term.

In Year 4, children receive whole-class specialist music tuition through St Helens Music Service. The Ukulele is the instrument played in these lessons.

Every class-based music lesson begins with either: a song by a home grown star, a musical theatre masterpiece or a piece of music from a specific music genre.

Each class has the opportunity to perform their genre song at Chapel End Spring Song/ SHINE WEEK each year.

Each class at Chapel End Primary begins the day with a song chosen by the class. This is a song chosen to 'cue in' the day in a positive manner supporting each child's ability to be ready to learn.

The Computing curriculum at Chapel End Primary also supports children's musical development. In Year 2 children complete

Making music

Using a computer as a tool to explore rhythms and melodies before creating a musical composition on [Chrome music lab](#)

In Year 4 children complete:

Audio production





	Capturing and editing audio on Audacity to produce a podcast, ensuring that copyright is considered. In Year 6 children complete: Webpage creation Designing and creating webpages using Google sites giving consideration to copyright, aesthetics and navigation.	
Opportunities for all children to access small group or 1:1 music tuition	Position Statement	Areas of Opportunity
	If children wish to continue with their instrument learnt in Year 4 in Years 5 and 6 then they have access to paid small group tuition on a weekly basis. School also engages with the School's Music Service who provide small group and 1:1 tuition of children in Key stage 2. Instruments currently being used are Violin, keyboard and drums.	Increase opportunity for PP children to access 1:1 and small group music tuition
Named Music Leader	Position Statement	Areas of Opportunity
	The named Music Leader for Billinge Chapel End Primary School is Mr C. Hewitt- Headteacher. Mr Hewitt can play the guitar and has received training from St Helens music service regarding the Charanga scheme of work.	To work with the Everyone Matters Schools Trust to engage with a music specialist who can support the enhancement of provision within school.
School Choir	Position Statement	Areas of Opportunity
	Billinge Chapel End Primary School has a long established school choir. The choir is led by Mrs Montrose and Mrs Newton and they practise weekly.	Communicate the choir more by adding them to the school website.





	The choir attend the Young Voices concert in Manchester each year along with: Preforming at elderly care homes at Christmas Preforming in Church during Christian festive periods; Performing with Year 6 in the School production Preforming for parents as they enter school in Christmas week.	
School ensemble or band	Position Statement	Areas of Opportunity
	The school had an ensemble band in 2024-2025 and they performed a samba percussion piece at the St Helens Music Festival. The uptake in 2025-2026 was only 1 child so did not happen.	The ensemble uptake in 2025-2026 was too low to make it viable. Look into PTA funded offer for 2026-2027.
Space and time for children to practise their instrument in school.	Position Statement	Areas of Opportunity
	At the moment, music lessons happen within classrooms. Small group and 1:1 tuition is completed in the school's community room.	
Child live performance opportunities	Position Statement	Areas of Opportunity
	Children have opportunities to perform live: EYFS and Key stage 1 – Nativity production. Key Stage 1 and Key Stage 2 Spring Song/ SHINE week . Year 6 summer production Choir performance events including Young Voices. Rainford arts festival.	For 2026-2027- Aim for the choir to support the Y6 production to give yet another opportunity to perform.





Opportunities to watch annual live performances	Position Statement	Areas of Opportunity
	School trips EG Y4 trip to the theatre. Links with Rainford high watching productions and taking part in work shops SHINE week/ Spring Song	

Other important factors		
Communications	Position Statement	Areas of Opportunity
	Music lessons are communicated through video clips on Dojo in each class. These are also stored in Dojo subject files each year for the use of subject leader monitoring. The school choir have their own Dojo file and communication with parents happens securely via this platform. Events are advertised and celebrated via the school newsletter. Events such as Spring Song and singing celebrations have been published in local newspapers.	Continue to update the school website in line with policy and progression document updates in 2026-2027





Other important factors		
Staff Development and Training	Position Statement	Areas of Opportunity
	Only Mr Hewitt, subject Leader, has only received music training once in the past 4 years.	Plan in music CPD for teaching staff in 2026 2027.

Other important factors		
Transition to Secondary School	Position Statement	Areas of Opportunity
	There are strong links with lots of visits to Rainford to experience workshops, shows and to perform.	Investigate with the Everyone Matters Schools Trust, a curriculum based transition unit that could be completed in summer 2026 2027.

