Music development plan summary:
Newtown Linford Primary School

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Miss Sarah Langford
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Leicestershire Music Hub
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

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.

Curriculum – At Newtown Linford, we use the Kapow Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to

become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Kapow Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Kapow provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and

express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tacking more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. Opportunities for development should continue beyond the mandatory term.' From September 2024, we will be using an expert music teacher to deliver a unit of work to our Year 3 and Year 4 class, who will be taught a whole class instrumental programme.

Planning - Our medium-term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation

to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. The first and last lesson in each unit is filmed to ensure teachers can assess the children progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the endof-year report. Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- Untuned percussion instruments
- Xylophones & glockenspiels (in the process of purchasing more)
- Keyboard
- Songbooks and Christmas Production packs
- CDs
- Music stands
- Drums

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

We offer extracurricular activities including drumming, singing and 1:1 or small group peripatetic music lessons for drums, guitar and piano, which also provide children with experience of making music. An increasing proportion of pupils are involved.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir. Children

in Key Stage 1 also have the opportunity to sing familiar songs as part of a choir.

Small-scale performance takes place in the community, building on existing school links e.g. Christmas Fayre

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 planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to experience live musical theatre performances and to take part in musical performances, such as Christmas plays and nativities, UKS2 Summer performance, and Arts focused outcome events.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Visitors are also used to enhance the music curriculum where appropriate e.g. Bhangra Music and Dance

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

In the future

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

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery. This will be delivered by Leicestershire Music.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert. What are the opportunities? Maintain ongoing contact.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: engage with Leicestershire Music Service, Winter Song Festival – for visiting music teachers' students, Choral Spectacular, summer song festival, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)

Further information (optional)

Collaboration - The school is part of Bradgate Education Partnership. The Music Subject Leader participates in Subject Development Group meeting through this network.

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme.