

School music development plan

Uplands Community Primary School

Overview

Academic year covered - 2026-2027

Date summary published –September 2026

Date for review - Summer 2027

Music subject lead(s) : Kirsty Hall

Senior leadership link : James Powell

Local music hub: Gloucestershire Music

School's music provision model : Kapow Primary scheme with whole-class instrumental learning

School music vision and values

At Uplands Community Primary School, we believe music is a universal language that engages all learners and develops creativity, confidence and emotional intelligence. Through our music curriculum, we will:

- Help every child feel that they are a capable musician
- Develop a lifelong love and appreciation of music
- Create a rich, inclusive musical culture across our school
- Build skills in performing, composing and listening
- Celebrate the music of diverse cultures and traditions
- Support the wellbeing and self-confidence of all pupils

Our key principle is music is for everyone. We are committed to making music accessible to all our pupils, regardless of prior experience, ability or background.

Part A: Curriculum music

We will deliver a high-quality, carefully sequenced music curriculum using the Kapow Primary scheme of work. This will provide all pupils in Key Stages 1 and 2 with a rich, progressive learning experience that develops their musical skills, knowledge and understanding. Our curriculum will ensure pupils meet the National Curriculum end-of-key-stage attainment targets and develop confidence as performers, composers and listeners.

Implementation

Provision & Timetabling

- Minimum 1 hour of quality music teaching per week for all pupils in Key Stages 1 and 2
- Music lessons integrated within the weekly class timetable with dedicated, protected time
- Curriculum delivered using the Kapow Primary music scheme, which provides:
 - Spiral curriculum model (skills revisited and built upon progressively)
 - Complete national curriculum coverage from EYFS to KS2
 - 3 interwoven strands: Performing, Listening & Responding, Composing
 - Emphasis on the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure)

Key Stage 1:

- Singing expressively and creatively using voices and chants
- Playing tuned and untuned instruments musically
- Listening with concentration to live and recorded music
- Experimenting with and combining sounds using inter-related dimensions
- Introduction to simple notation and musical vocabulary
- Music from a range of cultures and traditions

Key Stage 2:

- Solo and ensemble performance with increasing accuracy, fluency, control and expression
- Improvising and composing for different purposes
- Aural memory and listening with increasing detail
- Reading and understanding staff notation and other musical notations
- Exploring music from different historical periods, traditions and great composers
- Understanding the history of music
- Whole-class instrumental lessons (Y3) Learning to play tuned recorders (Y4/Y5): Learning to play tuned percussion instruments, reading staff notation, performing world music pieces

Teaching Approach

- All class teachers deliver music using the Kapow Primary scheme
- Teachers supported by:
- Detailed lesson plans with learning objectives and success criteria
- Instructional videos demonstrating key teaching points and musical concepts
- Teacher skills CPD videos to build confidence in non-specialist delivery
- Downloadable resources for each lesson
- Clear assessment guidance and checks for understanding within every lesson
- Music is taught by class teachers to enable:
- Skills to be reinforced and revisited throughout the week
- Strong relationships between teacher and pupil
- Integration with other curriculum areas where appropriate
- Consistent, high-quality provision

Instruments & Resources

- Access to a wide range of tuned and untuned instruments across KS1 and KS2
- Whole-class sets of tuned percussion (glockenspiels, xylophones) for KS2 instrumental learning
- Quality class instruments displayed with clear labels and images to support learning
- Resources ordered to enable active music-making by all pupils in every lesson
- Consideration of adaptive instruments to support pupils with SEND

Inclusion & Accessibility

- Low threshold, high ceiling activities designed to allow all pupils to work at their own level
- Differentiation built into lessons with multiple entry points to learning
- Explicit teaching of listening and performing skills to support all learners, including those new to music
- Small group support or 1:1 teaching where needed
- Adapted instruments and alternative ways to participate in music-making (e.g. signing with songs, visual notation systems, sound-making as composition)
 - Celebration of achievements at all levels of musical development

Assessment & Progress

Formative assessment within each lesson using:

- Observation of pupils' practical work
- Listening to performances
- Checking for understanding built into lesson plans
- Questioning to check conceptual understanding
- Self and peer assessment of performances and compositions

Summative assessment at the end of each unit through:

- Performance tasks
- Recorded reflections on learning
- Knowledge organisers capturing key vocabulary and concepts
- Pupil progress tracked against national curriculum attainment targets
- Regular monitoring of engagement and progress, particularly for vulnerable learners
- Annual review of curriculum impact on pupil outcomes

Teacher Professional Development

- All teachers have access to Kapow Primary CPD resources and videos
- Termly staff meetings to review music curriculum implementation and share practice
- Targeted CPD for teachers lacking confidence in music delivery
- Collaborative planning and moderation of assessment across the school
- Opportunities to observe effective music teaching
- Ongoing reflection and sharing of effective practice

Impact

Expected outcomes for pupils:

- Increased musical confidence and willingness to participate
- Secure progress in music skills and knowledge aligned to national curriculum
- Ability to perform, compose and listen musically with increasing control and expression
- Positive attitudes towards music and respect for different musical traditions
- Strong vocabulary and understanding of musical elements
- Evidence of enjoyment and engagement in music learning
- Transfer of musical learning to other curriculum areas

Evidence of impact:

- Pupil voice: Children can articulate what they have learned and progress made
- Teacher observation: Increased pupil participation, willingness to "have a go", and growing musical independence
- Pupil work: Progress in musical performance, compositions and understanding of notation
- Attendance at music performances
- Pupil wellbeing: Music contributing to positive mental health and emotional expression
- Community impact: Parents aware of music learning happening in school

Part B Co curricular music

We will develop rich co-curricular music opportunities that extend learning beyond the classroom, foster musical friendships and develop musical identities. These opportunities will be accessible to all and provide pupils with chances to perform, collaborate and develop specialist musical skills.

Implementation:

School Choir & Vocal Ensemble:

- *Whole-school lunchtime choir (open to all pupils KS1 & KS2)*
- Regular weekly rehearsals led by staff or volunteer
- Fun, accessible repertoire including popular songs, world music and school songs
- Focus on enjoyment and developing singing confidence
- Accessible to all pupils, regardless of prior singing experience

Young Voices (primarily upper KS2):

- Small group vocal ensemble
- Extended repertoire including part-singing and more challenging arrangements
- Preparation for special performances and competitions
- Development of more advanced singing skills

Whole-Class Instrumental Learning (KS2):

- Structured instrumental scheme using tuned percussion
- Offered to Year 4/5 pupils (or Year 3/4 depending on timetabling)

- Approximately 6-8 week blocks of intensive learning
- Focus on building confidence with instruments and reading staff notation
- Units themed around music from different world cultures
- Builds towards ensemble performance
- Accessible to all pupils in the year group (whole-class approach)

Classroom-Based Instrumental Practice:

- Opportunity for pupils with specific instrumental learning to rehearse and develop in dedicated practice time
- Small group sessions for recorders, ukuleles or other instruments being taught in class

School Performance Opportunities:

- Termly performances (minimum once per term)
- Whole-school assemblies featuring choir and instrumental groups
- Year group performances within assemblies or dedicated events
- Celebration of diverse musical styles and cultural traditions

Seasonal performances:

- Winter celebration concert/carol service
- End-of-year celebration
- Other special events (World Music Day, etc.)
- Multiple performance opportunities ensuring different pupils can showcase their talents
- Performances designed to be inclusive, with parts at different levels
- Opportunities for soloists as well as ensemble contributions

Impact

Expected outcomes:

- Increased number of pupils engaged in music-making beyond the curriculum
- Pupils developing musical friendships and collaborative skills
- Growth in performance confidence
- Deepening of instrumental skills and musical understanding
- Positive school culture where music is valued and celebrated
- Extended learning opportunities for keen musicians
- Development of musical identity and ownership

Evidence of impact:

- Attendance rates at choir and instrumental sessions
- Pupil voice: Children's sense of belonging and musical identity
- Performance observations: Quality of performances and engagement
- Parent feedback on pupil confidence and musical development
- Video/audio recordings of performances documenting progress

Part C Enrichment and community music:

We will create enrichment opportunities that broaden musical horizons, expose pupils to live music, foster respect for diverse musical traditions, and build musical links within our school community and beyond.

Implementation**Live Performance Opportunities:**

- Minimum one live performance experience per year for all pupils
- Professional orchestra, ensemble or solo musician visiting school
- Visiting performers demonstrating instruments and musical skills
- Age-appropriate performances engaging pupils' interests
- Interactive elements building pupil participation and connection

Attendance at external concerts/performances:

- Where possible, trips to local venues to experience live performances
- Linked to curriculum learning where relevant
- Exposure to diverse genres and musical traditions

Cultural Diversity & World Music:

- Music curriculum emphasises diverse traditions:
- World music featured prominently in Kapow scheme units
- Explicit teaching celebrating music from Africa, Asia, Caribbean, Latin America, North America, Europe
- Learning about musical instruments and traditions from different cultures
- Developing respect and appreciation for all musical traditions
- Visiting musicians & specialist workshops
- Inviting musicians from diverse backgrounds to share their traditions

- Special workshops introducing pupils to unfamiliar instruments or genres
- Building awareness of music in global communities

Community Links & Partnerships:

- Collaboration with Gloucestershire Music Hub
- Consultation on music development planning
- Access to specialist instrumental teaching if needed
- Information on local performance opportunities
- Support with CPD for staff

Connections with families and community:

- Inviting parents/carers to performances and musical events
- Sharing learning through demonstrations and informal concerts
- Celebrating pupils' musical achievements with families
- Information for parents on how to support music learning at home

Progression Pathways

- Information about transition to secondary school music provision
- Signposting of external music lessons and local music services
- Support for pupils interested in pursuing music further
- Celebration of pupils progressing to instrumental tuition

Expected outcomes:

- Pupils with broadened musical horizons and understanding of music globally
- Increased appreciation and respect for diverse musical traditions
- Enhanced engagement through exposure to live music
- Stronger home-school partnerships in supporting music
- Clear progression routes for musically interested pupils
- School recognised as celebrating cultural diversity through music

Evidence of impact:

- Pupil feedback on live performances attended
- Pupil artwork, writing or reflection on performances
- Increased uptake of external instrumental lessons
- Positive parent feedback on performances and musical events
- School community awareness of music provision

Equality Diversity and inclusion

Music provision is designed to be inclusive and accessible for all pupils, including those with:

- Special educational needs and/or disabilities (SEND)
- English as an Additional Language (EAL)
- Disadvantaged backgrounds
- Differing levels of prior musical experience

Our approach includes:

- Differentiated teaching within every lesson
- Adapted instruments and alternative modes of participation
- Visual supports and clear demonstration-based teaching
- Small group or 1:1 support where needed
- Celebrating diverse musical talents and ways of being musical
- Ensuring no financial barriers to participation in co-curricular music
- Positive representation of musicians from diverse backgrounds in curriculum content

Subject leadership and staffing

Music Subject Lead: Chloe Lamb, Megan McCaughey

- Responsible for curriculum planning, implementation and monitoring
- Leading professional development for teachers
- Quality assurance of music provision
- Liaison with school leadership and governors
- Links with Gloucestershire Music Hub
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Class Teachers: Deliver music curriculum using Kapow Primary scheme

- Supported by detailed resources and training
- Regular professional development opportunities
- Opportunities to share practice and collaborate

Resource Requirements and development

Current Resources:

- Kapow Primary scheme subscription (annual licence)
- Tuned and untuned instruments across KS1 and KS2
- Audio equipment for listening and performance

Resources to be developed/improved:

- Additional tuned percussion for KS2 whole-class instrumental learning
- Technology for recording and reflecting on performances
- Range of authentic instruments representing different cultures

Key Actions and Review cycle.

Spring 2026:

- Monitor curriculum delivery against lesson plans
- Gather pupil voice on musical confidence and engagement
- Review attendance at co-curricular music provision
- Evaluate quality of performances delivered

Summer 2026:

- Full review of music development plan
- Analysis of pupil progress data against national curriculum
- Teacher reflection on Kapow implementation and effectiveness
- Planning for 2026-2027 academic year
- Update plan and publish revised summary on school website

Ongoing

- Termly review of action plans and adjustments
- Regular monitoring of resources and equipment
- Maintenance of music hub links
- Celebration of musical achievements

Links to school development plan and pupil outcomes

This Music Development Plan supports the school's broader priorities:

- Pupil wellbeing: Music contributing to positive mental health, emotional expression and self-confidence
- Educational excellence: Music developing creativity, problem-solving and communication skills
- Cultural enrichment: Celebrating diversity and broadening pupils' experiences

- Community engagement: Building school pride and family connections through performances
- SEND support: Inclusive approaches ensuring all pupils can access and enjoy music

This plan will be reviewed and updated annually in line with school development priorities, pupil needs, and feedback from staff, pupils and families.

Plan published: September 2026

Plan to be reviewed: Summer 2027

Next update: September 2027