



St James' Church of England Primary School

Music Development Plan Summary



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	Carrie Morton
Name of school leadership team member with responsibility for music (if different)	Frances Brady
Name of local music hub	Lancashire Music Hub
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.

Intent

The intention of the Kapow Primary Music scheme is to first and foremost help children feel that they are musical, and to develop a life-long love of music. We will focus on developing skills, knowledge and understanding that children need to become confident composers, performers and listeners.

Implementation

Kapow's Primary Music scheme takes a holistic approach to music to create engaging and enriching learning experiences. The following 5 strands are woven together:

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

Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments with control. They will learn to recognise and name the interrelated dimensions of music and use them expressively in their own improvisations and compositions.

The Kapow Primary Music scheme follows a spiral curriculum where previous skills and knowledge are returned and built upon.

Impact

The impact of Kapow's Primary Music scheme will be monitored by teachers through both formative and summative assessment. Pupils will leave St James' Haslingden Primary School equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

Our curriculum will enable children to meet the end of key stage expectations outlined in the national curriculum for Music and develop a love for music.

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 tackling 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.

Knowledge organisers - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key sticky knowledge.

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. 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 each term, 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 music assessment documents. 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.

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.

Instruments – The children has a wide range of different instruments available to the children. These include, keyboards, ukuleles, recorders, a class set of glockenspiels, xylophones, hand bells, as well as a wide range of other percussion instruments. This academic year the school has accessed grant funding to purchase more percussion instruments to increase the quality and number of opportunities that the children have to play different instruments.

Part B: Extra-curricular Music & Enrichment

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 instrument clubs and singing. An increasing proportion of pupils are involved.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform as a school choir.

Small-scale performance takes place in the community, building on existing school links e.g. Carols in the Community. Children also perform at the local care homes and Christmas Lunches at the Church and at the nearby residential home.

Children sing at wider community events including services at the local church.

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 courtesy of Pantomimes and to take part in musical performances, such as Christmas plays, nativities and End of Year Show.

Pupils also have an visits from Lancashire Music Hub which gives children the opportunity to learn important music skills in a fun way through high energy sessions.

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.

Music is incorporated into a variety of activities and events within school, such as weekly worships, Prayer and Praise Worships, classroom routines and special celebrations. During this, the children experience live music, and also recorded music.

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.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: class music assemblies for parents showcasing music curriculum music; Nativities and class/key stage productions.