

Music development plan summary: *Singleton CE Primary School*

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from the academic year 2024-25.

This template is designed to support schools in producing the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band, or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy a live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	July 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Lisa Rund
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Lancashire 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

Curriculum Overview: At Singleton CE Primary School, we offer a comprehensive music curriculum that includes a bespoke Musical Theatre programme for Years 1-6 and the Kapow Primary Music Scheme for Foundation Class through Year 6.

Lesson Structure:

- **Years 1-6:** Each class receives 45-60 minutes of Kapow music lessons over four terms, plus 8-12 hours of Musical Theatre annually.
- **Foundation Class:** Music lessons are shorter due to the age of the children, with additional musical experiences integrated into the Continuous Provision.

Music Scheme of Work (Kapow): Our scheme of work aligns with the National Curriculum (2014) and aims to ensure that all pupils:

- Perform, listen to, review, and evaluate music from various historical periods, genres, styles, and traditions.
- Learn to sing, use their voices, create and compose music individually and collaboratively, and have opportunities to learn musical instruments and use technology.
- Understand and explore music creation, production, and communication through pitch, duration, dynamics, tempo, timbre, texture, structure, and notation.

Curriculum Intent: Our primary goal is to help children feel musical and develop a life-long love of music. The curriculum is designed to be accessible and enjoyable for all students, with clear sequencing and progression.

Key Principles of Kapow Primary's Music Scheme:

- **Cyclical Learning:** Pupils revisit skills and knowledge throughout their primary education.
- **Increasing Depth:** Each revisit covers the material in greater depth.
- **Building on Prior Knowledge:** Pupils build on previous foundations rather than starting anew.

Curriculum Content:

- **Performing, Listening, Composing, and Music History:** We explore music through these dimensions, focusing on developing confident performers, composers, and listeners.
- **Musical Skills Development:** Singing, playing instruments, improvising, composing, and responding to music.
- **Global and Historical Context:** Introducing music from various cultures and historical periods to foster respect and appreciation for diverse musical traditions.
- **Musical Notation and Composition:** Teaching pupils to read and write music.
- **Body Percussion and Vocal Sounds:** Developing musical understanding without instruments.

Progression and Expectations: As children progress, they are expected to maintain concentration for longer periods and listen to extended pieces of music. They develop descriptive skills and learn how music can represent emotions. We teach pulse and pitch recognition, often together, and emphasize teamwork in music-making.

Transferable Skills: Our music curriculum helps children develop essential skills such as teamwork, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills, which are crucial for their overall development as learners.

This plan ensures that music education at Singleton CE Primary School is engaging, inclusive, and aligned with national standards, fostering a deep appreciation and understanding of music in all its forms.

Musical Theatre - Fantastic Friday

Overview: Our Musical Theatre programme, “Fantastic Friday,” integrates various aspects of the National Curriculum. The primary goal is to help children feel musical and develop a lifelong love of music. This programme provides opportunities for students to develop their talents and interests in musical theatre, offering rich experiences within a coherently planned curriculum. High-quality specialist provision enhances the programme, allowing us to exceed expectations.

Key Objectives:

- **Personal Development:** Preparing children to respect others and contribute to wider society and life in Britain.
- **Cultural Development:** Providing high-quality cultural experiences.
- **Social Development:** Offering effective social development opportunities.
- **Moral Development:** Ensuring high-quality moral development.
- **Spiritual Development:** Promoting spiritual growth through music.

Programme Highlights:

- **Responsible Citizenship:** Teaching pupils to be responsible, respectful, and active citizens who contribute positively to society.
- **Personal Development:** Consistently promoting extensive personal development.

- **Beyond Expectations:** Facilitating access to wide, rich experiences beyond the standard curriculum.
- **Talent and Interest Development:** Providing exceptional opportunities for pupils to develop their talents and interests in musical theatre.
- **Rich Experiences:** Offering rich, coherently planned experiences within the curriculum.

Implementation:

- **Weekly Sessions:** “Fantastic Friday” sessions are held weekly, focusing on various aspects of musical theatre.
- **Specialist Provision:** High-quality specialists deliver parts of the programme, enriching the learning experience.
- **Integration with Curriculum:** The programme is integrated into the broader curriculum, ensuring a holistic educational experience.

Expected Outcomes:

- **Enhanced Musical Skills:** Pupils will develop their musical skills, including singing, acting, and performing.
- **Increased Confidence:** Participation in musical theatre will boost pupils’ confidence and self-esteem.
- **Broader Cultural Awareness:** Students will gain a deeper understanding and appreciation of different cultures and traditions through musical theatre.
- **Improved Social Skills:** Collaborative activities will enhance pupils’ social skills and teamwork abilities.
- **Moral and Spiritual Growth:** Engaging with musical theatre will support pupils’ moral and spiritual development.

This plan ensures that our Musical Theatre programme not only meets but exceeds the National Curriculum requirements, fostering a deep appreciation and love for music and theatre in our students.

Implementation

Music Scheme of Work (Kapow): Following the National Curriculum, we ensure that the coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme to provide quality music lessons throughout the year.

Holistic Approach: We take a holistic approach to music, integrating the following strands to create engaging and enriching learning experiences:

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

Kapow Scheme: Kapow provides a classroom-based, participatory, and inclusive approach to music learning. Children are actively involved in:

- Using and developing their singing voices.
- Using body percussion and whole-body actions.
- Learning to handle and play classroom instruments effectively to create and express their own and others' music.

Learning Activities: Through a range of whole class, group, and individual activities, children have opportunities to:

- Explore sounds.
- Listen actively.
- Compose and perform.

Music-Specific Vocabulary: During music lessons, children learn music-specific vocabulary in a meaningful context. They are taught the elements of music so they can discuss and understand how it is made, played, appreciated, and analysed. They learn to recognise and name the interrelated dimensions of music—pitch, duration, tempo, timbre, structure, texture, and dynamics—and use these expressively in their improvisations and compositions.

Session Structure: Each music session includes:

1. **Learning Objective and Success Criteria:** Clear objectives and criteria used by both the teacher and children to assess the lesson's work.
2. **Recap or Introduction Starter:** Addressing prior learning or a game to introduce the theme of the music unit.
3. **New Learning:** Exposing children to new learning or learning in their sequence and how it fits within the theme of work.
4. **Assessment Questions:** Prompting children with various assessment questions to deepen their understanding of the skills learned.

Lesson Components: Throughout a unit, lessons include:

- Performance
- Composition
- Specific listening tasks
- Appraisal and constructive criticism

Group Work: At least part of each music session involves whole class activities with opportunities for group work.

Spiral Curriculum: Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. Lesson plans and resources help children build on prior knowledge while introducing new skills and challenges. Children progress by tackling more complex tasks and doing simpler tasks better. They also develop an understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music.

This implementation plan ensures that our music curriculum is comprehensive, inclusive, and aligned with national standards, fostering a deep appreciation and understanding of music in our students.

Musical Theatre - Fantastic Friday

Overview: Each class from Year 1 to Year 6 receives up to 2 hours of Musical Theatre over a six-week block. These sessions are delivered by a specialist music teacher, Natasha Brooke. While the main focus is on enriching the delivery of the music National Curriculum, Musical Theatre is delivered using a cross-curricular approach, covering:

- **Music**
- **English – spoken language**
- **PHSE – Relationships**
- **PE – Dance**

The six-week Musical Theatre block culminates in a performance showcase for parents and carers.

Music in EYFS: We teach discrete music lessons and ensure that music is an integral part of the topic work covered during the year, as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). Musical aspects of the children's work are related to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. For example, 'Counting Songs' foster mathematical ability, and songs from different cultures increase knowledge and understanding of the world.

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

Model Music Curriculum: We use the Instrumental Scheme from Kapow to deliver whole class music lessons to our Year 3/4 class. Each unit focuses on music from different parts of the world and features bespoke pieces composed specifically for the scheme.

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

Planning:

- **Long-Term Planners:** Show the units that will be covered.
- **Subject Knowledge Overviews:** Detail the progression of skills and knowledge within each year group.
- **Key Assessment Opportunities:** Ensure teachers are aware of what an emerging, expected, and secure child looks like.
- **Individual Lesson Plans:** Include guidance on differentiation to allow all children to access the music lessons. Subject-specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation: Recognising the wide range of musical abilities in all classes, we provide suitable learning opportunities by matching the challenge of the task to the ability of the child. This is achieved through:

- Setting open-ended tasks with a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability and setting different tasks for each group.
- Providing resources depending on the child's ability.

- Using classroom assistants to support individuals or groups.

SEND: We strive to remove barriers to learning for pupils with SEND. A positive and proactive approach ensures that children with SEND can express themselves and actively participate in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music.

This plan ensures that our Musical Theatre programme, “Fantastic Friday,” is comprehensive, inclusive, and aligned with national standards, fostering a deep appreciation and understanding of music and theatre in our students.

Assessment

Ongoing Assessment for Learning (AfL): We use ongoing AfL practices within class and group sessions, aligned with the Key Assessment Opportunities documents. These assessments serve multiple purposes:

- **Diagnostic Use:** Teachers evaluate learning and inform their teaching strategies.
- **Informing Future Provision:** Teachers and senior leaders use assessment data to inform future provision and school development.

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

Resources

We have a diverse range of percussion instruments stored centrally, including:

- Large percussion instruments
- Selections of instruments from other cultures
- Xylophones and glockenspiels
- Songbooks and Christmas Production packs
- Music stands
- Recorders
- Drums

This plan ensures that our music curriculum is well-supported with appropriate resources and that assessment practices are robust, helping to foster a deep appreciation and understanding of music in our students.

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 progress in music beyond the core curriculum.

Peripatetic Tuition

We offer peripatetic tuition for:

- **Brass:** Provided by Lancashire Music Services.
- **Singing:** Delivered by Natasha Brooke, who holds a CT ABRSM (Teaching Certificate from The Associated Board of the Royal School of Music) and a National Diploma in Professional Musical Theatre from The Arts Educational Schools London.

Brass Instrument Provision: We partner with Lancashire Music Services to provide brass instruments for pupils participating in brass peripatetic lessons. Parents pay for these group lessons, which helps to keep costs down. Pupil Premium pupils can claim free music lessons.

Annual MAD (Music, Art & Drama) Week: We hold an annual MAD Week, inviting various musicians to deliver interactive music sessions to each class. The week culminates in a whole school performance based on the chosen theme for the week.

Promotion of Lancashire Music Hub Services: Within the school, we promote the services provided by the Lancashire Music Hub during weekends and holidays.

This plan ensures that our music curriculum is enriched with high-quality peripatetic tuition and special events, fostering a deep appreciation and understanding of music in our students.

Part C: Musical experiences

This is about all the other musical events and opportunities organised, such as singing in assemblies, concerts, and shows, and trips to professional concerts.

Weekly Singing Opportunities: Each week, pupils participate in singing activities as part of our bespoke Worship planning. Each class regularly plans and takes part in whole school worship, learning and performing songs in front of the entire school and their parents/carers.

Annual MAD (Music, Art & Drama) Week: We hold an annual MAD Week, inviting various local musicians to deliver interactive music sessions to each class. The week culminates in a whole school performance based on the chosen theme.

Seasonal Performances:

- **Twelve Days of Christmas:** Each year, the whole school provides a 'Twelve Days of Christmas' performance experience for the children.
- **Musical Nativity:** Infants perform a musical nativity each Christmas.
- **Carol Service:** Junior children perform a carol service in the church.
- **Summer Panto:** The junior department performs a pantomime in the summer.

External Performances: Each year, the whole school attends a performance at The Grand Theatre in Blackpool.

Fantastic Friday Musical Theatre: Classes perform the songs they have learned during their Fantastic Friday Musical Theatre sessions to their parents/carers.

This plan ensures that our music curriculum is rich with opportunities for performance and community engagement, fostering a deep appreciation and understanding of music in our students.

In the future

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

Review of Timetabling: We will review the whole school timetabling for music in line with the National Plan for Music Education (NPME) recommendations to ensure that music is taught regularly and not on a carousel basis.

Performance Opportunities: We aim to broaden the range of performance opportunities for children within the school and seek opportunities for them to perform outside of school with other local schools.

CPD for Staff: We will provide Continuing Professional Development (CPD) for staff to increase their confidence in teaching music, with a focus on musical instruments.

Musical Engagement with Feeder Secondary Schools: We will enhance musical engagement with feeder secondary schools to ensure a smooth transition and continued musical development for our pupils.

Links with External Music Organisations: We will establish and strengthen links with external music organisations to:

- Support the recruitment of children for instrumental and after-school activities.
- Inspire future musicians.
- Provide opportunities for students to see live concerts.

Opportunities:

- **Live Concerts:** Arrange trips for students to attend live concerts, providing them with inspirational experiences.
- **Workshops and Masterclasses:** Invite musicians and music educators to conduct workshops and masterclasses.
- **Collaborative Projects:** Partner with local schools and music organisations for collaborative music projects and performances.
- **After-School Clubs:** Develop after-school music clubs to further engage students in music activities.

This plan ensures that our music curriculum is comprehensive, inclusive, and aligned with national standards, fostering a deep appreciation and understanding of music in our students.

Further information (optional)

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