Music development plan summary: St Paul's C of E Primary School

At St Paul's C of E Primary School we have timetabled music days throughout the year to cover the curriculum. We use the Kapow scheme of learning , for our lessons, which is aligned to the National Curriculum for Music. When using the scheme and its progressive lesson-by-lesson, we are guaranteeing to be meeting all the statutory requirements of the National Curriculum and progress is evident through observations, and our progression documents. Pupil voice, with children, have demonstrated an increasing knowledge of key music vocabulary being retained. Children have experience using both tuned percussion, such as glockenspiel and untuned percussion within our curriculum. Our music appreciation ensures a variety of music and genres are listened to and discussed.

Overview

Detail	Information
Academic year	2026-2027
Data this summery was published	November 2026
Date this summary will be reviewed	September 2027
Music lead	Emma Wright
Name of local music hub	Vantage Multi Academy Trust
Name of other music education organisation(s) (if partnership in place)	MAPAS

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.

Music at St Paul's C of E Primary School follows the National Curriculum and is taught through Kapow.

Reception to Year 6 has one hour lesson per week. In EYFS (Nursery) there is continuous provision where musical instruments are always accessible and discreet sessions for singing and playing through nursery rhymes.

National Curriculum Subject Content

EYFS

Three to Four Year olds

Listen with increased attention to sounds.

• Respond to what they have heard, expressing their thoughts and feelings.

• Remember and sing entire songs.

• Sing the pitch of a tone sung by another person ('pitch match').

• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

• Create their own songs, or improvise a song around one they know.

• Play instruments with increasing control to express their feelings and ideas.

Reception

Listen attentively, move to and talk about music, expressing their feelings and responses.

• Watch and talk about dance and performance art, expressing their feelings and responses.

• Sing in a group or on their own, increasingly matching the pitch and following the melody.

ELG

Sing a range of well-known nursery rhymes and songs.

• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Key Stage 1

• Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes.

• Play tuned and untuned instruments musically.

• Listen with concentration and understanding to a range of high-quality live and recorded music.

• Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to:

• Play and preform in solo and ensemble contexts, using their voices and playing musical.

• Instruments with increasing accuracy, fluency, control and expression.

• Improvise and compose music for a range of purposes using the inter-related dimensions of music.

• Listen with attention to detail and recall sounds with increasing aural memory.

• Use and understand staff and other musical notations.

• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

• Develop an understanding of the history of music.

How the scheme is structured.

Kapow's Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021.

This Scheme provides clearly-sequenced units and lessons, which show progression and support for each year group. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids. The Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further.

Units and genres for each year group

Year 1	My favourite things: Keeping the pulse	Snail and mouse: Tempo	Seaside: Dynamics	Fairytales: Sound patterns	Superheroes: Pitch	Under the sea: Musical symbols
Year 2	Animals: Call and response	Musical storytelling: Instruments	On this island: Singing	Space: Contrasting dynamics	Myths and legends: Structure	Musical me: Pitch
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Coast)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' song

SEND- Inclusion is at the heart of our lessons so we support our SEND children with:

- Peer support
- Where applicable 1:1 support
- Visual signs.
- Awareness of cognitive overload with calming areas in the classroom.
- Small group sessions
- Pre-teach.

Part B: Extra-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.

At St Pauls we are fortunate to have many opportunities for the children to develop their music skills.

We have Music Praise, which take place with a wide range of songs being learnt and performed throughout the year. The children take part with confidence and enthusiasm.

Children in Key Stage 2 have the opportunity to join the school choir. The choir has several members and rehearses for 45 minutes weekly. In addition, the choir has termly opportunities to perform their music to range of audiences. This includes in school assemblies, Christmas concerts both in school and in the community. There is no fee for children to join the choir and sessions are delivered after school. We have a range of children in our school choir, including children eligible for Pupil Premium and children with SEND. They have also opportunities to work with Chip Kendall and perform in the Big Sing at Audacious Church.

Children in EYFS have the opportunity to perform musically in an annual Nativity production, in which all children take part in singing and moving to music. Some children also contribute to the performance with untuned percussion instruments.

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.

At St Pauls, parents and carers are fully supportive of music making and we have a good attendance at productions and assemblies. Music is played and enjoyed by children in school and is used to enhance experiences across the curriculum.

Music Praise assemblies are weekly occurrences in school and are integral to developing the skill of singing. This is further developed for children in Key Stage 2 who are able to join the choir at any point in the year. Children in the choir have regular opportunities to perform for other children in school, their parents and the local community.

Wider musical experiences have been delivered through enrichment days, such as Indian singing and dancing on Cultural Diversity Day.

In partnership with PE, we realise the importance of dance and moving expressively to music. Dance is taught as part of our PE curriculum.

In the future

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

In the subsequent years to come, we are planning to build on our music progress by:

- Introducing music curriculum days to ensure high quality music lessons are being taught.
- Wider musical opportunities will be a key focus to develop our music curriculum. We aim to ensure that children have the opportunity to watch live music at least once a year, either through visits or school visitors. The school choir should have termly opportunities to showcase their talent in a performance for school.
- Opportunities for children to learn an instrument will also be a focus moving forwards.

Further information

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Music education: information for parents and young people - GOV.UK