

Music development plan summary: Quinton Primary School and Nursery

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs Naomi Loquens
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Warwickshire 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

Curriculum

At Quinton Primary School, we use the **Kapow Primary Music Scheme** from **Reception to Year 6**.

Our scheme of work fulfils the **statutory requirements of the National Curriculum for Music (2014)** and is aligned with the **DfE Model Music Curriculum (2021)**.

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 great composers and musicians

- Learn to sing and to use their voices, create and compose music on their own and with others, learn a musical instrument, use technology appropriately and progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notation

The intention of our music curriculum is first and foremost to ensure that **all children see themselves as musical** and develop a **lifelong love of music**. Kapow's carefully sequenced curriculum supports all teachers to deliver high-quality music lessons, which can be adapted to meet the needs of all learners. **Sequencing and progression are clear**, ensuring children build knowledge and skills over time.

Music is explored through the **inter-related strands of performing, listening, composing and understanding the history of music**. Through these strands, pupils develop the skills, knowledge and understanding required to become confident performers, composers and listeners.

Children develop musical skills including **singing, playing tuned and untuned instruments, improvising, composing, listening and responding to music**.

Kapow's Music scheme is designed as a **spiral curriculum**, built on the following principles:

- **Cyclical** – pupils revisit key skills and knowledge throughout their primary education
- **Increasing depth** – each revisit allows for deeper understanding and greater musical challenge
- **Prior knowledge** – new learning builds on previously taught skills rather than repeating content

Our curriculum introduces children to music from **around the world and across generations**, helping them to understand the historical and cultural contexts of the music they encounter and to respect and appreciate music from all traditions and communities.

Pupils are taught **musical notation** and how to **compose music**. As they progress through the school, expectations increase in terms of **sustained listening, concentration and critical engagement** with more extended and complex musical pieces. Children also develop **descriptive and evaluative vocabulary**, enabling them to discuss how music can represent ideas, emotions and narratives.

Implementation

In line with the National Curriculum, knowledge and skills are developed **sequentially** across the school using the **Kapow Primary Music Scheme**. Music is taught as a **discrete subject**, with weekly lessons typically lasting **one hour**, allowing skills to be revisited and built upon progressively.

Kapow units are delivered across all year groups and are supplemented by **whole-class instrumental learning**, ensuring pupils gain practical experience of performing on instruments in line with the Model Music Curriculum.

- **EYFS:** untuned percussion and vocal work
- **Years 1 and 2:** glockenspiels and untuned percussion
- **Years 3, 4, 5 and 6:** glockenspiels, untuned percussion and whole-class ukulele tuition

During **Autumn 2**, music learning focuses on preparation for **Christmas performances**. EYFS present a Nativity, while Years 1–3 and Years 4–6 perform Christmas carol concerts, allowing for appropriate differentiation in musical challenge and repertoire.

We take a **holistic approach to music**, weaving together the following strands:

- Performing
- Listening
- Composing
- The history of music

Each Kapow unit integrates these strands and the **inter-related dimensions of music** to provide engaging, inclusive and participatory lessons. Children actively develop their **singing voices** and their ability to play **tuned and untuned instruments**, working through whole-class, group and individual activities.

Music-specific vocabulary is taught explicitly and revisited regularly. **Knowledge organisers** support children in understanding and using musical language accurately. Pupils learn to recognise and apply the inter-related dimensions of music — pitch, duration, tempo, timbre, texture, structure and dynamics — in their own performances, improvisations and compositions.

Opportunities for **collaboration** are built into lessons, particularly through composition and ensemble performance.

Lesson Delivery

Each music lesson typically includes:

1. A clear **Learning Objective** and **Success Criteria**, used by teachers and pupils to support assessment
2. A **starter activity** to revisit prior learning or introduce the unit's theme
3. Structured teaching of **new or progressive learning**, clearly linked to prior knowledge
4. **Questioning and discussion** to deepen understanding and encourage reflection

Across a unit, lessons include **performance, improvisation, composition, focused listening tasks and opportunities for appraisal**. Whole-class activities form the core of each lesson, with group work used where appropriate.

Kapow's spiral curriculum ensures that skills are revisited and consolidated, allowing pupils to tackle increasingly complex musical tasks while improving accuracy, confidence and understanding.

Music in EYFS

Music is taught in the Foundation Stage as part of **Expressive Arts and Design: Being Imaginative**, in line with the Early Years Foundation Stage Framework. Musical learning is linked to the **Early Learning Goals** and integrated within topic work.

Music supports children's **personal, social and emotional development**, as well as mathematical understanding through counting songs. Exposure to music from different cultures enhances children's understanding of the world.

Children learn to recognise **pulse and pitch**, often taught together, and to work collaboratively to create music. These early experiences lay strong foundations for future musical learning.

Model Music Curriculum

In line with the **DfE Model Music Curriculum (2021)**, pupils receive whole-class instrumental teaching for a minimum of one term, with opportunities extended beyond this. Instrumental provision progresses from untuned percussion to melodic instruments and ukulele, ensuring increasing challenge and musical understanding.

Planning

Medium-term and lesson planning is provided through the **Kapow Primary Music platform**. Planning for ukulele tuition is supported by the **Warwickshire Music Hub**, which also provides CPD to build staff confidence in instrumental teaching.

SEND

Our music curriculum is inclusive and accessible to all learners, including those with SEND. Adaptations are made where necessary, such as additional time, alternative instruments, visual supports or sensory considerations (e.g. ear defenders or breakout spaces). A positive and proactive approach ensures that all pupils can participate, express themselves and succeed in music lessons.

Assessment

Assessment for Learning is embedded throughout music lessons through observation, questioning, peer and self-assessment and performance. Teachers assess progress during rehearsals, compositions and performances, providing immediate verbal feedback.

Children demonstrating greater depth are challenged further and may be sign-posted to peripatetic teachers or external opportunities. Assessment grids are completed at the end of each half term, and performances are recorded electronically and stored as evidence of progress.

Resources

The school has a wide range of musical resources, including:

- Large percussion instruments
- Instruments from a variety of cultures
- Glockenspiels
- Keyboards and a piano
- Ukuleles and drums
- Electric drum
- Electric bass and electric guitar
- Songbooks, production packs, CDs and music stands

Technology is used to support music learning, with iPads enabling pupils to explore music-making and composition digitally.

Part B: Co-curricular Music

We offer a range of extra-curricular opportunities including opportunities for years 3-6 to be part of a rock band. The children are in groups of 4-6 and come up with their own band name, logo. They have the opportunity to compose their own song, record this in a studio and perform at a live gig. Within the band the children get the opportunity to play the keyboard, electric drums, electric guitar or sing.

Children from Reception through to year 6 also have the opportunity to take part in 1:1 electric drum, electric bass, electric guitar, piano or classical guitar lessons.

There are two choirs called Little Voices (aged Reception -Year 2 – Covering Reception and KS1) and Young Voices (aged Year 3 – Year 6 covering KS2). Pupils in KS2 may participate in **Young Voices** in Birmingham once a Year.

Children also perform in assemblies, concerts and community events, including Christmas performances and the Year 6 end-of-year production.

Part C: Musical Experiences

Visitors and ensembles enhance the curriculum where appropriate. Music is embedded across school life through assemblies, routines and celebrations. Pupils experience live musical theatre annually through a Christmas pantomime.

Future Development

- **Pupil Premium:** monitor and increase participation in music enrichment.
- **CPD:** develop teacher who is leading music in KS1 and 2 in confidence to lead music.
- **Partnerships:** strengthen links with music hubs and external providers.