School Music Development Plan

Academic Year: 2026–2027

Curriculum Foundation: Kapow Primary Music Scheme

Lead: Music Subject Leader

1. Vision & Strategic Intent

Our school is committed to providing a high-quality, inclusive music education that inspires creativity, builds self-confidence, and fosters a lifelong love of music. By utilizing the **Kapow Primary Music** scheme, we ensure a spiral curriculum where pupils continually build upon prior learning across the core musical strands:

- Listening and appraising
- Musical communicating (singing and playing instruments)
- Composing and improvising
- Performing and sharing

This plan outlines our current provision, strategic priorities, and actions across the DfE's recommended core pillars:

Curriculum, Singing, Instrumental/Ensemble Teaching, and Live Performance.

2. Overview of Curriculum Provision (Kapow Scheme)

Phase / Key Stage	Core Kapow Focus & Units	Statutory & MMC Alignment
EYFS (Reception)	• Exploring sounds, rhythm, beat, and vocal expression through songs and stories. • Kapow EYFS Units: Exploring sounds, pulse and rhythm, instrumental exploration.	• Expressive Arts and Design (Early Learning Goal standards).

Phase / Key Stage	Core Kapow Focus & Units	Statutory & MMC Alignment
Key Stage 1 (Years 1 & 2)	• Developing pulse, rhythm, and pitch. • Exploring untuned/tuned percussion (glockenspiels). • Kapow Units: Introducing beat, exploring sounds, pitch and tempo, animal sounds.	• National Curriculum: Use voices expressively and creatively; play tuned and untuned instruments musically.
Lower Key Stage 2 (Years 3 & 4)	• Developing notation, reading basic pitch, and ensemble playing. • Kapow Units: Developing glockenspiel technique, recorder/dulcimer units, songwriting, West African drumming.	• National Curriculum: Play and perform in solo and ensemble contexts; improvise and compose.
Upper Key Stage 2 (Years 5 & 6)	• Complex rhythm structures, harmonic accompaniment, and multi-part composition. • Kapow Units: Blues, jazz, pop ballads, composition to moving images, cyclical patterns.	• National Curriculum: Use and understand staff and other musical notations; develop an understanding of musical history.

3. Core Development Pillars & Targets

Pillar A: Curriculum Quality & Consistency

- **Current Position:** Kapow scheme provides structured lesson plans, interactive resources, and video modeling for teachers across all year groups.
- **Development Priorities:**

1. Monitor consistency of delivery and progression through termly learning walks and book/digital portfolio moderation.
2. Provide targeted refresher guidance on utilizing Kapow's built-in assessment trackers to monitor pupil progress.

- **Success Criteria:** Teachers report high confidence levels; student portfolios show clear progression of musical vocabulary and skills.

Pillar B: Singing Culture & Vocal Expression

- **Current Position:** Daily/weekly singing embedded within Kapow units and whole-school assemblies.
- **Development Priorities:**

1. Expand the whole-school assembly singing repertoire to include diverse musical styles, folk traditions, and multi-part rounds.
2. Establish a voluntary after-school or lunchtime vocal ensemble/choir for Key Stage 2 pupils.

- **Success Criteria:** Vibrant singing culture evident across assemblies; active participation in choir and community performance events.

Pillar C: Instrumental Provision & Partnerships

- **Current Position:** Classroom-based instrumental units (glockenspiels, percussion) delivered via Kapow lesson plans.
- **Development Priorities:**

1. Audit current classroom instrument banks (glockenspiels, beaters, percussion) and replace damaged stock.
2. Strengthen links with the local Music Education Hub to explore specialist small-group peripatetic instrumental tuition or taster workshops.

- **Success Criteria:** Well-maintained, accessible instrument sets in every classroom; increased uptake of external instrumental lessons where available.

Pillar D: Live Performance & Cultural Capital

- **Current Position:** In-class performances, termly class assemblies, and seasonal celebrations.

- **Development Priorities:**

1. Ensure every pupil experiences at least one live musical performance or workshop per academic year (visiting musicians, theatre groups, or virtual concerts).
2. Implement termly informal "Music Shares" where classes perform pieces learned through Kapow units to peers and parents.

- **Success Criteria:** Broadened cultural horizons for pupils; strong parental engagement in school music celebrations.

4. Academic Year Action Plan & Timeline

Autumn Term (Foundation & Audit)

- [ ] Conduct an audit of all classroom music resources, instruments, and audio playback equipment.
- [ ] Review Kapow curriculum coverage maps with year-group leads to ensure smooth sequencing.
- [ ] Launch Autumn term assembly singing focus and establish choir sign-ups for Young Voices (SH) and Xmas Choirs (IM)

Spring Term (Implementation & CPD)

- [ ] Run a staff CPD session focusing on navigating Kapow's assessment tools and supporting non-specialist music delivery.
- [ ] Coordinate with the local Music Hub to schedule a visiting instrumentalist workshop or assembly demonstration.
- [ ] Monitor mid-year curriculum progress and adapt support where necessary.

Summer Term (Review & Showcase)

- [ ] Host end-of-year music showcases celebrating compositions and instrumental work from Kapow units.
- [ ] Gather pupil voice feedback regarding music lessons and extra-curricular clubs.
- [ ] Review annual music development plan impact with leadership and governors, setting priorities for the next academic year.

- **Governance & Sign-Off**
- **Music Subject Leader:** _____ **Date:** _____
- **Headteacher:** _____ **Date:** _____
- **Link Governor:** _____ **Date:** _____