

# Music development plan summary: Weyford Nursery and Primary Academy

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	15/09/25
Date this summary will be reviewed	15/09/26
Name of the school music lead	Miss Emily Stocker
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hampshire
Name of other music education organisation(s) (if partnership in place)	

## Part A: Curriculum music

At Weyford Nursery and Primary Academy, the music curriculum is delivered through the Kapow Primary Music scheme. This scheme is carefully structured to ensure that all pupils develop a strong musical identity and foster a lifelong appreciation and enjoyment of music. It provides a progressive framework through which pupils acquire the knowledge, skills and understanding necessary to become confident performers, composers and informed listeners. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). 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 the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The curriculum offers pupils opportunities to engage with a wide range of musical styles, genres and traditions from around the world, promoting cultural awareness, respect and appreciation for diverse musical heritages and communities.

Pupils develop their musical skills through regular opportunities to sing, play both tuned and untuned instruments, improvise, compose, and listen to and respond to music. They gain an understanding of the historical and cultural contexts of the music they study and are introduced to musical notation as a means of recording and communicating musical ideas.

### **The five strands**

The National curriculum organises the attainment targets for Music under:

Listening and evaluating.

Creating sound.

Notation.

Improvising and composing.

Performing – singing and playing.

Accordingly, Kapow Primary's Music curriculum has been structured with these strands running through each unit.

In addition, the Kapow Music scheme supports the development of key transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making, and effective presentation and performance. These skills contribute significantly to pupils' overall development as learners and are applicable across the wider curriculum and beyond their time in school.

### **Typical lesson structure:**

- **Warm-up / Starter:** Engaging activity to revisit prior learning and prepare pupils (e.g., rhythm or vocal games).
- **Introduction / Teaching Input:** Clear modelling of new musical skills or concepts.
- **Practical Activity:** Singing, playing instruments, improvising, or composing, with scaffolded support for all learners.

- **Listening and Appraising:** Exploration of music from different genres and cultures to develop musical understanding and vocabulary.
- **Reflection / Performance:** Opportunities to perform, share ideas, and evaluate learning.
- **Assessment:** Ongoing formative assessment through observation, discussion, and questioning to guide teaching

### **Early Years Foundation Stage**

In the Early Years Foundation Stage, music is an integral part of the curriculum and is embedded within topic-based learning and the area of *Expressive Arts and Design: Being Imaginative*, in line with the EYFS Framework (2014). Musical experiences are carefully linked to the Early Learning Goals to support progression.

Music supports children's personal, social and emotional development, while activities such as counting songs strengthen early mathematical understanding. Exposure to music from a range of cultures enhances children's understanding of the world and promotes enjoyment, creativity and confidence in musical learning.

**Implementation** – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45mins weekly.

**Resources** - We have a range of percussion instruments. There is a central store of:

- individual chime bars
- selections of instruments from other cultures
- xylophones & glockenspiels
- recorders
- drums
- Guitars
- Sing Up resources
- ukuleles
- out of the ark membership

### **Adaptation and Inclusion in Music**

We recognise that pupils demonstrate a wide range of musical abilities, and we are committed to providing equitable learning opportunities that meet the needs of all learners. We ensure that tasks are appropriately challenging and tailored to individual abilities through a variety of approaches, including:

- Designing open-ended tasks that allow for multiple responses and creative expression;
- Structuring tasks with graduated levels of difficulty, enabling pupils to engage at a pace suited to their ability;
- Grouping pupils flexibly according to ability or interest, and providing differentiated tasks to meet their needs;
- Offering resources and materials that support diverse learning styles and abilities;
- Utilising classroom assistants to provide targeted support for individuals or small groups as required.

### **Supporting Pupils with SEND**

We are committed to removing barriers to learning for pupils with Special Educational Needs and Disabilities (SEND). By adopting a proactive and positive approach, we ensure that all pupils can express themselves confidently and participate fully in music lessons. Clear instructions, structured scaffolding, and tailored support enable every pupil to achieve their potential and experience success in music.

### **Part B: Extra-curricular and enrichment activities**

We have a peripatetic teacher who delivers both one-to-one and small group lessons that range from vocals, bass guitar, to music production. These sessions are either parent-funded, partially subsidised, or fully funded by the school. A diverse range of pupils access these lessons, and they have proven particularly effective in supporting pupils with SEND and SEMH, contributing to notable progress and success.

In Summer 2, Year 4 will have whole class recorder lessons lead by the Music Leader and Year 6 will have whole class ukulele lessons lead by the peripatetic teacher.

During the year, pupils have access to afterschool choir and recorder club.

### **Part C: Musical Experiences**

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

## Future Curriculum Development – Key Improvement Areas

- **Expand Performance Opportunities:** Broaden the range of performance experiences for pupils within school and in the wider community, enabling families to attend events (e.g., Young Voices).
- **Enhance Access to Live Music:** Provide pupils with opportunities to experience live music through workshops, assemblies, or performances by visiting instrumentalists and bands.
- **Collaborative Curriculum Development:** Work with music leads across the trust to create a bespoke curriculum aligned with the Model Music Curriculum, tailored for a cluster of schools in Bordon.
- **Invest in Resources:** Acquire additional tuned percussion instruments and music technology to enrich pupils' practical and creative music experiences.
- **Secure Additional Funding:** Proactively seek external funding through hubs, local charities, PTA initiatives, and school-based fundraising events to support and expand music provision.
- **Professional Development and Capacity Building:** Plan targeted CPD for classroom teachers to increase confidence and competence in delivering music lessons and using appropriate musical terminology.