



Music Development Plan 2026–2027

Curriculum • Co-curricular Music • Musical Experiences

“Getting better never stops”

School	The Laurels Primary School
Academic year	2026–2027
Curriculum	Kapow Primary Music, Reception to Year 6
Review cycle	Reviewed and updated annually
Status	Published summary of the school’s Music Development Plan

1. Our vision for music

At The Laurels, we want every child to experience music as something they can enjoy, understand, create and take part in. Our music provision is designed to build pupils' confidence, creativity, knowledge and sense of belonging. We want pupils to leave Year 6 having experienced a broad range of music, having sung and made music with others, and understanding that musical success develops through listening, practice, reflection and perseverance.

This reflects our school motto, "Getting better never stops", and our values of Respect, Responsibility, Resilience and Reflection. Music provides rich opportunities for pupils to listen respectfully, contribute responsibly to an ensemble, persevere when learning and refining musical ideas, and reflect on their own and others' performances.

Our plan is organised around the three interlinked areas identified in the National Plan for Music Education: curriculum music; instrumental and vocal learning and ensemble opportunities; and musical events and experiences.

2. Curriculum music

Our curriculum

The Laurels uses Kapow Primary Music as the principal curriculum resource from Reception to Year 6. The scheme provides a progressive sequence of learning and full National Curriculum coverage. Across the school, pupils develop knowledge and skills in performing, listening, composing, the history of music and the inter-related dimensions of music, including pitch, duration, dynamics, tempo, texture, structure and timbre.

The curriculum is deliberately broad. Pupils encounter music from different traditions, periods, places and cultures and learn to listen with increasing attention and discrimination. Singing, instrumental work, improvisation and composition are treated as practical disciplines: pupils learn by making music as well as by talking and writing about it.

How music is taught at The Laurels

Music teaching sits within our whole-school approach to effective teaching. Teachers use the Laurels Lesson Sequence — Check prior learning → Teach → Practice → Re-check and adapt — in a way that is appropriate to practical music learning.

- Check prior learning: revisit relevant vocabulary, rhythms, songs, notation, listening knowledge or previously learned techniques.
- Teach: model musical knowledge and techniques explicitly, using high-quality examples, teacher modelling and Kapow's specialist resources.
- Practice: give pupils repeated opportunities to sing, play, listen, improvise, compose, rehearse and refine.
- Re-check and adapt: listen to pupils' responses and performances, address misconceptions and adapt modelling, scaffolds, grouping or level of challenge.

Progression and assessment

Progression is mapped through the Kapow Primary sequence and our school curriculum documentation. Teachers use unit outcomes, observation of practical work, questioning, pupil voice and performance to establish what pupils know and can do. Assessment is proportionate to the practical nature of the subject and is used primarily to inform subsequent teaching rather than to generate unnecessary written evidence.

The subject coordinator monitors implementation through a combination of planning review, learning walks, pupil voice, work or evidence sampling where appropriate, and discussion with teachers. Findings inform support, resourcing and future development.

3. Singing, instrumental learning and ensembles

Singing

Singing is an important part of music at The Laurels. It is developed through the taught Kapow curriculum and through wider school opportunities. Pupils learn to use their voices with increasing control, accuracy, expression and confidence, and to listen to and perform with others.

During 2026–27, we will review the consistency and progression of singing beyond individual curriculum units so that pupils have regular opportunities to sing together and to build an increasingly secure shared repertoire.

Instrumental learning

Kapow includes practical instrumental work across the curriculum and provides a progressive KS2 whole-class instrumental scheme using tuned percussion. During 2026–27, the school will audit its current instrumental provision and resources against the Kapow 2026 scheme and the expectations of the National Plan for Music Education. Where necessary, the subject coordinator will identify how whole-class instrumental learning in Key Stage 2 can be strengthened, including through Kapow’s instrumental units and/or partnership with the local Music Hub.

Ensemble and progression opportunities

We recognise that high-quality music provision extends beyond curriculum lessons. Our development work will therefore consider how pupils who develop a particular interest or aptitude can continue their musical learning, and how access to ensemble, vocal and instrumental opportunities can be widened without disadvantage becoming a barrier.

4. Musical experiences and enrichment

Music should be heard and experienced as a shared part of school life. We aim to provide opportunities for pupils to perform for others, listen to live or high-quality recorded music, celebrate musical achievement and experience the social value of making music together.

- Opportunities to sing and perform as part of school life, celebrations and events.
- Performance opportunities that allow pupils to rehearse, refine and share music with an audience.
- Exposure to a diverse range of composers, performers, traditions and musical styles through the taught curriculum.
- Development of links with the local Music Hub and other appropriate partners to extend access to expertise, instruments, live music and progression routes.
- Consideration of music within the school’s wider enrichment and Character Passport offer so that pupils’ musical experiences extend beyond individual lessons.

5. Inclusion and accessibility

Music at The Laurels is for every pupil. We have high expectations for pupils with SEND and for disadvantaged pupils while recognising that some pupils need adaptations in order to participate successfully. Teachers make reasonable adjustments without unnecessarily narrowing the musical ambition of the curriculum.

- clear modelling and breaking complex musical tasks into manageable steps;
- repetition, rehearsal and retrieval of key vocabulary, rhythms and techniques;
- visual, verbal and practical cues, including notation or alternative representations where helpful;
- adapted instruments, parts, groupings or response methods where needed;
- careful management of sensory demands such as volume, proximity and performance pressure;
- additional rehearsal or pre-teaching where this enables a pupil to participate more successfully;
- active consideration of financial and practical barriers when co-curricular opportunities are developed.

Adaptation should increase access to the same ambitious musical learning wherever possible. Pupils are supported to participate, perform and create rather than being routinely removed from practical musical experiences.

6. Staff expertise and subject leadership

Kapow provides lesson guidance, modelling, subject knowledge support and teacher CPD resources, helping non-specialist primary teachers teach music with confidence. The music subject coordinator supports colleagues with curriculum understanding, progression, resources and appropriate adaptation.

Subject development follows the school's wider culture of continuous improvement. Monitoring is used to identify precise areas for development, and staff support is then targeted accordingly rather than relying on one-off generic training.

7. Partnerships and resources

The school will maintain and develop appropriate links with its regional Music Hub and other partners. Partnership work will be used strategically where it adds expertise or opportunities that the school cannot provide as effectively alone, particularly in relation to instrumental tuition, ensemble participation, live performance and progression routes.

Resources are reviewed against the planned curriculum. During 2026–27, the music coordinator will audit tuned and untuned percussion, instruments, audio equipment and other resources against the requirements of Kapow's refreshed 2026 curriculum so that lack of equipment does not limit curriculum delivery.

8. Priorities for 2026–27

Priority	Actions	Intended impact	Evidence / review
1. Strengthen assessment and retrieval	Use prior-learning checks and unit outcomes consistently; identify the key knowledge, vocabulary and practical skills pupils need to retain.	Teachers identify gaps early and adapt teaching; pupils increasingly connect new learning with previous musical knowledge.	Monitoring; pupil discussions; practical outcomes.
2. Review whole-class instrumental provision	Audit current provision and resources; review Kapow KS2 instrumental units and Music Hub options; agree a sustainable whole-class offer.	Pupils have a clear and equitable route into sustained instrumental learning.	Provision map; resource audit; participation information.
3. Develop singing and ensemble opportunities	Review singing across curriculum and wider school life; identify realistic opportunities for choir/vocal ensemble and collaborative performance.	More pupils experience the enjoyment, discipline and belonging of making music with others.	Participation; performances; pupil voice.
4. Build staff confidence	Use Kapow CPD and targeted subject support in response to monitoring.	Teachers have stronger subject knowledge and confidence in modelling, assessing and adapting practical music.	Staff feedback; monitoring and re-monitoring.

9. How we will evaluate impact

The impact of this plan will be reviewed through the school's normal curriculum monitoring and improvement processes. We will look beyond whether activities have taken place and consider what has changed for pupils as a result.

- Do pupils remember and apply increasingly sophisticated musical knowledge and vocabulary?
- Can pupils sing, perform, listen, improvise and compose with increasing confidence and control?
- Does pupils' practical work demonstrate progression across year groups?
- Are teachers confident in the musical content they teach and in adapting it appropriately?
- Are pupils experiencing music together through performance, instrumental learning, singing and enrichment?
- Can pupils talk positively and specifically about music they have learned, heard, created and performed?

10. Review and publication

This Music Development Plan is a working improvement document. The subject coordinator and senior leaders will review progress during 2026–27 and use the findings to determine priorities for 2027–28. A summary will be updated and published on the school website before the start of each new academic year, in line with Department for Education expectations.

Reference framework

This plan has been developed with reference to the Department for Education’s National Plan for Music Education, the DfE School Music Development Plan summary template, the Model Music Curriculum, and Kapow Primary’s current Music curriculum and progression materials.

- Department for Education (2022; updated 2024), The power of music to change lives: a national plan for music education.
- Department for Education (2024), School music development plan: summary template.
- Department for Education (2021), Model Music Curriculum: Key Stages 1 and 2.
- Kapow Primary, Music scheme of work and 2026 curriculum resources, including progression and KS2 whole-class instrumental materials.