Music Development Plan 2026-27

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	C. Spraggs
Name of school leadership team member with responsibility for music (if different)	S. Anderman
Name of local music hub	Lewisham Music

This document 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.

At Haseltine, Music is taught throughout the school from EYFS to Year 6. EYFS teach music in line with the Development Matters framework. From Year 1- 6 music is taught using the Kapow Music Curriculum. This is a progressive scheme that builds on the key elements of music in each year group and fulfils the statutory requirements of the National Curriculum (2014). These structures provide inclusive, high quality music education

Music in EYFS

Music is embedded throughout the Foundation Stage curriculum and is taught as part of the children's learning across the year. It forms a key element of the

specific area of learning, Expressive Arts and Design: Being Imaginative, as outlined in the Foundation Stage Framework (2014) and supported by the Development Matters Framework. Music plays an important role in supporting children's personal and social development. For example, counting songs help to develop early mathematical skills, while music from a range of cultures broadens children's understanding of the world around them.

Music in Y1-6

Teachers in these years use an adapted version of the *Kapow* schemes of learning (units), and through their knowledge of the children, adapt their teaching to ensure that every child can access, enjoy and appreciate the art form. In the condensed *Kapow* curriculum, sequencing and progression are clearly planned within each unit and therefore, across the school, streamlining content and focussing on essential knowledge and skills.

The *Kapow* curriculum is designed as a spiral curriculum, with the following principles in mind;

- Cyclical; pupils return to the same skills and knowledge to embed and develop their learning and understanding
- Increasing depth of knowledge and skill.
- Building on prior knowledge and previous foundations so that understanding and skills can be broadened and applied.

The *Kapow* curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of our curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making,

and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

In addition to the Kapow scheme, children in KS1 have a focus on developing singing technique through their winter production performance. In line with the DfE's 2020 Model Music Curriculum, Years 3,4, and 5 also receive whole-class instrumental lessons for a term (in ukulele and samba). Through these, they are further taught about staff and tab notation and are able to read simple music. They are taught music specific vocabulary and expected to use these in discussing music they are reading and playing/singing. By using the Kapow music scheme alongside these instrumental lessons, children at Haseltine develop their understanding and appreciation music, both from history and from different cultures.

The combination of the above, biannual Key Phase performances, singing during assemblies and opportunities to take part in extra-curricular choirs and instrumental groups, ensures that children are receiving at least 1 hour of music per week, whilst also giving them opportunities to refine and perform music to a wider audience of their peers and/ or parents.

Adaptation and SEND

We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- *Scaffolding* – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.
- *Multi-sensory approaches* – lessons incorporate different elements to engage all learners.
- *Clear instructions and structured tasks* – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.
- *Opportunities for collaborative and independent learning* – allowing pupils to work at their own pace while building confidence and independence.
- *Spiral curriculum* – step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach ensures that children with SEND can express

themselves and take an active part in lessons. By embedding adaptive teaching throughout, our Music curriculum ensures that all pupils, regardless of their starting points, needs and requirements, can access and succeed in their learning. *More detail about the curriculum is available in our progression document for Music, which is available on the school website.*

Assessment – Children are assessed against on-going Assessment for Learning (AfL) practices within class and group sessions to ensure all pupils are making progress. Assessments are carried out at the end of each unit to evaluate learning and inform next steps in teaching. These assessments are then monitored and evaluated by the subject leader who then provides support and further direction to teachers as required.

Part B: Co-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 Haseltine, we offer many opportunities for our pupils to develop and extend their music learning outside of the classroom. We work alongside Lewisham Music Hub to offer individual and group lessons in drums, guitar, violin and cello, which also provide children with experience of making music. Sessions run throughout the school day supported by some after-school clubs. Children may begin to work towards music grades when they reach these levels of attainment. An increasing proportion of pupils are involved. These lessons and the loan of their instruments are free of charge to PP students, of which there is a growing number. Samba Band, led by one of our external peripatetic music teachers, has the opportunity to perform to their parents and peers during assemblies, events and concerts. During the course of the year, pupils also have an opportunity to perform at events in collaboration with Lewisham Music.

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.

In addition to planned curriculum music lessons, Haseltine pupils benefit from a broad, rich and varied range of musical opportunities throughout the school year, which enhance and extend the school's overall music provision and contribute effectively to time allocation for the subject. These experiences take place through a combination of whole-school, key stage, class-based and individual activities, ensuring that all pupils have regular opportunities to listen to, perform, compose and respond to live music.

Across all key stages, pupils participate in performances such as EYFS and Key Stage 1 nativity productions, key stage singing assemblies with performance showcases, whole-class samba and ukulele performances in Key Stage 2, class assemblies incorporating music, school fair showcases, fundraising talent shows, and the Year 6 summer musical production. Pupils also develop their musical understanding and cultural awareness through visits to local theatres and cinemas to experience a range of live and recorded musical performances. There may also be special events throughout the year where children can engage with professional musicians through workshops and concerts, such as the LSO, or performing at the Royal Albert Hall with the Music for Youth Prom.

Music is often a key part of daily practice in our classrooms. Pupils are encouraged to appreciate and engage with a wide range of musical styles, genres and traditions from different cultures and historical periods. This is further enriched through guest performances and specialist workshops delivered in school, including opportunities to experience crossover work with dance and theatre, enabling pupils to explore the connections between music and the performing arts. Clear cross-curricular links are identified to deepen pupils' appreciation of music and its significance in both modern society and historical contexts. Music is used to deepen immersion in writing projects; to aid learning of key number facts; to support self-regulation routines; overall, music strengthens inclusion, creativity, confidence and progression for all learners.

In the future

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

In future years, Haseltine's Music Development Plan aims to achieve the following:

- Offer a wider range of creative experiences that enable every child to express themselves through music and the arts.

- Deepen our collaboration with the Lewisham Music Hub and pursue new partnerships where possible, possibly extending the variety of instrument tuition available, and encouraging more children to take these up.
- Ensure at least one hour a week is protected for the teaching of music for key stages 1 and 2.
- Encourage and facilitate pupil lead music groups, and explore availability of rehearsal spaces for bands, ensembles and solo practice.
- Introduce a separate singing group outside of key-stage singing.
- Provide more chances for pupils to enjoy live music, such as more professional musicians performing in school and more trips to live performances.

Further information

Should you wish to find out more about our music provision at Haseltine Primary School, please view our Music section of the website through the link below: https://www.haseltine.lewisham.sch.uk/

Lewisham Music Hub has further information about the opportunities available in the local area – please follow the link below for more information: https://lewishammusic.org/

The Department for Education has published 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 – please follow the link below for more information. https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people/what-the-national-plan-for-music-education-means-for-children-and-young-people/