

Lutton St Nicholas Primary Academy

Music Development Plan 2025-26

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	3 rd March 2026
Date this summary will be reviewed	1 st September 2026
Name of the school music lead	Mrs V. Boyce-Pynn
Name of school leadership team member with responsibility for music (if different)	Mr J Perrin
Name of local music hub	Lincolnshire Music Service
Name of other music education organisation(s) (if partnership in place)	

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

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 Lutton St Nicholas, we follow the Kapow Primary Music Scheme, which fulfils the statutory requirements of the National Curriculum (2014). Our curriculum is designed to help every child feel musical and to develop a life-long enjoyment of music.

- The scheme ensures that pupils:
- Perform, listen to, review and evaluate music from a wide range of historical periods, genres, cultures and traditions.
- Sing and use their voices, create and compose music individually and collaboratively, and learn to play tuned and untuned instruments.
- Understand how music is created and communicated, including the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and notation.
- Music is explored through these inter-related dimensions, with a focus on developing confident performers, composers and listeners. Children learn skills in singing, playing instruments, improvising, composing, and responding to music.
- Kapow Primary is structured as a spiral curriculum which our school has weaved into a 2-year cycle, meaning pupils revisit key skills and knowledge regularly, each time with increasing depth. Prior learning is built upon so that progression is clear and purposeful across year groups and key stages.

Our curriculum introduces children to music from around the world and across eras, helping them understand the cultural and historical context of the music they encounter. Pupils learn musical notation, develop descriptive and analytical skills, and explore how music can express feelings and ideas. They also learn to work collaboratively, understanding how individual parts combine to create ensemble performances.

Through music, children develop wider transferable skills such as teamwork, creativity, problem-solving, leadership and confidence—skills that support learning across the curriculum and beyond school.

Lesson Delivery

Each music lesson includes a clear learning objective and success criteria, which support both teaching and pupil self-assessment. Lessons begin with a short recap or introductory activity that revisits prior learning or introduces the theme of the unit in an engaging way.

The main part of the lesson introduces new skills or knowledge within the sequence of learning. Children take part in practical activities that develop their understanding of the inter-related dimensions of music and build their confidence as performers, composers and listeners. Each session includes time for pupils to reflect on their learning and teachers use ongoing assessment to ensure progress and identify next steps.

Across a unit, pupils experience a balance of performance, composition, focused listening, and musical appraisal. Lessons include whole-class activities as well as opportunities for paired or group work. The Kapow Primary curriculum revisits key skills regularly, allowing children to consolidate prior learning while being introduced to new challenges. As pupils progress, they tackle more complex musical tasks, deepen their understanding of musical notation and structure, and develop greater confidence in discussing and analysing music.

Music in the Early Years

In the Early Years Foundation Stage, music is taught through continuous provision and topic-based learning. It forms part of the Expressive Arts and Design area of the EYFS Framework, particularly the strand *Being Imaginative and Expressive*. Activities are linked to the Early Learning Goals and provide opportunities for children to explore sounds, sing, move to music, and express ideas creatively. Kapow Primary provides age-appropriate suggestions that support musical development through play, exploration and child-led learning.

Planning

- Kapow Primary provides clear long-term and medium-term planning that maps out how the National Curriculum requirements are met across each year group. The planning documents show:

- Which units address specific National Curriculum attainment targets.
- How knowledge and skills progress across EYFS, Key Stage 1 and Key Stage 2.
- How musical strands such as performing, composing, listening and understanding notation are developed over time.
- Medium-term plans outline the progression of skills and knowledge within each unit, ensuring pupils build securely towards end-of-key-stage expectations. Individual lesson plans include guidance on differentiation and subject-specific support, enabling all teachers—including non-specialists—to deliver music confidently and effectively.
- In EYFS, planning aligns with the *Expressive Arts and Design* area of learning, with activities linked to the Early Learning Goals and designed to support musical development through exploration, play and imaginative engagement.

Adaptation

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 including: Setting open-ended tasks which could have a variety of responses; Setting tasks of increasing difficulty (not all children complete all tasks); Grouping children by ability in the room and setting different tasks to each ability group; Providing resources depending on the ability of the child; Using classroom assistants to support the work of individuals or groups of children

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.

Weekly Singing Assemblies

Pupils take part in weekly singing assemblies featuring a mix of classic and modern songs with positive, uplifting messages. These sessions help develop vocal confidence and a shared enjoyment of music across the school.

School Events and Celebrations

Children have opportunities to sing and perform at key school events such as the Harvest Festival and seasonal celebrations. Performances may involve whole-school singing or contributions from specific year groups.

Choir

Pupils can join the school choir, which runs weekly across a long term and performs at selected school events. The choir offers an additional opportunity for children who enjoy singing to develop their skills further.

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.

Music Tuition

Parents can sign their child up for private instrumental tuition delivered on site by the Lincolnshire Music Team. Lessons include a range of instruments such as keyboard and guitar, giving pupils the chance to develop individual musical skills.

Whole-Class Instrumental Learning

In Key Stage 2, pupils learn the glockenspiel through whole-class instrumental lessons. This supports their understanding of pitch, notation and ensemble performance.

Partnerships and Wider Experiences

We work with the Lincolnshire Music Hub and local music organisations to enhance the musical opportunities available to pupils. This includes a 2-year Creativity Project between in 2023-25.

Resources

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

- untuned percussion instruments
- instruments from other cultures
- tuned percussion – eg glockenspiels
- environmental sound-makers e.g. buckets, shakers
- recorders

In addition to curriculum music lessons, pupils take part in a range of musical experiences across the year, both as whole classes and as a whole school. These include regular opportunities to sing and perform at events such as Harvest, Christmas celebrations and the Year 6 leavers' performance.

Children in Key Stage 2 may also perform with the school choir at selected school events, giving pupils further opportunities to develop confidence and enjoyment in singing. Music is woven into wider curriculum experiences, such as Bollywood dancing during our two-yearly Hinduism experience and exploring musical traditions within history topics.

Across all key stages, music is incorporated into classroom routines, celebrations and cross-curricular activities, helping pupils apply their musical learning in meaningful contexts. Our provision values a wide range of musical styles, genres and traditions, and parents and carers support music making through attendance at events and encouragement at home.

In the future

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

Teacher CPD

A key priority is to provide targeted CPD to build teacher confidence and strengthen the delivery of curriculum music, including singing and instrumental work. Training will focus on effective use of the Kapow Primary scheme and developing secure subject knowledge.

- **Music Tuition Access**

We aim to widen access to instrumental tuition by encouraging take-up across the school and ensuring families are aware of the opportunities available through the Lincolnshire Music Team.

- **Monitoring Participation**

Engagement in extra-curricular music activities will continue to be monitored, with a focus on ensuring equitable access for all pupils, including those who may face barriers to participation.