

CHURCH LENCH FIRST SCHOOL

MUSIC DEVELOPMENT PLAN 2024/ 25

Academic year this summary covers	2025/ 26
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Music education partnerships	Rock Steady/ Severn Arts

This is a summary of how Church Lench First School delivers music education to all our pupils across three areas:

- Curriculum music
- Extracurricular provision
- Musical experiences.

This summary also includes changes we are planning in the future years.

This information is to help pupils and parents/ carers understand what our school offers and who we work with to support pupils' music education.

Part 1 CURRICULUM MUSIC

Curriculum music is music taught in lesson time to all pupils.

Class/ Year group	Time dedicated to curriculum music teaching each week	Time dedicated to curriculum music teaching each week (Severn Arts/ Rock Steady/ Choir)
Class 1 Reception/ Year 1 (EYFS/KS1)	All terms: 30 minutes (+ continuous provision)	Rock Steady- 30 minutes
Class 2 Year 2/ Year 3 (KS1/ KS2)	All terms: 45 minutes	Rock Steady- 30 minutes Severn Arts- 20 minutes Choir- 30 minutes
Class 3 Year 4/ Year 5 (KS2)	All terms: 1 hour	Rock Steady- 30 minutes Severn Arts- 20 minutes Choir- 30 minutes

At CLFS we use the Kapow Primary scheme across the school. Our school we operate on two-year cycles A and B and the lessons are planned accordingly.

Curriculum music lessons are informed by the Model Music Curriculum (non statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures, genres, styles and traditions, including the work of the great composers and musicians.
- Learn how to create and control sound using their voices to create and compose music on their own and with others, have an opportunity to learn tuned and untuned musical instruments, use technology and to have an opportunity to progress to the next level in musical experience.
- Understand and explore how music is created, produced and communicated through various notation systems and dimensions: pitch, dynamics, tempo, timbre, texture, structure, duration and musical notation.
- Improvise and compose music using available resources.
- Perform musically in front of audiences of varying sizes and giving the opportunity to perform during assemblies and festivals.

Our intention is to help the children to feel that they are musical and to develop a long- life skill and love of music. Each class teacher uses the Kapow scheme and adapts it to ensure every child can access, enjoy and develop music skill at school. The program allows children to review, remember, deepen and apply their understanding of music.

We explore music through the inter- related dimensions of music, such as: performing, listening and composing. At CLFS we focus on developing the skills, knowledge and understanding that children need to become confident musicians. Children have opportunities to develop singing skills, playing tuned and untuned instruments, improvising and composing, listening and responding to music.

Children are taught to explore music through body percussion and vocal sounds which develops building blocks to understanding of musical elements without the added instruments. Following the progression steps we introduce pupils to music from all around the world helping them to understand the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music from different countries and believes. As children progress through the school, we expect them to maintain the focus and concentration for longer as music lessons are longer. Children will start to learn how music can help them to recognise feelings and emotions.

Through music children will learn musical terms and their meanings and how to use those skills when composing and performing music.

Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting their love and passion of learning.

Our yearly plans are based on two-year cycle and are a mix of different key stages and levels. It is teacher's role to make sure they use a range of methods to deliver fun and engaging lessons for all pupils.

Curriculum Music Plan

Class 1 (EYFS/ KS1)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Dynamics KS1	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.
Autumn 2 Musical stories EYFS	Based on traditional children's tales and songs. Learn that music and instruments can be used to convey moods or represent characters.	Using instruments to represent characters.
Spring 1 Exploring sound EYFS	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.
Spring 2 Pitch KS1	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 1 Big Band EYFS	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Perform action songs through movement to music.
Summer 2 Sound pattern KS1	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.
Cycle B		
Autumn 1 Keeping the pulse KS1	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2 Celebration music EYFS	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Perform to the class music from different cultures.
Spring 1 Musical symbols KS1	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.
Spring 2 Tempo KS1	Singing a short chant and song. Keeping the beat to a chant and song, using instruments.	Performing to the class in pairs, demonstrating a song at varying speeds.
Summer 1 Transport EYFS	Using voices, bodies and instruments to explore different types of transport.	Perform a simple score, identify and mimic transport sounds and interpret and
Summer 2 Music and movement EYFS	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.

Class 2 (KS1/ KS2)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Pitch: Musical Me Y2	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.
Autumn2 Creating composition in response to an animation Y3	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1 Instruments Y2	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.'
Spring 2 Traditional instruments and improvisation: Indian music Y3	Practising a traditional Indian song	Performing the song 'Anile Vaa'.
Summer 1 Contrast dynamics Y2	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 2 Jazz Y3	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Cycle B		
Autumn 1 Singing Y2	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.
Autumn 2 Call and response Y2	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Spring 1 Pentatonic melodies and composition Y3	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese New Year.
Spring 2 Ballads Y3	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.
Summer 1 Developing singing techniques Y3	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.
Summer 2 Structure Y2	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.

Class 3 (KS2)	Lessons opportunities to sing and play instruments	Lesson performance opportunities
Cycle A		
Autumn 1 Composition notation Y5	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2 Composition to represent the festival of colour Y5	Creating a vocal piece to represent a picture.	Performing a vocal class composition
Spring 1 Changes in pitch, tempo and dynamics Y4	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2 Body and tuned percussion Y4	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Summer 1 Samba & carnival sounds and instrument: South America Y4	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2 Looping and remixing Y5	N/A - using technology.	Sharing compositions.
Cycle B		
Autumn 1 Blues Y5	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs.
Autumn 2 Musical theatre Y5	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical.
Spring 1 South and West Africa Y5	Singing unaccompanied and incorporating movement	Performing 'Shosholoza' as a class.
Spring 2 Haiku, music and performance Y4	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.
Summer 1 Rock & Roll Y4	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments.
Summer 2 Adopting and transporting motifs The Romans Y4	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class.

Implementation

In accordance with the national Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adapted the Kapow Scheme to ensure that children receive quality music lessons throughout the year. We cover one unit per half-term. Each unit combines performing, listening, composing and encourages pupils to explore music enthusiastically. Throughout the Kapow Scheme children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play instruments to create and express their own and others music. Children have many opportunities to explore sounds, listen actively, compose and perform. During music lessons children are given opportunities to learn musical vocabulary. They will learn to recognise and name interrelated dimensions of music: pitch, duration, tempo, timbre, structure, texture and dynamics. The children are given opportunities in lessons to apply their skills and given a chance for collaboration through composition.

Music in Early Years

Child-led learning plays a large part in the Early Years curriculum. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of well-being and involvement. We support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. This allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.

We ensure to have musical instruments and equipment available as part of our continuous provision. This means that it is accessible to children at all times and stays the same throughout the year. You can enhance the provision by adding additional resources to support projects but the foundation resources should always be available.

Enhanced provision is normally provided to encourage consolidation of learning after a lesson, in response to children's expressed interests or a seasonal event.

Children will display their musical knowledge through their play on a regular basis.

Planning

Our long-term plans show which of the units cover each of the national curriculum target and which unit covers development matters statements in Early Years Learning Goals. The plan details the progression of skills and knowledge within each class to ensure targets are met by the end of EYFS, KS1 and KS2. Music Lead carefully plans long term plan for each class to reflect on their current learning and interests. Teachers use above plan together with Kapow Scheme to plan and deliver weekly lessons in classrooms. We recognise that there are children of different musical abilities in all classes, including children with SEND. We provide and adapt the learning opportunities for all children by matching the challenge of the task to the ability, removing any barriers to learn and adopting positive approach to enable all the children to achieve and succeed in music.

Assessment

Assessments are used by teachers to evaluate learning of individual children and groups of children. This helps teachers to plan for future provision and school development.

Teachers assess the children at the end of the unit using Kapow Scheme assessment tools as well as quizzing and questioning children's knowledge and understanding during each lesson.

At the end of the year, the teacher makes a summary judgement about musical skills and development of each pupil in relation to National Curriculum and Foundation Stage Framework which is recorded in the end of year report.

Extra- curricular music and enrichment

Severn Arts has provided extra-curricular lessons for children in classes 2 and 3 on 1:1 basis. Those include: clarinet, violin, guitar or saxophone etc. lessons which provide children with experience of making music. Lessons are booked and paid for by parents/ cares of the children.

During the course of the year, pupils have the opportunity to sign in to a new choir and perform during assemblies, festivals and collective worship.

Musical Experiences

We organise other musical events and opportunities for the children in our school. In addition to singing and performing in assembly and church festivals children take part in other musical experiences. We have opportunity to experience live theatre performance (i.e. panto)

The Rock Steady gives children inclusive approach to find a sense of belonging through new friendships and a shared love for music, whilst boosting social skills, wellbeing and confidence. A band is created to give children an opportunities to learn to play an instrument and to perform to the large audience at the end of the term to showcase what have they learnt.

In the future

Our Music Action Plan for each academic year highlights targets and plans for delivering music lessons and opportunities at CLFS. We are committed to continually enhancing musical offerings to pupils.