

Music development plan summary: Ightham Primary School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	January 2026
Date this summary will be reviewed	September 2026
Name of the school music lead	James White
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Kent Music
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.

‘Music is a universal language that embodies one of the highest forms of creativity.’ – The National

Curriculum.

At Ightham Primary School, we aim to ensure we are providing a musical curriculum that allows all children the opportunity to experience and enjoy music. They develop the skills outlined in the National Curriculum and their knowledge of musical cultures and developments from across the globe.

Music is taught from weekly from Reception to Year 6 by the class teacher using the Kapow scheme of work with additional opportunities for cross-curricular links throughout the school.

Aim:

The National curriculum for music states that the aims for Music education in Primary Schools are:

- For children to have the opportunity to perform, listen to, analysis and evaluate music from across a range of historical periods, genres, styles and traditions, including studying the works of great composers and musicians.
- Children to learn to sing, to have the opportunity to play and learn a musical instrument, to compose their own pieces of music independently and within a group and to use technology appropriately to enhance their own compositions and to learn how to edit and manipulate music.
- For children to develop an understanding of how music is created, produce and communicated using the inter-related musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Scheme of Curriculum

Ensuring the high quality of teaching of music is a priority at Ightham Primary School and therefore, we have the Kapow scheme of work to ensure clear progression and learning in an integrated, practical, exploratory and child-led approach.

The curriculum focuses on ensuring all children develop the skills, knowledge and understanding needed to become confident performers, composers and listeners. By exposing the pupils to a wide range of music from around the world and across generations, their knowledge is further developed and allows them to appreciate and build respect for different cultures, traditions, and communities. The curriculum enables pupils to reach the end of key stage attainment targets outlined in the National Curriculum, including performing, listening, composing, the history of music and inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre.

Planning

Each half term, every year group focuses on one of the units of work. Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

- Listening and Appraising
- Musical Activities
 - Warm-up Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition

- Performing

Kapow Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Skills Progression

Over time, the children make progress in the following key areas:

- **Listening and evaluating** – expressing musical preferences; exploring the impact of musical ideas; understanding how effects are created by combining musical elements.
- **Creating sound** – exploring the children's vocal skills; developing skills to manipulate sounds on a range of instruments.
- **Notation** – recognising the basics of musical notation; reading simple rhythmic patterns; developing the foundational knowledge of how staff and graphic notations can communicate music.
- **Improvising and composing** – creating and refining the children's own music through improvisation and notation; experimenting with styles and features; employing musical concepts to add interest.
- **Performing** – using voices expressively; developing instrumental control and expression; performing as part of a group.

The curriculum also provides the children the opportunity to develop skills that are transferable across other subjects including: listening skills, teamwork, leadership, creative thinking, problem-solving, decision-making and presentation/ performance skills. These skills support their development as learners and can be applied throughout their lives beyond school.

Assessment

Formative assessment is ongoing and is against the clear lesson objectives. At the end of the year, teachers are required to report for parent's attainment and effort in Music

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)
Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Coast)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' song

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.

The school offers a range of music tuition including piano, guitar, brass, string and woodwind instruments. These are taught on a one to one basis by peripatetic teachers.

We offer extra-curricular opportunities for children; both Key Stage 1 and Key Stage 2 have the opportunity to join a choir as an after school club. Will also offer a Key Stage 2 Drama Club which includes singing and performing arts.

To further enhance the musical enrichment at Ightham Primary School, the children are provided with a Pupil Passport, which ensures that by the end of Key Stage 2 they should have learnt how to play an instrument and have the opportunity to take part in a live show.

To enhance the development of singing technique across the school, we have a weekly singing assembly for all children. Across each phase the children learn to play instruments such as the ocarina, recorders and handbells.

The school also accesses Sing Up through Kent Music. The subscription is used to enhance the singing assemblies.

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.

Musical Events and Performances

- Singing assemblies
- End of term Music Recital
- Harvest Church Service performances
- Christmas Church Service performances
- Easter Church Service performances
- Reception Christmas performance
- Key Stage 1 Christmas performance
- Year 6 – End of year show

- Carol Singing in the community, including Community Coffee Morning and at Ightham Mote
- Workshop with Sevenoaks School

In the future

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

• Music Action Plan



ACTION PLAN FOR Music 2025 -2026



Person/s responsible: James White

Objectives:

- To review the school curriculum to ensure curriculum coverage, skills progression and a scheme to enable teachers to focus on adaptation for the class, including in EYFS (SDP focus 4).
- To ensure the needs of all learners are met through adaptation and variation. (SDP focus 3).

Subject	Objective	Actions to be taken	Lead	Time scale	Success Criteria	Resources Funding	Monitoring and Evaluating
Music	To review the school curriculum to ensure curriculum coverage, skills progression and a scheme to enable teachers to focus on adaptation for the class, including in EYFS (SDP focus 4)	Review current music curriculum and progression map. Monitor lesson delivery to ensure fidelity to the scheme Obtain children's thoughts on music teaching and learning	JW	termly	Children talk positively about engagement and progress in music	Time – PDM, subject release	Drop ins: Regular reviews of lessons to check for quality of delivery and consistency. Pupil voice: Regularly talk to children about music to review their understanding and engagement. Ask pupils to explain what they've learned and how it connects to previous topics. Staff feedback: Gather input on the clarity and usability of the scheme of work and teacher knowledge.



	To ensure the needs of all learners are met through adaptation and variation. (SDP focus 3)	Monitor lesson delivery to ensure the use of the teaching model Ensure teachers include adaptation and variation in every lesson Provide opportunities for staff to share best practice in meetings Obtain children's thoughts on music teaching and learning Provide CPD or modelling where needed.	JW	Ongoing	Lessons demonstrate adaptation, variation to ensure the needs of all children are catered for Lessons show that children are challenged, enthusiastic and develop independence Children talk positively about engagement and progress in music		Drop ins: Regular reviews of lessons to check for adaptation, variation and engagement Pupil voice: Regularly talk to children about music to review their understanding and engagement. Ask pupils to explain what they've learned and how it connects to previous topics. Staff feedback: Gather input on adaptation and variation in music
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Further information (optional)

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