Music development plan summary: Falcons Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary will be reviewed	July 2027
Name of the school music lead	Miss Shah
Name of school leadership team member with responsibility for music (if different)	Mrs Mann (Arts Team)
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	Kapow Primary Music Leicestershire Music Hub Triad School Improvement group Development Group Schools SPARKS Arts

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.

	Unit 1	Unit 2	Unit 3	Unit 4
EYFS	Exploring sound	Music and movement	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Myths and legends
Year 3	Ballads	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Changes in pitch, tempo and dynamics (Theme: Rivers)	Samba and carnival sounds and instruments	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)
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Theme and Variations (Theme: Pop art)	Baroque	Composing and performing a Leavers' Song

The curriculum plan for music follows the Kapow Music scheme of work which is in line with the National Curriculum expectations from EYFS to the end of Key stage 2. The scheme has also enabled us to incorporate the expectations of the Model Music Curriculum which is achieved through a progressive approach that builds on substantive and disciplinary knowledge being taught through the units of work.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences incorporating the rich diversity of the school:

- Listening
- Composing which includes singing.
- Performing
- The history of music
- The inter-related dimensions of music which includes singing.

Each unit combines these strands to capture pupils' imagination and encourage them to explore music enthusiastically. Kapow provides a classroom-based, participatory and inclusive approach to music learning. Throughout the 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 classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds,

listen actively, compose and perform as well as being given opportunities to learn music-specific vocabulary in a meaningful context. They learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

Learning to sing and developing singing skills are inter-linked with the kapow units of music. This is in addition to a singing learning assembly from EYFS to Year 6. Kapow singing ensures the following:

Singing Techniques: Lessons cover vocal health, pitch, dynamics, tempo, and timbre, with specialised, theme-based singing activities.

EYFS (Reception): Focus on movement, rhythm, and using voices to express emotion and explore stories.

Key Stage 1 & 2: Covers topics like "On this island" (British songs), "Musical Theatre," "Nature," and "Vikings" as well as links to our Sikh Faith Ethos by singing Simrans, shabads and the Aardaas. All of which ate pitched to meet the needs of the children whiles ensuring that their skills are being challenged.

Integration is key for the kapow curriculum so singing s also integrated with instruments (glockenspiels, percussion) and listening exercises.

Kapow Primary's Music scheme which has been designed as a spiral curriculum with the following key principles in mind:

• Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
• Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
• Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our 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.

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. The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school.

Music is taught for 1 hour a week at our school – a weekly timetable lesson including a Singing Assembly.

Every alternate term, children in years 4, 5 and 6 learn to play tabla with an Indian classical musician in association with Leicestershire Music Hub. All children (which includes SEND/EAL and PP) have had the opportunity to develop their skills playing the tabla during a whole-class instrumental lesson over that last three years. As a result, we have been able to offer small group talent development to progress children's learning further. This has led to children having the opportunity to perform and showcase their passion and talent at local establishments e.g. DeMontfort Hall and Gurdwaras in Leicester.

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme, curriculum leader providing support through team teaching and lesson observations as well as training through Leicester music hub. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class.

SEND Access

Kapow, the scheme we use provides a set of accessible resources designed to support musical activities and learning for all students including those with Special Educational Needs. For SEND children provision is differentiated appropriately through support and challenge according to individual needs.

Sinclusivity – provided for SEND children through Leicester Music Hub to make music an singing accessible to all children.

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 by:
• Setting open-ended tasks to promote collaboration.
• Setting tasks of increasing difficulty as well as stepping stones to help all children to achieve the learning objective.
• Targeted questions which encourages children to use their prior knowledge, extend their learning.
• Providing resources depending on the ability of the child – further differentiating when necessary.
• Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Part B: Extra-curricular Music and Enrichment

- KS2 choir
- Kirtan club (Sikh hymns as we are a Sikh faith school)
- Tabla Talent development club
- Ensembles:
    - EYFS – body percussion and percussion instruments through the Kapow Music Scheme.
    - Year 1 – Glockenspiels taught through Kapow Music scheme
    - Year 2 – Recorders taught (from Spring term) through Leicestershire Music Hub (LMH) resources.
    - Year 3 – Ukelele taught by teachers (from Spring term)
    - Year 4 – Tabla taught through LMH
    - Year 5 – Tabla taught through LMH
    - Year 6 - Tabla taught through LMH
- All children learn and experience playing percussion instruments from EYFS to Year 6.
- All children engage in our Sikh ethos assembly once a week. During which children recite prayers and take part in simran and play traditional Indian classical instruments e.g. harmonium, tabla.

Partnerships

We are in partnership with the following:

- Kapow Primary Music
- SPARK Arts
- Triad School Development Group
- Leicestershire Music Hub
- The North East Leicester Music Development group. This group meets 3 times a year, an opportunity for music leaders to develop best practises, share ideas and resources, discuss any latest changes to remain up to date. It allows leaders and schools to ensure the best is offered to our children to further develop their love of 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.

Assemblies for religious festivals which involves singing and playing instruments e.g. Diwali, Christmas, Eid etc.

Summer talent show

Year 6 Leavers assembly

Choir performance to the whole school as well as to local residential care homes, Somerville Retirement Home.

Leicester Makes Music Lead Orchestra concert at De Montfort Hall.

Tabla performance to the whole school by Leicestershire Music Hub.

Attending a concert at De Montfort Hall called ‘Leicester Makes Music’ – children learn about the orchestra.

SPARK Arts– children experience a collaboration of instruments and how they can be played as part of a band.

In the future

This is about what Falcons Primary School is planning for subsequent years.

- Become a Music Mark member to further enrich the opportunities we provide, making a commitment to developing the passion for music in our school we were awarded a Gold Quality Music Mark from Leicestershire Music Hub.
- To support and lead the development of music practise across our network of school in our development area.
- Musical engagement with secondary schools – to collaborate with secondary school teachers/pupils to inspire future musicians.