

Wootton St Andrew's C of E (VA) Primary School



Music Development Plan

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	July 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Michelle Radge
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	North Lincolnshire 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 taught as part of the planned curriculum from Reception to Year 6. Kapow Primary Music provides the main structure for teaching and supports clear progression in listening, performing, composing and evaluating music. Reception follows a stand-alone programme linked to the Early Years Foundation Stage, while Years 1 and 2, Years 3 and 4, and Years 5 and 6 follow two-year rolling programmes appropriate for the school's mixed-age classes.

The Kapow curriculum has been adapted carefully to reflect the school's context, wider curriculum themes and enrichment opportunities. Some Kapow units, including aspects of jazz, blues and world music, are taught through dedicated whole-school experiences such as World Week. Any resulting spaces within the long-term plan are used to strengthen areas including singing, instrumental performance, composition, musical notation, listening and appraising, and knowledge of significant composers, musicians and musical traditions.

Music is taught for one hour per week within curriculum time, with lessons providing opportunities for pupils to use their voices, untuned and tuned percussion, classroom instruments and digital technology. Pupils develop an increasingly wide musical

vocabulary and learn to listen carefully, respond to music, recognise musical features and express informed opinions. Links are made with wider curriculum learning where these are meaningful, including history, geography, English, religious education and the school's thematic curriculum.

All pupils in Key Stage 2 learn to play the recorder as part of their curriculum entitlement. Recorder teaching is intended to develop progressively from basic posture, breath control, tonguing and the notes B, A and G towards a wider range of notes, notation reading, ensemble playing, rounds, harmony, improvisation and composition. This provides every pupil with sustained experience of learning a tuned instrument, regardless of their background or access to private tuition.

Assessment is primarily formative and takes place through teacher observation, questioning, discussion, listening activities, composition tasks and individual or group performances. Teachers assess how well pupils can recall musical knowledge, apply musical vocabulary, maintain a pulse, control rhythm and pitch, perform confidently, compose purposefully and evaluate their own work and the work of others. There are currently no formal music qualifications or graded awards offered through the core curriculum, although pupils' achievements are celebrated through performances, recordings, certificates and wider school events.

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 provides opportunities for pupils to develop their musical interests beyond their timetabled music lessons. Singing is a significant part of school life and pupils regularly practise and perform songs through collective worship, church services, seasonal celebrations, productions and community events. These opportunities allow pupils to improve their vocal control, confidence, expression, memory and ability to perform as part of a group – most notably in our school choir.

Pupils also have opportunities to rehearse music for special performances, school events and competitions. Pupils who demonstrate a particular interest or aptitude in music are encouraged to take on additional roles, including accompanying or solo singing parts, performing instrumental parts, helping to lead rehearsals or contributing ideas to compositions and arrangements.

Participation in music is intended to be inclusive. The school aims to ensure that financial circumstances, additional needs or lack of prior experience do not prevent pupils from taking part. Adaptations may include simplified instrumental parts, visual notation, repeated rehearsal, additional adult support, alternative instruments and opportunities to perform in smaller groups. Where external tuition, clubs or further

musical opportunities become available, the school will communicate these to families and consider how barriers to participation can be reduced.

As a small school, the current co-curricular offer is shaped by available staffing, pupil numbers and access to specialist provision. The school's next phase of development will therefore focus on establishing sustainable opportunities such as with local music services, secondary schools, churches and community musicians.

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.

Pupils experience music frequently through the wider life of the school. Whole-school singing takes place through collective worship, where children learn a range of hymns, worship songs, traditional songs and contemporary pieces. Music supports reflection, celebration and the school's Christian vision and values, including love, joy, courage and trust.

Children perform in school, in St Andrew's Church and at community events throughout the year. Opportunities include Christmas and Easter services, class performances and special occasions. Pupils also participate in Key Stage 1 and Key Stage 2 Big Sing events, enabling them to perform alongside children from other schools and experience large-scale communal singing.

The music curriculum is enriched through engagement with professional and experienced musicians. Pupils have benefited from work with Professor Chris Wilson, formerly of the University of Hull Music Department, and renowned saxophonist Snake Davis. Snake Davis worked with pupils to help bring the school song to life and supported its professional recording. These experiences allow pupils to meet musicians, see high-quality live performance, learn about musical careers and understand how music is created, rehearsed and recorded.

World Week provides additional opportunities to explore music from different countries and cultures. Depending on the annual focus, pupils may experience activities such as African drumming, call-and-response singing, traditional instruments, rhythmic patterns, dance and musical storytelling. Jazz, blues and other genres may also be explored through these whole-school experiences, enabling pupils to understand music within its cultural, geographical and historical context.

Music is also incorporated into the annual Spirited Arts experience, where pupils may combine music with visual art, sculpture, painting, mixed media and drama. Performances, workshops and collaborative projects enable pupils to use music creatively and to communicate ideas, emotions, beliefs and stories. The school will

continue to seek opportunities for pupils to hear live music, work with visiting musicians, attend concerts or performances and share their own music with authentic audiences.

In the future

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

The school's next steps are to:

- Finalise and publish the revised two-year rolling music curriculum, showing clearly where Kapow units have been adapted or replaced by school-designed learning.
- Map the progression of knowledge and skills in singing, listening, composing, performing, notation and instrumental learning from Reception to Year 6.
- Establish a clearly sequenced Key Stage 2 recorder programme, including the notes, notation, vocabulary and performance expectations pupils should acquire at each stage.
- Strengthen listening and appraisal by identifying a planned range of composers, performers, genres, cultures and musical traditions to be studied across the school.
- Explore further partnerships with the local music hub, secondary schools, churches and community musicians to increase access to specialist tuition, live music and progression routes.
- Develop a simple and consistent assessment system that supports teachers in identifying whether pupils are working towards, meeting or exceeding curriculum expectations.
- Audit staff confidence and provide professional development in areas such as recorder teaching, musical notation, composition, singing leadership and the use of music technology.
- Increase opportunities for pupils to compose and record music using suitable digital resources, including Chrome Music Lab, Garage Band, or similar age-appropriate platforms.
- Ensure that disadvantaged pupils and pupils with SEND are able to participate fully in curriculum, co-curricular and wider musical experiences.
- Create an annual calendar of musical experiences, including church services, Big Sing events, World Week, Spirited Arts, visiting musicians, productions and community performances.
- Gather pupil voice to evaluate which musical experiences pupils value, what they remember and what further opportunities they would like.

- Monitor the implementation and impact of music through planning reviews, lesson visits, pupil discussions, performances, work samples and governor oversight.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how you can get involved in music in and out of school, and where you can go to for support beyond the school.

Further information can also be found on the Local Music Hub website:

<https://www.northlincs.gov.uk/tourism-museums-the-arts/north-lincolnshire-music/>