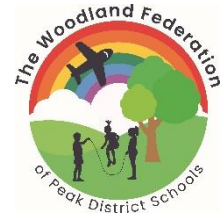


Music Development Plan Summary: The Woodland Federation of Peak District Schools



Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	5 th July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Andrea Tomlinson
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Derbyshire Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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 The Woodland Federation of Peak District Schools, we have timetabled music lessons in all year groups as part of our ‘Together Days’. We have chosen to deliver our music lessons on ‘Together Days as we have discovered that the larger groups of children leads to a larger sense of security in making voices heard. Our federation delivers a broad, ambitious and fully inclusive music curriculum in line with the **National Curriculum for Music**, which aims for all pupils to *perform, listen to, review and evaluate music, to sing and use their voices, to create and compose music, and to understand how music is created through the inter-related dimensions of music.*

We use the **Kapow Primary Music Programme** as our core scheme. Lessons have been condensed into a coherent, progressive sequence across the academic year to ensure all statutory requirements are met while maintaining high-quality engagement and musical development.

This fulfils DfE expectations that schools deliver *regular timetabled curriculum music* and develop pupils' skills in *singing, listening, composing, performing and instrumental work* in a structured and sequenced progression.

Pupils receive a **weekly timetabled music lesson**, meeting the DfE expectation that curriculum music is taught regularly and not delivered on a carousel.

For Key Stage 1 and 2, this ensures alignment with guidance that primary pupils receive *at least one hour of curriculum music teaching each week*, either as one sustained session or short sessions across the week.

Singing assemblies run weekly but are **additional to curriculum music**, in line with DfE guidance that whole-school singing does not replace curriculum lesson time.

Curriculum Design and Sequencing (Kapow Condensed Approach)

Kapow's curriculum provides **clear sequencing**, supporting national expectations that learning should progress in breadth and depth across singing, listening, composing and performing strands. Our adapted condensed version ensures:

- Content is sequenced to build *prior knowledge, recall and cumulative skills*, consistent with the principles recommended by the DfE and expert groups designing national music curriculum guidance.
- Lessons include modelling, structured practice and opportunities for paired and independent application, ensuring teaching is adaptive and responsive to pupils' needs.
- Pupils explore a wide repertoire of music reflecting diverse periods, styles and cultures, aligning with national expectations of a broad and balanced musical experience.

Singing is central to musical development across all year groups, supporting the Model Music Curriculum expectation that singing is a core component of classroom deliver

Through Kapow units, pupils:

- Develop vocal control, pitch-matching and ensemble singing skills.
- Use singing as a tool for understanding rhythm, pitch and musical structure (e.g., in call-and-response, rounds and simple part-singing).
- Apply singing skills across genres and cultural styles, supporting musical diversity goals.

Instrumental Work and Musicianship

In line with national guidance that pupils should play both tuned and untuned instruments to develop fluency, expression and accuracy, our Kapow-based curriculum ensures:

- All pupils engage with **tuned and untuned percussion**, glockenspiels, recorders and classroom instruments.
- Instrumental work is embedded across units, supporting skill development in pulse, rhythm, pitch, notation reading and ensemble performance.

Listening, Appraisal and Musical Understanding

The curriculum provides structured activities that develop pupils' ability to:

- Listen with concentration and evaluate music from a variety of traditions, cultures and historical periods, meeting statutory requirements for both KS1 and KS2.
- Make connections between musical meaning, context and performance, reflecting MMC expectations for integrated listening, performance and composition learning.

Composing and Creating Music

In line with DfE expectations that pupils should compose and improvise using the inter-related dimensions of music, Kapow units ensure:

- Frequent opportunities for improvisation and structured composition using voice, body percussion and instruments.
- Introduction and progression of **notation skills**, including graphic notation in KS1 and increasingly standard notation in KS2.
- Use of simple music technology where appropriate.

Assessment and Progression

Kapow's progression framework supports ongoing formative assessment, enabling teachers to evaluate knowledge and skills across singing, playing, composing and listening—aligning with DfE's emphasis on cumulative musicianship and progressive learning through key stages.

Our condensed plan preserves clear progression milestones so pupils leave primary school as **confident, competent musicians** with foundational skills ready for KS3, aligning with expectations from both the National Curriculum and the National Plan for Music Education.

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.

At present, our school does **not** offer co-curricular music clubs or ensembles, as previous levels of pupil interest have not been sufficient to sustain regular participation.

During the coming academic year, we will **reinvestigate pupil interest** across all year groups to ensure that opportunities reflect the needs and enthusiasm of our school community. This process will include gathering pupil voice, discussing feasibility with staff, and assessing the potential for support from our local Music Hub.

If interest levels are sufficient, we aim to **introduce co-curricular provision**, which may include a choir, instrumental group, or other musical activity delivered either during or after the school day.

If interest remains limited, pupils will be **signposted to appropriate external opportunities**, including Music Hub tuition, community ensembles, or partner organisations, to ensure that any child wishing to develop their musical skills beyond classroom teaching is supported to do so.

Our intention is to maintain a flexible approach so that co-curricular provision can grow in response to pupils' needs and engagement over time.

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.

Our school is committed to providing all pupils with rich and varied musical experiences that complement the curriculum and broaden their cultural and artistic horizons. These opportunities enable pupils to encounter music as a live, shared and creative art form, helping to build confidence, appreciation and lifelong engagement with the arts.

1. Annual Visit to the Pantomime

All pupils attend an annual pantomime performance. This exposure to live theatre allows children to experience music in a professional performance context, including singing, instrumental music, dramatic storytelling and ensemble work. It provides an engaging introduction to live performance and strengthens cultural capital.

2. Participation in Young Voices

Children in Key Stage 2 are offered the opportunity to take part in **Young Voices**, performing as part of one of the largest school choirs in the world. This unforgettable experience enables pupils to:

- Rehearse and perform a wide and exciting repertoire.
- Sing in a large-scale ensemble with live musicians, lighting and staging.
- Develop vocal skills, teamwork and confidence in a professional performance arena.

3. Biennial Trips to The Hallé, Manchester

Every Key Stage participates in a **biennial visit to The Hallé**, allowing pupils to experience a world-class orchestra first-hand. These trips help children:

- Engage with live orchestral music across genres, styles and cultures.
- Understand instrumentation, musical texture and expressive techniques.
- Connect classroom learning with professional musicianship and authentic performance environments.

4. In-School Productions

Throughout the year, pupils across the school have opportunities to take part in **in-school musical productions**, such as Christmas performances. These experiences allow pupils to:

- Develop performance skills including singing, acting and simple choreography.
- Build confidence through performing for peers, families and the wider community.
- Learn about staging, rehearsals and ensemble collaboration within a supportive school environment.

In the future

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

Looking ahead, we intend to investigate a range of opportunities to further strengthen our music provision. The following points outline key areas identified for exploration, recognising that this is not an exhaustive list and that additional priorities may emerge as our provision develops.

1. Strengthen Curriculum Music Provision

Deepening Staff Confidence

- Offer staff CPD on musical skills, especially for non-specialists (e.g., pulse/rhythm, teaching singing, using instruments).
- Work with your local Music Hub to access training, modelling of lessons, and curriculum support

Enhancing Instrumental Opportunities

- Explore adding more tuned instruments (e.g., ukuleles, recorders, glockenspiels) to broaden musicianship.
- Re-introduce whole-class instrumental teaching (e.g., a term of ukulele or percussion per year group), supported by Music Hub specialists.

Strengthening Assessment

- Embed a simple, progressive assessment model aligned to Kapow and national expectations.
- Track progress across singing, playing, composing and listening.

2. Renew the Co-Curricular Offer

Relaunching After Surveying Interest

- Gather pupil voice each term (assemblies, forms, class votes).
- Start with *short-term taster clubs* (4–6 weeks) to gauge sustained interest.

Trial Low-Commitment Clubs

- *Singing club, Boomwhackers club, Glockenspiel ensemble, Musical games club*—easy entry, low pressure.

Engage External Providers When Viable

- Work with the Music Hub to offer tuition or small ensembles if enough pupils register.
- Consider partnerships with peripatetic teachers on a flexible or per-term basis.

Provide Clear Signposting

- If numbers remain too low, ensure parents and pupils know about:
 - Local Music Hub instrumental lessons
 - Community choirs or ensembles
 - Opportunities for subsidised lessons

3. Expand Musical Experiences

Building a Wider Range of Live Music Experiences

- Invite visiting musicians or ensembles into school.

- Host small in-school workshops (e.g., African drumming, samba, folk music).

Introducing More Performance Opportunities

- Class sharing assemblies each term.
- “Mini-music festivals” within school.
- A summer outdoor performance.

- Developing Pupil Leadership
- Create roles such as *Music Ambassadors* or *Choir Leaders* in KS2.
- Encourage older pupils to support performances and rehearse with younger children.

4. Strengthen Partnerships

Work More Closely With Your Local Music Hub

- Access specialist support, CPD, loan instruments, and ensemble opportunities.
- Explore collaborative events with local schools.

Engage Parents and the Wider Community

- Invite families to more performances.
- Share curriculum learning via newsletters or recordings.
- Consider community music days or joint events.