Music development plan 2026-27

Our vision for Music

At Brooklands Farm Primary school, we aspire to provide our children with a rich and varied curriculum. We provide them with a learning journey which implements the skills and knowledge to become future musicians. Across the years, children will have access to a number of different instruments to develop a basis for musical knowledge. We aim for children to leave Brooklands Farm Primary School with a love of music and singing and with a range of musical experiences and skills.

Music development plan summary:

Brooklands Farm Primary School

All schools should have a music development plan from the academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the national plan for music education:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Victoria Morgan
Name of school leadership team member with responsibility for music (if different)	Melissa Taylor
Name of local music hub	Milton Keynes 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 Brooklands Farm Primary School, we use the Kapow Primary Music Scheme across the school (Year 1-3, 5 and 6). EYFS and Year 4 are taught music through the Music Hub.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

• Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

• Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

• Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

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. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

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.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

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.

Implementation

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We ensure that children receive quality music lessons throughout the year, through the use of the Kapow scheme, as well as adapting some topics to support with our community projects (Lantern Festival, Christmas performances and Brookfest). We cover 4 topics from Kapow across the year (following their condensed long-term plan) and then during the other two half-terms we have a focus on singing for our community projects and performances.

Music is taught as a discrete lesson usually lasting 45 minutes. The lessons are taught with a combination of weekly sessions and focus days/afternoons.

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

- Performing
- Composing
- Notating
- Responding

Each unit combines these strands within the topics 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.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context.The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played,

appreciated and analysed. They will 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.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery - Within each music lesson there will be the following elements:

- A clear learning objective with focused success criteria which is used by both the teacher and the children.
- Recap and recall which address prior learning.
- Attention grabber starter which introduces the children to the theme of the music unit.
- New learning. During new learning, children are prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Music in EYFS - Our Early Years and Nursery children are taught music through our MK Music Hub. They have a 30 minute session weekly which relates the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) and is related to the topics they children are learning.

Music contributes to a child's personal and social development. Our children in Early Years are exposed to a number of different songs throughout the year from different cultures to increase our children's knowledge and understanding of the world.

Children in EYFs learn songs in pin assemblies and are exposed to different nursery rhymes daily in Autumn term.

Model Music Curriculum - The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' In Year 4, our children are taking part in the MK Music Hub scheme for Whole Class Ensemble Teaching. This provides opportunities for the children to explore brass, woodwind, string or percussion instruments. In 2024, our children have be exploring string instruments.

Knowledge Organisers - Knowledge Organisers provide a summary of the key learning and vocabulary to be taught within a topic. This knowledge is provided through Kapow.

Planning - Our medium term plans, from Kapow, shows which of the units cover each of the national curriculum attainment targets. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include subject specific guidance for teaching staff to allow non-music specialists to teach with confidence.

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 which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child

SEND - We will strive to remove barriers to learning for pupils with SEND. 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.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

We use an in-built markbook to assess the children against the strands of our music curriculum. This practice is in the process of being evaluated and refined, to make the assessment of music more practical.

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

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- Guitars
- Ukeleles
- Drums
- Recorders
- Selection of instruments from other cultures
- Percussion instruments
- Keyboards
- Music stands

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.

Music tuition - In partnership with MK Music Co-op, we offer students the opportunity to learn how to play instruments, including: woodwind, violin and guitar. These are tuition lessons which parents can sign their children up for, either on a termly or yearly basis.

Ensembles - In Key Stage 2, children also have the opportunity to perform with our school choir. We have 2 groups - Fen Street and Countess Way. These groups have the opportunity to perform at our community events, such as Brookfest and our Read Aloud Festival. They are also given the opportunity to attend Young Voices. There is no fee to join the choir.

Progress out of lessons - Children are given the opportunity to loan instruments through our MK Music Co-op Service.

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.

Throughout the year, all children have two chances to take part in performances. This is through a Christmas production and our end of year festival 'Brookfest'. During the Christmas production the children learn songs and dances and they are performed to parents and some younger years.

With Brookfest, the children learn songs and dances with their year group and then perform during a production at our whole school assembly.

At one point of the year, the children have the experiences of a life performance coming into the school. Children are charged for this events, but pupil premium children are paid for.

In the future

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

Pupil Premium & Provision Equity - Maintain and update the register of Pupil Premium pupils participating in extra-curricular music. Review the allocated budget to guarantee equitable access and full subsidy for pupils requiring financial support.

CPD & Capacity Building - Design and implement targeted Continuous Professional Development (CPD) for classroom teachers to enhance their confidence and skills in leading classroom singing and delivering the music curriculum.

External Partnerships & Community Engagement - Collaborate with external music organizations to boost pupil recruitment for instrumental lessons and after-school clubs, offer inspiring live concert experiences, and cultivate future musicians. Maintain ongoing contact with key providers and ensure the active utilization of the Music Mark membership.

Performance Opportunities - Expand the scope of internal and external performance opportunities accessible to parents, including participation in Young Voices, the Spring Music Showcase (featuring instrumental pupils, choir, and ensembles), curriculum-focused class assemblies, and annual key stage/Nativity productions.

Ensemble & Orchestra Development - Drive instrumental uptake to establish a sustainable school orchestra. Pilot a paid, specialist-led music ensemble delivered by a Visiting Music Teacher (VMT).

Secondary Transition & Hub Engagement - Identify and establish collaborative musical opportunities with local feeder secondary schools to support pupil transition.

Fundraising & Income Generation - Proactively seek additional funding and grant opportunities through the Music Hub, local charities, the PTA, and ticket sales or donations from school performances.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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

Your local music hub should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.