



## Music development plan summary: 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	Miss Steph Secker
Name of school leadership team member with responsibility for music	Miss Steph Secker
Name of local music hub	North Yorkshire Music Hub
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.

At Slingsby CP School, we follow the Kapow Primary Music Scheme of Work as of September 2025.

The scheme is delivered by each class teacher to their respective classes. It provides lesson plans, assessment tools and trackers, clear progression and engaging and exciting resources to support every lesson. Every class is taught directly for 1 hour of planned lesson time (as directed by the Kapow Primary Scheme in order to meet National Curriculum requirements) and attends a 20-minute whole-school singing assembly once per week, led by Mrs Nobel-Coates, who is also our lead teacher for the weekly after school Choir club.

Kapow Primary's standard, mixed-age and condensed schemes of work fulfil the statutory requirements for Music outlined in the National curriculum (2014).

The music curriculum is made up of half-termly units, with step-by-step progression, always building on prior knowledge and skills, giving children the opportunity to consolidate, deepen and progress their rich musical skill set.

The Kapow Primary Scheme of Work has been structured and is delivered by teachers in a manner that ensures the five attainment targets for Music under the National curriculum are covered through each unit. These are: listening and evaluating; creating sound; notation; improvising and composing and performing (both singing and playing). The five strands ensure balanced coverage of the different areas of Music across all year groups/classes, meaning students can both consolidate earlier learning, linking new concepts to previous knowledge and learn new skills. These strands enable a continuity of learning for all pupils, running all the way from EYFS to Year 6. The key themes and skills introduced in EYFS are revisited and developed further in KS1 and beyond, ensuring continuity and progression. There are also three types of knowledge planned for and covered throughout our use of the Kapow Music Scheme, ensuring that the statutory knowledge and skills of the National Curriculum for Music are taught to the children in a timely manner:

- **Declarative knowledge (knowing that): This is factual information and concepts pupils learn that can be clearly stated or ‘declared’, including:**
  - ✓ Being able to name musical instruments and their characteristics.
  - ✓ Understanding musical terminology, such as pitch, tempo, rhythm, etc.
  - ✓ Naming symbols used in musical notation and what they represent.
  - ✓ Knowing about musical styles and genres and their cultural and historical background
  - ✓ Knowing about significant figures in music.
- **Procedural knowledge (knowing how): The skills the children need to know/have in order to competently perform in music lessons/activities:**
  - ✓ How to hold the instrument correctly.
  - ✓ How to produce different sounds with the instrument.
  - ✓ How to read the notation in front of them.
  - ✓ How to play a melody in time.
- **Tacit knowledge (knowing intuitively): The knowledge gained in music learning through experience with music and informal listening, not through direct instruction.**
  - ✓ Developing a natural sense of rhythm and melody, demonstrated by an ability to clap along to the pulse of the music.
  - ✓ Learning how to hold instruments through hands-on experience.
  - ✓ Understanding pitch and tone in singing through practice and imitation.
  - ✓ Instinctively move to music, showing an understanding of rhythm and expression through their bodies.
  - ✓ Understanding that music can evoke feelings by listening and reacting to different types of music.

Our Music scheme also allows for all children to develop holistically and gain wider knowledge and skills in relation to Oracy and Critical thinking, which they can then use to further develop themselves as individuals and learners, as well as their skills across the primary curriculum. Below are listed examples of how children can develop their Oracy and Critical thinking through our Music curriculum:

- **Oracy:**
  - ✓ Pupils learn to control their voice, adjusting pitch, dynamics and tone to sing expressively and clearly; an essential foundation for confident spoken communication.
  - ✓ Through the Music scheme, pupils are encouraged to think aloud, ask questions and reflect on what they hear and create. Evaluating performances and taking part in discussion in this way supports children in developing their ability to articulate and share their opinions, justify their decisions and collaborate with their peers.
- **Critical thinking, pupils will:**
  - ✓ Analyse musical elements
  - ✓ Compare different genres and traditions
  - ✓ Evaluate performances and compositions
  - ✓ The above skills and experiences allow children to question assumptions, develop musical judgement and form reasoned responses.

Our Kapow Music Scheme takes a Spiral curriculum approach with regards to how skills are developed over time for the children, to enable them to reach of the end-of-key stage outcomes outlined in the National curriculum. The following key principles have been considered and implanted into the spiral curriculum to ensure consolidation and progression:

- Cyclical – pupils return to the key knowledge and skills again and again during their time in primary school
- Increasing depth – each time a skill is revisited, it is covered with greater complexity.
- Prior knowledge – pupils build upon previous foundations rather than starting again.

Children take part in a range of performance and written activities throughout each of their units of work in Music. They also take a pre-unit and post-unit quiz for each unit of work, which allows teachers to assess progression, embed the learning of the half term and specifically determine which areas of the newly completed unit need to be revisited in order for pupils to meet the age-related expectations for Music.

Other performance opportunities, such as singing at community events, give students the exciting experience of performing before an audience.

Teachers create a positive learning environment through positive classroom management, and singing led, child focussed lessons. Children receive access to high quality music resources and instruments to reinforce the ambitions of the curriculum. Music is made an integral part of school life through after school choir club and regular singing assemblies.

The Kapow Primary Music scheme of work is designed to be fully adaptable for pupils with SEND as well as additional ways to stretch and challenge pupils in their music learning. Below are the key strategies used to support and challenge every pupil:

- **Scaffolding** – activities are designed with flexibility in mind, allowing for additional support or challenge where class teachers feel it is needed and should be implemented.
- **Multi-sensory approaches** – lessons incorporate different elements to engage all learners.
- **Clear instructions and structured tasks** – this ensures clarity and reducing cognitive load for pupils who benefit from additional support.
- **Opportunities for collaborative and independent learning** – this allows pupils to work at their own pace whilst building confidence and independence.
- **Step-by-step curriculum design** – this avoids sudden jumps in complexity at transition points and allows for steady, manageable progression, supporting pupils with SEND to access the curriculum.

In 2021/2022, the school invested significantly in a wider range and quantity of musical instruments (50% part-funded by the Richard Shephard Music Trust) in order for all children to be active learners in music lessons.

Many students also attend small group and one-to-one private tuition.

Each Summer term, a community invited entertainment evening is organised as a celebration. Parents and children are actively encouraged to perform.

In KS1, weekly curricular music lessons allow students to learn about, tempo, pitch, pulse and rhythm. The singing led curriculum helps children to discover and develop their singing voice and ensemble skills on a range of instruments, through opportunities to create and perform their own compositions to the class. The Year 1 and 2 curriculum exposes children to a diverse variety of music from around the world. The music lessons allow the pupils to explore moving to the beat of music and developing actions and movement to express feelings and emotions.

KS2 music lessons build a strong musical foundation for all students. Children develop their appreciation for music and the key role it plays in shaping cultures all over the world. A good understanding of musical theory and notation are developed through exploring new genres of music (classical, pop, musical theatre, jazz and blues). School choir and public performances give children opportunities to share their singing skills with the wider school community and beyond.

The children have weekly singing assemblies, led by our specialist music teacher Mrs Nobel-Coates, where the children are very enthusiastic about learning a range of songs: popular music from a range of artists and genres, secular and religious.

They have opportunities to perform songs to audiences in a range of events throughout the year and at least once per school term; including: Christmas nativity performances, the school's harvest church service, Easter service and end of year celebrations.

## 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.

We have a peripatetic music teacher who provides weekly specialist lessons to pupils in school; including: piano, guitar and violin. Pupil Premium Funding is offered to ensure the opportunity is accessible to all. All children accessing enrichment opportunities undertake music exams. Slingsby School has developed close links with the Swinton & District Excelsior band who perform at our annual maypole event and several of our pupils have joined and performed with the band, following their educational visits to school.

Pupils also have the opportunity to perform individually or as part of an ensemble at our annual 'Slingsby's Got Talent' event in the Village Hall. This is supported by our peripatetic music teacher and choir lead.

Our choir club takes place after school, once a week, and is led by a specialist music teacher. This club is open to all pupils, with no restrictions placed on the number who wish to attend.

## 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.

- Weekly singing assemblies where children have the opportunities to listen and perform different genres of music.
- Annual Christmas, Harvest Festival and Easter performances in church where all children sing and perform to an audience.
- Annual whole-school trip to the pantomime where children get to experience specialists performing, playing and singing.
- Annual Christmas KS1 & KS2 productions where all children sing and perform to an audience of parent/carers and members of the community.
- Annual musical performance for our Year 6 leavers in the local village hall.
- Choir performances; Mayday celebrations; local 'Soupa-Lunch' events for members of the local community in Slingsby Methodist Chapel.
- Past experiences of singing in the York Minster at part of a large singing/choir ensemble (World Music Day event) when we were partnered with the Richard Shepherd Music Foundation.
- Visits from Swinton & Distract Excelsior Band and their partners to provide children further opportunity to learn and compose pieces of music with a wider variety of instruments (such as cornets and trombones).

The children also have opportunity to perform to the school community in the Village Hall at the end of these visits.

The annual visit to the pantomime is funded by our PTA 'Friends of Slingsby School' so all children can attend.

## In the future

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

To continue to encourage a greater number of pupils to join and attend our choir club and subsequent events.

To continue to maintain and enhance links with the Swinton & District Excelsior Band.

To continue to closely monitor the implementation and impact of the new Kapow Music Scheme to assess the pupil's progress.

To monitor further opportunities for the pupils to gain experience of singing and performing in the wider community.