



Music development plan summary Oakwood Primary School 2026-2027



Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Hannah Castle and Nix Barz
Name of school leadership team member with responsibility for music (if different)	Robin Jacks - Curriculum Lead
Name of local music hub	Gloucestershire 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.

At Oakwood Primary School, we utilise Kapow Primary's Music scheme of work. The scheme takes a holistic approach to music, in which the individual strands are woven together to create engaging and enriching learning experiences, on average one hour per week. The strands are as follows:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Over the course of the scheme, children will be taught how to:

- sing fluently and expressively
- play tuned and untuned instruments accurately and with control
- recognise and name interrelated dimensions of music – pitch, duration, tempo, timbre, structure, textures and dynamics
- Use this knowledge in their own improvisations and compositions.

Our music scheme of work is mapped on a 2-year rolling programme, so that all the National Curriculum attainment targets are met with mixed-aged classes, and it shows progression of skills taught within each phase and how these develop year on year with the objectives being revisited in our Spiral Curriculum.

- As part of the music curriculum entitlement, we have introduced weekly assemblies in which songs are explicitly taught, including part-singing and harmonies as pupils progress through the school.
- In addition, singing assemblies will be introduced that focus on songs linked to the objectives of the Kapow scheme, ensuring exposure to a wide variety of genres and the different interrelated dimensions of music.

As part of the performic part of the Kapow units taught children will perform if appropriate to parents either in parent share or via video shared on dojo.

Children at Oakwood also have the chance to perform to an audience, for example at Christmas Celebration assemblies, parent share days, graduation, nativity, summer fair, young voices and in musical productions.

Lesson Delivery – Within each music session there will be the following elements:

1. A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Kapow's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS – We are using the Kapow scheme to teach music in Foundation Stage for the first time this year as above.

In all year groups we are introducing plenaries to focus on music elements covered in music sessions, to support children's musical vocabulary in talking about their learning.

We also use music as an integral part of

- topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). * We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs
- Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.
- Music and in particular songs is used to identify different times of the day e.g. washing hands, lining up, tidying up.

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, if appropriate to the needs of children in each class.
- Providing resources depending on the ability of the child
- Using classroom assistants to support the work of individuals or groups of children

SEND - We 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, visual prompts and scaffolding will enable all pupils to achieve and succeed in music.

- SEND children in woodlands have regular music sessions and use music throughout the day in their daily routine

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. Records of children's learning is collated using INSIGHT and in Video evidence of performances

Pupils in the Foundation Stage have an INSIGHT tracker profile, where teachers record their progress in the Expressive Arts specific area.

Knowledge organisers provide a summary of our intent for each unit of learning. These are available within our Curriculum resources.

Part B: Extra-Curricular musical opportunities

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.

Singing Clubs

Opportunities are provided for children in both Key Stage 1 and Key Stage 2 to participate in extra-curricular singing clubs. Within these groups, pupils rehearse and perform a range of songs, working towards performances for the rest of the school during assemblies, as well as for wider audiences at school celebrations such as Christmas events, school fairs, and town-centre performances.

Young Voices

Pupils may choose to join the singing club specifically to take part in the Young Voices concert. Songs and lyrics are provided by the Young Voices organisation, culminating in a large-scale performance alongside thousands of children at the Birmingham Arena. Participation is supported through funding from the school PTA (FOO).

Peripatetic Music Tuition

Oakwood currently offers peripatetic music tuition in guitar and drumming. In previous years, this provision has been subsidised by the Gloucestershire Music Hub, supporting wider access to instrumental learning.

Grant Funding for Individual Pupils

The school has applied for grant funding to support selected pupils who are navigating social, emotional, or educational challenges, enabling them to access regular recreational activities of their choice. Some of these opportunities include music-based activities. This process is ongoing and remains in its early stages.

Dance Club

During Terms 1, 2, and 3, a Key Stage 2 dance club is offered, culminating in a performance at the Cheltenham Dance Festival at the end of February.

Lunchtime Wake and Shake children learn movements to music , perform in playground.

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** promote singing as a central element of school life and form part of pupils' music curriculum entitlement. During these assemblies, children are

taught key musical concepts such as pitch, tempo, dynamics, and other musical elements, which are then reinforced in subsequent song rehearsals.

- **Listening-focused assemblies** take place weekly, with carefully selected music played as pupils enter and leave the hall. These are scheduled by the Collective Worship Lead in collaboration with the Music Lead and include a wide range of genres, music from different times and cultures, and works by a variety of artists, duos, and groups.
- **Whole-school celebrations**, including Harvest and Christmas, have a strong musical focus. Children across all key stages work collaboratively towards singing performances to celebrate these events. Parents are invited to attend Christmas and Easter celebrations.
- **The Whaddon Lights Choir** support music provision within the school in April and June. This includes leading assemblies to teach new songs and working with individual classes or year groups.
- **Key Stage 2 pupils** are given the opportunity to attend the local theatre during the Christmas period to experience a professional pantomime production. This enables children to engage with live music, singing, and performance, and is outlined in the school's Cultural Capital Experiences Plan.
- **Children in EYFS and Key Stage 1** participate in an annual Christmas production, often based on the Nativity story, which is performed for parents and the wider school community. Music is a central component of these productions, which are offered free of charge to all families.
- **Key Stage 2 Productions-** pupils perform a musical showcase or production to the whole school and their parents during the Spring or Summer terms. These events are free of charge for parents and families to attend.
- **KS2 Carol Service** - Children are invited to hold a carol concert for parents in the local church, each class performing a song, poem, rap. KS2 children perform this to the rest of the school in assembly time as a rehearsal
- **Cheltenham Music Festival and the Cheltenham Jazz Festival** The children have opportunities to attend events at the during the summer months. If we are unable to attend, we have provision for artists and promote free events involved in the festival, Where possible, these activities may be subsidised by the PTA.
- **Our partnership with Cheltenham Ladies' College** aims to provide opportunities for their students to deliver musical performances for pupils at Oakwood.
- **Key Stage 1 musical talent show** - Children are invited to audition in class by sharing a song, dance, or poem. Finalists are then selected to perform during singing assemblies.
- **Wake and shake** – A range of children learn dance sequence and movements for morning wake and shake or brain breaks.

In the future

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

- **The Music Lead** will continue to explore the peripatetic instrumental tuition offer available to pupils and investigate potential funding opportunities to increase participation and access.
- **The Music Lead** will pursue further opportunities for pupils to experience live music through existing links with Cheltenham Ladies' College, Cheltenham Festivals, and by establishing connections with other visiting musicians and ensembles.
- **Ensuring curriculum coverage:** The Music Lead, in consultation with the Curriculum Lead, will review the two-year rolling music programme to ensure full coverage of the National Curriculum and to support staff confidence and consistency in delivery.
- **Regular monitoring** will be carried out by the Music Lead, including staff confidence audits, review of video evidence, and pupil voice surveys, to evaluate and improve music provision at Oakwood.
- **Music resources**, including the school's musical instruments, will be audited and updated where funding permits to ensure high-quality provision.
- **Music assessment** is recorded on INSIGHT. Ongoing discussions with Curriculum, Assessment, and Senior Leaders will continue to formalise the use of assessment data to demonstrate clear progression in music learning.
- **Fundraising opportunities** will be explored to support the introduction of a whole-class instrumental scheme, in line with the recommendations of the DfE's 2021 Model Music Curriculum.
- **The Music Lead** will continue to develop links with the wider music community by building relationships with local musicians and music groups, the Cheltenham Jazz Festival, Cheltenham Ladies' College Music Department, the University of Gloucestershire Music Department, and local choirs.
- **A performance schedule** will be arranged with the local church to provide regular opportunities for pupils to perform and to celebrate key points in the school year.
- **Improved acoustic spaces** (family room ? Outdoor?) to teach music to allow all children access without being overwhelmed by noise
- **Community outreach:** Continue to engage in opportunities to go out into the community to share singing and musical performances e.g. care home
- **Outdoor Musical opportunities** develop musical activities - stages, pianos, music classroom / area forest school
- **EYFS outdoor music provision** add resources to garden area and forest school area.
- **Daily listening** - develop a bank of resources for daily listening in class linked to Kapow units , and calming meditative music bank