



Stoke Lodge

Primary School

Music Development Plan 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	August 2027
Name of the school music lead	Jessica Turner
Name of school leadership team member with responsibility for music (if different)	Will Ferris
Name of local music hub	West of England Music (WEMA)

The Olympus Academy Trust Vision for Music.

Why is music important for all learners at Stoke Lodge Primary School? Why does it matter?

Music is a universal language, which is inclusive and accessible for all.

We aim to develop and inspire all learners to be able to perform, compose, listen to, review and evaluate music across a range of genres styles and traditions; through this they develop an understanding and empathy of cultures, context, time and place. They will develop transferable skills such as collaboration, presentation, independence, concentration, and nurturing working memory both in the classroom and beyond.

We aim to do this in a practical and engaging way, with every learner having opportunities to perform, use technology and listen to recorded and live music.

Through our music curriculum, all learners will be given a platform to express their creativity and individuality, whilst supporting their confidence, well-being and mindfulness through an expressive output.

We aim for all learners to appreciate and understand the importance of music whilst broadening their horizons.



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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 / 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.

Curriculum – high quality music provision

Our music curriculum is informed by the [model music curriculum](#) (March 2021), the non-statutory guidance for teaching music from Key Stages 1 to 3 and we follow the Kapow Music Scheme of Work (www.kapowprimary.com).

Kapow Music Scheme 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 at primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited, it is covered in greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again.

Kapow Music Scheme is organised into the four inter-related dimensions of music:

- **Performing**
- **Listening**
- **Composing**
- **The History of Music.**



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High quality weekly music lessons

EYFS:

In Early Years, music is an integral part of early development and musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Singing is integrated throughout the day, with an emphasis on Nursery and Number Rhymes.

KS1:

KS1 music turns musical play into playing musically. Pupils are taught by class teachers, so aspects of learning can be revisited throughout the week.

KS2:

KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory, and children develop an understanding of the history of music by using the learning timeline to place and sequence pieces, spotting links between them and seeing the history of music develop.

Whole class ensemble teaching

In partnership with Music Hub, we currently provide an opportunity for year groups 3 and 5 to learn an instrument (Ukelele & Trumpet). We would like to offer this to each year group to provide the children an opportunity to learn a new instrument each academic year.

As an introduction to whole-class instrument lessons, we host a variety of music visits throughout the year from the Music Hub, e.g. Rock Band, African Drums and String quartet. These opportunities give pupils the opportunity to learn about the different instruments and to join in with large ensemble music making.

Vocal provision

There are weekly singing assemblies led by our music leader and/or Headteacher or other members of the leadership team. The focus is on enjoyment, and being part of a massed choir, and is rooted in skills development.

All staff have access to SingUp resources, a large online song bank.



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Singing is used to support developing class ethos and to support learning across the curriculum

The school sings at times of celebration and massed events.

Listening Curriculum

Through the Kapow Scheme, pupils are exposed to a wide range of music genres, historical periods, music from different places and different instrumental sounds.

Each term there is a theme/ genre/instrumental focus as part of our 'Composer of the Term.' Examples of the Composer's music are played as children come into assembly, the music is discussed with the children and there is a music display in the corridor.

Performance Opportunities

Music outcomes are often shared and performed either live to parents, via Seesaw or in the wider community.

Music/Drama performances take place throughout the year, including Reception / Y1 Nativity Play, Carol Concert, class assemblies, whole school events (e.g. Easter Bonnet Parade), Rocksteady concerts and annual Y6 musical.

The school choir undertakes performances throughout the year, including community events/fairs, the school carol concert, performing at Trust Music events and the Trust Sing-Off.

In addition, the school sign posts pupils to musical opportunities to perform beyond the school. These are celebrated in school, for example in Friday Celebration Assembly.

Partnerships to support curriculum music

We work with our local Music Hub, who provide training and curriculum support, as well as opportunities to take part in live music performances and workshops.



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Part B: Music Tuition, Choirs & Ensembles

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

Instrumental lessons

Currently, we offer the following lessons in 1:1 or small group lessons, as part of our partnership with the Music Hub:

- Piano
- Keyboard
- Strings
- Woodwind (including Saxophone)
- Drums
- Guitar
- Singing

Pupils can make progress in music outside of lesson time, including the opportunity to attend Saturday music centres. As part of their music tuition, they can opt to undertake music board exams in their chosen instrument.

Pupils are also given the opportunity to perform in school, for example at the popular Piano Recitals, to which we invite members of the Trust Central Team.

In line with the Trust Charging Policy, instrumental lessons are available to all pupils, and finance is not a barrier to learning.

Ensembles

The school choir is a valuable part of the school family, performing at school concerts, in the wider community and with other Trust schools.



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Part C: Musical Experiences

This is about all the other musical events and opportunities that we organise.

This academic year, we have benefited from:

- Live music events, via the Music Hub
- Live theatre performances
- Recitals by children who have instrumental tuition
- Musical performances, supported by local musicians

In the future

This is what the school is planning for subsequent years.

Curriculum Music

High quality weekly music lessons

- Ensure that adequate time (1 hour) is allocated for weekly music lessons
- Ensure that high quality CPD is provided for staff, so they feel confident and skilled in delivering high quality lessons

Whole class ensemble teaching

- Investigate / identify funding to provide whole class instrumental teaching in each key stage groups
- Build succession planning into whole class instrumental lessons, so that pupils are encouraged to play beyond the lessons. Signpost to groups, for example through the Music Hub provision.

Vocal provision

- Design, develop and implement a whole-school singing strategy



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Listening Curriculum

- Continue to develop opportunities for pupils to listen and appraise a wide range of musical genres.
- Continue to provide opportunities for pupils to experience live music performances

Performance Opportunities

- Continue to develop opportunities for pupils to perform to a range of audiences.

Partnerships to support curriculum music

- Develop partnership with the Music Hub, and beyond, so that pupils' learning is supported and developed by a variety of musicians and music groups
- Develop clear processes for transition between Y6 and Y7 for musicians

Instruments and Ensembles

- Explore the provision of an instrumental ensemble in school, in order to give pupils greater opportunities to perform together
- Identify and train young music leaders

Musical Experiences

- Continue to provide a wide range of opportunities for pupils to experience music

Further information

The South Gloucestershire Music Hub is now 'West of England Music Alliance'. For more information: <https://wema.org.uk/>

He is the Department for Education [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.

For more information on our Kapow music scheme: www.kapowprimary.com



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Arts Council England is the national development agency for creativity and culture:
www.artscouncil.org.uk