



Bramcote Hills Primary School Music Development Plan

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Megan Ullah
Name of school leadership team member with responsibility for music (if different)	Pete Taylor
Name of local music hub	Inspire Nottinghamshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Minster School Music Network

Context:

The Music Development Plan highlights the current practice and successes with our Music provision whilst also detailing the actions identified for future improvements. These actions have been prioritised following a rigorous programme of monitoring activities for this subject.

Part A – Curriculum Music

Current Good Practice

The school will be continuing with the current good practice detailed below.

At BHPS, we provide children with a challenging and engaging music curriculum, which goes above and beyond the requirements of the National Curriculum. We aim to help children to feel that they are musical and to develop a life-long love of music. Children will acquire a growing body of **technical** and **constructive** knowledge which should be retained. In addition, we aim to develop their **expressive** skills by teaching them to become confident performers, composers and listeners.



Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities, thus supporting their positive understanding of diversity. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may play in any person's life. We are committed to ensuring that the children experience a strong musical culture in the school, with varied individual musical instrument tuition, our BHPS choir, whole class instrument tuition, singing, music within performances and a special concert every summer that is solely dedicated to music.

Throughout their study, the children will acquire and develop the **technical, constructive** and **expressive** knowledge and skills that have been identified within each unit and across each year group. **Technical** and **constructive** knowledge is taught in a sequence that builds gradually and consolidates prior learning. The key concepts of duration, dynamics, notation, pitch, tempo, timbre, texture and structure make up the interrelated dimensions of music and run throughout the units of study.

The full curriculum for music is detailed in our Music Depth Map which can be found in the curriculum section of our website. We work in partnership with Nottinghamshire Music Hub, which provides regular network meetings and opportunities to share and celebrates high quality music teaching.

How we teach music

The music curriculum is based upon Kapow's Primary Music scheme, (and as such is informed by the Model Music Curriculum) which takes a holistic approach to music, in which the key elements below are woven together to create engaging and enriching learning experiences:

- **Performance**
- **Listening**
- **Composing**
- **The history of music**
- **The inter-related dimensions of music**

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture children's imagination and encourage them to explore music enthusiastically. 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. 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 instrumental scheme (Charanga) complements the Kapow Primary scheme of work and allow children to develop their expertise in using a tuned instrument. Through whole class ensemble teaching, as they progress through KS2, children learn to play the recorder, glockenspiel and the keyboard.



Our Music curriculum is designed to allow children time to think, discuss, practise, explore and embed. This allows time for teaching, practice and repetition – both in a year group and across both key stages. Curriculum coverage is mapped out carefully from EYFS to Year 6 which allows some Key Concepts to be developed at a deeper level of learning, understanding and mastery.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music; listening and respond to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, 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.

Children will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

Lessons seek to introduce new knowledge and concepts in small, logical steps, in line with cognitive load theory. Children’s knowledge will be built up gradually, making links, wherever possible, to previous knowledge and other areas of learning. We seek to further children’s ability to commit new learning to long term memory by assessing their retention and revisiting key knowledge. Potential misconceptions will be addressed through carefully selected lesson content and effective feedback.

At the time of writing, teaching of a large part of the KS2 curriculum is undertaken by a music specialist on a regular basis.

Inclusion

At BHPS, we aim to make our curriculum inclusive for all. Please see the SEND policy on our website for further details. In addition, and with particular reference to music, please see Appendix 1 to this plan which details how specific adaptations might be made for some learners.

Our musical aims:

The expected impact of following the BHPS curriculum and Kapow Primary Music Scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical context in which it is developed.
- Understand the ways in which music can be written down to support perform and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectation outlined in the National Curriculum for Music
- Ultimately, our children will develop a passion for music and be discovering their own musical interests and preferences.



Time allocation for music				
<ul style="list-style-type: none"> Taught in every year from F2 to year 6. At F2 it is taught for 20-30 every week with the opportunity to play instruments during explore and learn time outside of this discrete session. The children are taught mathematical concepts and new sounds in phonics through song and rhyme. At KS1 children are taught for 40 minutes a week and are then part of singing assemblies and nativities/shows. At KS2 children are taught by a music specialist for 45 minutes/hour as well as singing assemblies, carol concerts, production. 				
Improvement Targets and Tasks	Responsibility	CPD Required	Finance Required	Completion Date
Develop how Music is recorded/evidenced <ul style="list-style-type: none"> Year 1 and 2 to trial recording music learning in Floorbooks. All children to be represented in Floorbooks Experiment with systems of recording who has understood the learning objective on an individual basis Explore successful and high-quality examples of where these are being used in other schools. Explore ways to make the manageable but worthwhile. Use of QR codes/videos of children performing/composing/discussing. Use of audio/video files throughout the year to give purpose for performance and snapshots of attainment rather than tracking progress. 	MU/KS1 Team	None	Cost of Floorbooks	July 2026
Begin implementing new CDM in KS2 and review impact of this <ul style="list-style-type: none"> Embed the CDM to further inform planning in KS2. Embed how the CDM compliments the Kapow scheme. Look at the adaptations and bespoke choices made to suit our BHPS children in the depth map and consider whether any areas of learning need to be moved to allow for more 'marigold' opportunities. Embed whole class instrumental lessons to begin <ul style="list-style-type: none"> Glockenspiels taught in year 3. Keyboards taught in year 4 Recorders taught in year 5 and 6. Subject monitoring of books, pupil voice and conversations with staff about how they are using the CDM and respond to next level of staff training needs Evaluate whether more opportunities for marigolds throughout the curriculum which link to music. 	JB/MU	None	No	July 2026



<ul style="list-style-type: none"> • Look into software needed to teach Kapow units which focus on musical technology. • Monitor how new lesson content with the use of Kapow impacts what is being recording at KS2. 				
<p>Enhance teachers' subject knowledge and confidence in teaching music</p> <ul style="list-style-type: none"> • Support for implementation of CDM which will support teachers in sticky knowledge, key vocabulary and sequencing of knowledge (progression). • MU to engage in Inspire Nottinghamshire Music Hub CPD and Kapow webinars and feed this back to staff teaching music. • Further discussions about rationale for CDM with staff. 	JB/MU	Yes – staff meeting	No	July 2026
<p>Establish rationale for assessment in music</p> <ul style="list-style-type: none"> • Talk to staff about their confidence with assessing children in music. • Use the staging points within the CDM and the agreed low stakes testing techniques and methods for revisiting taught knowledge. • From book looks it is difficult to gauge how different children achieve within lessons due to nature of subject. • How are children scaffolded and challenged in music and should there be a way of tracking progress to support this. 	MU	Yes – in teams to discuss staff confidence with this.	No	July 2026

Success Criteria/Performance Indicators

- Clear way ahead for recording Music in KS1 – Floorbooks are in place and it is able to determine how well individual children are progressing
- Children will be able to articulate or demonstrate the sticky knowledge and key vocabulary in pupil voice interviews.
- Children will have a clearer understanding of the purpose and learning journey of their music learning – e.g “ we learnt this last week, this week we are learning this so that we can know this at the end of the unit”
- Opportunities for curriculum marigold will be considered to linked music to the rest of the curriculum so that is does not feel like an added extra.
- A wide range of whole class musical tuition is taking place
- Teaching staff express more confidence in assessment techniques for assessing Music.
- Assessment data is collected consistently and analysed



Part B – Co-Curricular Music

Current Good Practice

The school will be continuing with the current good practice detailed below.

At BHPS, we offer proudly a wide range of additional instrumental tuition and experiences. This sits outside of the normal music curriculum which provides the children with a fantastic variety of opportunities.

In their time at BHPS children could have the opportunity to learn:

- Woodwind – saxophone, clarinet, flute
- Brass - PBone. Trumpet, cornet
- Guitar
- Ukelele
- Piano
- Group drumming
- Individual drumming
- Rocksteady (electric guitar, electric bass guitar, keyboard, vocal and drums).
- Choir

All tuition opportunities listed above give parents and children the option for solo or shared music tuition which allows children the chance to take up tuition in a way that suits them.

Music is promoted throughout school and there are numerous opportunities for children to sing collectively. There is specific focus in these sessions to develop singing for pleasure, singing in unison, in different parts and in harmony. Children sing to a high standard, and this is also the case in year group productions. Staff are aware of different singing expectations appropriate for different ages/year group.

Singing and musical performances are often included in themed days or events, and this provides excellent opportunities for enhancing children's spiritual, moral, social and cultural development. It also helps to develop a sense of belonging and inclusion. It is common for musical experiences to allow children to learn about music from other culture and religions whilst also seeing their own backgrounds represented (*windows and mirrors*).

All children who learn an instrument in school and attend choir are encouraged to perform in the annual music concert. We also offer the opportunity for children who learn an instrument outside of school to audition for a place in the concert. This provides children with an additional purpose to their learning and the experience of performing to others. The school supports children who wish to take graded examinations.

The BHPS choir at numerous PTA events across the academic year such as the Christmas/Summer Fair. This provides the choir with a purpose and focus for the after-school choir sessions.



The school is prepared to subsidise funding for some children for them to access music tuition. Priority is given to those children who are in receipt of free school meals and Pupil Premium.

Improvement Targets and Tasks	Responsibility	CPD Required	Finance Required	Completion Date
<ul style="list-style-type: none"> To create a school ensemble which brings together the high-quality performers we have in school which provides regular practice. 	MU	None	None although this will depend on who leads this	July 2026
<p>Adjust the timetabling of extra-curricular music tuition sessions and arrange to rotate timings for each child.</p> <ul style="list-style-type: none"> Liaise with peripatetic music teachers/Rocksteady/PulseBeat to ensure children are not missing the same lessons week on week 	MU	None	None	December 2025
<ul style="list-style-type: none"> To impact more strategically regarding how many children from disadvantaged backgrounds or situations take part in Music tuition or extra-curricular music sessions above the normal curriculum offer 	MU/PT	None	No. The provider will need to manage all admin and payments	July 2026

Success Criteria/Performance Indicators

- School ensemble is either established or a way forward has been identified for 2026/2027 in light of the priority being fully embedding the revised Curriculum Depth Map
- If established school ensemble is able to perform at the end of year music concert.
- Children are not missing the same lesson each week by participating in music tuition. Catch up systems such as 'Activate' and 'Learning Journey' are in place.
- Children from disadvantaged backgrounds and those with SEND are represented in additional musical activities (tuition and extra-curricular). Target: 40% of disadvantaged children involved.



Timetabling



Part C – Musical Experiences

Current Good Practice

The school will be continuing with the current good practice detailed below.

- We have a school choir that rehearse weekly every other half term. They perform regularly at PTA events at the school music concert.
- We have a large-scale music concert annually in the Summer which takes performers from extra-curricular tuition, whole class tuition, choir and a variety of music backgrounds.
- Children in Rocksteady perform termly where they perform to parent which has to be seen to be believed! This is used as a showcase for joining Rocksteady for the year 2 and 3 children who attend.
- Foundation, Year 1, Year 2, Year 4, Year 5 and Year 6 all participate in a production which is produced for parents to a high standard. Children within other year groups attend additional performances which promotes high-quality music/singing.
- We are proud of the standard in which the children perform in the listed productions above and this has been commented on by many parents.
- Year 5 take part in a concert at the local church which is always well attended and received by parents. It provides a fantastic opportunity for them to perform in location away from school.
- Although not every year, the BHPS choir has attended Young Voices concert.
- All year groups annually present a class assembly for parents which includes a musical element.
- The school host 'thank you' assemblies for parent helpers throughout the year. This has a musical nature as songs are chosen to perform at these events.
- Although not every year, children have also sung for the residents at a local nursing home.
- School has hosted performances from secondary school pupils (often former pupils) to KS2 children.

Improvement Targets and Tasks

Improvement Targets and Tasks	Responsibility	CPD Required	Finance Required	Completion Date
<ul style="list-style-type: none"> • To explore additional opportunities for children to be exposed to professional performers both in and out of school. 	MU/Department leads	None	To be established but cost could be met by free providers, parent payment or PTA	July 2026
<ul style="list-style-type: none"> • Half termly performance opportunities in assembly for whole-class instrument tuition and choir. 	MU/PT	None	None.	July 2026



Success Criteria/Performance Indicators

- Children have had the opportunity to experience professional performers on three different occasions.
- At least two opportunities for whole class instrument tuition or choir to perform in assembly.

When this Action Plan is completed, the following will have been achieved:

- The curriculum depth map will be used throughout school, and this will be evident in planning and through conversations with children and book looks.
- Key vocabulary will be seen in books or through pupil conversations. The depth map will have been evaluated after conversations with JB regarding the sequencing and placement of key elements of learning as well as combination of Kapow/own planning/Charanga and changes to the depth map to be made if necessary.
- An established format for recording and evidencing the music learning that is happening in KS1 will be in place.(Floorbooks)
- Whole class ensemble Music teaching and opportunities will be further enhanced.
- A confirmed method for assessment to be in place to support teaching in their judgements.
- Teachers who are less confident in teaching music feel better equipped and supported in delivering music lessons through use of the CDM and CPD.
- Further enhanced opportunities for children to play in an ensemble
- Half-termly performances of whole-class music tuition in KS2 will have been arranged and carried out.
- Children who have music tuition are not regularly missing sequences of lessons due to the same music lesson times each week.
- Children have had enhanced opportunity to experience professional performers
- Children have had increased opportunity to either perform to, or listen to the performance of, their peers.

Priorities for staff training?

- Discuss how we assess and how confident we are in this
- Share useful resources on Kapow for non-specialist teachers to support them in teaching music.
- Share a potential structure for a music lesson using the kapow planning and combine opportunities for assessment, scaffolding and recording (video/audio clip).
- Discuss the Inter-related dimensions of music and key vocabulary to support subject knowledge to create a user friendly word bank.



Agreed adaptation for SEND pupils at BHPS. Music

A list of strategies in place as part of whole class music teaching at BHPS to support our SEND pupils.

- Opportunities for children to work alongside a peer to work collaboratively and learn from one another.
- Live marking with green pen during the apply part of the lesson.
- Verbal feedback given throughout each stage of the 4-part lesson structure which forms the majority of scaffolding and support in music.
- Use of visual and auditory representations/prompts when learning key concepts such as musical vocabulary, interrelated dimensions of music and instrument names and composers.
- For example, children were learning in this lesson about a Walking Bass Line. The colours corresponded with the colours of the keys on the glockenspiel they are using. They were then given this to colour code themselves in their books to use to play the walking bass line themselves.

C E G A	A# A G E	C E G A	A# A G E
F A C D	D# D C A	C E G A	A# A G E
G B D B	F A C A	C E G A	A# A G E

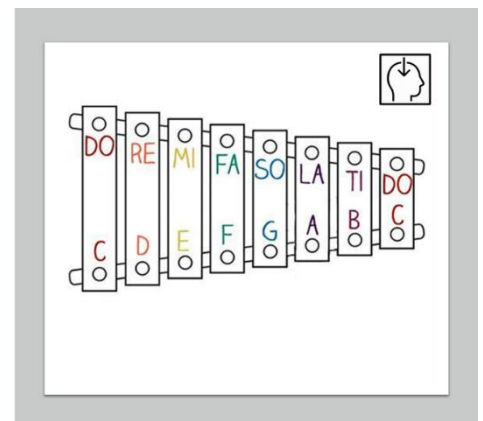
C E G A	A# A G E	C E G A	A# A G E
F A C D	D# D C A	C E G A	A# A G E
G B D B	F A C A	C E G A	A# A G E

- Mixed ability pairings.
- Scaffolded lessons – I do , we do, you do. When notating on the staff in KS2 children are encouraged to write on the fingering numbers as well as the note names. If children benefit from having the note names written on the keyboard/glockenspiel post-its are used on the instrument.
- For example, in this lesson children were shown the notes on the glockenspiel. Shown the scale by the teacher modelling. Then children echo played with the teacher playing a note at a time to model with the gradual build to playing the full scale. Children built up to playing a scale slowly with effective modelling and through the use of echo playing.

Glockenspiel Warm-Ups

Can we :-

- Play a scale ?
- Do some echo playing ?
- Play a broken chord ?





- Activate sections of the lesson often relate to the learning of that lesson which works as a reactive as well as a pre-teach to new learning. For example, warm-ups/activate section includes notes needed for the playing of a piece in the acquire section.



Recorder Warm-Ups



- Scale - C D E F G A B C CB A G F E D C
- Warm ups - Bb Bb Bb Bb Repeat 4 times
- F F A G Repeat 4 times
- G Bb A G Repeat 4 times
- A A C Bb Repeat 4 times

1 2 3 4 5 6 1 2 3 4 5 6

Broch-i - o - sou - rus stomp, stomp. Spin - o - sou - rus stomp, stomp.

5

Lom-be - o - sou - rus stomp, stomp. Tj - ran - no - sou - rus Rex stomp.

- Summative assessment tools from Kapow to formulate support needed and planning going forwards.
- Adapted expectation for recording in session. If children’s fine motor skills would prevent the child accessing the learning in the same way then a photo of work in lessons is provided instead of written recordings.
- Kapow knowledge organisers to support children in their understanding (dual coding).

Year 1: Pitch and tempo (Superheroes)

Musical style: Film and television music

Listening and dancing to superhero theme tunes!

Film and TV music is designed to add to the mood of the action you are watching.

It can help you to feel excited, terrified, sad and happy along with the characters on screen.

Pitch How high or low a sound is.

Tempo The speed of the music (fast or slow).

Kapow Primary

Vocabulary

Accelerando A musical term to describe when the speed of the music gets faster and faster.

Compose To create or write an original (new) piece of music.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Tuned percussion Percussion instruments you **can** play tunes on.

Glockenspiel **Chime bars** **Xylophone**

Untuned percussion Percussion instruments you **cannot** play a tune on.

Drum **Tambourine** **Claves**

Maracas