



Music Development Plan Summary: Winhills Primary Academy

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Hannah Worth
Name of school leadership team member with responsibility for music	Duncan Nelson
Name of local music hub	Cambridgeshire Music Education 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.

To read in more detail about how our music curriculum is delivered at Winhills Primary School, please visit our music curriculum page: <https://www.winhills-cambs.co.uk/music/>

At Winhills, Music is taught using the Kapow Primary Scheme which supports and is informed by the Model Music Curriculum (March 2021). Lessons are a minimum of 45 minutes and are taught by class teachers. Teaching is supported by specialist planning and the Kapow Primary Curriculum Scheme of Work is used to ensure children build on their musical skills through high quality lessons. These musical experiences are built on further through weekly whole school singing assemblies, lasting approximately 20 minutes.

As a school, our priority is to ensure that children develop a love for life-long music and that access to learning is adapted to meet the needs of all children. Underpinning our delivery of music is an exploration of the inter-dimensional aspects of music. These include: performing, listening, composing and having an awareness of the history of music. In order to develop confidence, we aim to instil and embed the skills, knowledge and understanding needed to perform, compose and listen to music (including playing a musical instrument).

Kapow Primary's Music scheme which has been designed as a spiral curriculum outlines the following key principles:

- 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.

Crucial to musical development is the understanding of pulse and pitch. We often teach these in unison and emphasise to children how to work with others to combine these two aspects to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, as well as presentation and performance skills. These skills are vital to children's development as learners and for their confidence as people demonstrating their wider application in general life outside of and beyond school.

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.

Knowledge Organisers

Prior to a new unit, knowledge organisers are used in line with delivery of intent. These documents provide key tier 3 vocabulary that children will learn, alongside some key sticky knowledge. They are displayed on the website and given to children to take home to share with their adults.

Lesson Delivery

Within each music lesson, there will be the following elements:

- A clear Learning Objective with focused Success Criteria (some of which may be one or two of the Unit Success Criteria). These are used by both the teacher and children to assess the lesson's work.
- A recap or introduction starter which addresses prior learning and introduces the children to the theme of the music unit.
- The children are exposed to new learning or learning in a sequence.
- Various assessment questions and questions are given in a plenary to get the children thinking a little deeper about the skills they have learnt.

Assessment

- Children are assessed based on their practices within class and group sessions throughout a unit. On-going assessments are made ensuring children are aware of their learning objectives and their steps to success. Peer assessment is also used to monitor understanding, outcomes and progress.

- To evidence work, a class book and folder of work is used to show progress made by the children through photographs and examples of written (theory) work. For children showing understanding beyond the expected outcomes, suggested external programmes of music are encouraged.

Part B: Extra-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.

At Winhills, children have the opportunity to learn an instrument (electric guitar, keyboard, drums and vocals) and be part of a band. Led by RockSteady, each lesson is 30 minutes long and takes place within school time (all instruments are provided). At the end of a half term, children have the opportunity to perform a concert with their band and showcase their skills to friends, teachers and family.

Piano lessons are offered and undertaken by children in school.

The children attend weekly singing assemblies led by the teachers within school.

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.

Children will have the opportunity to perform or experience high quality music this academic year. Please see below for these opportunities:

- Year 6 trip to Young Voices at the O2.
- Year 2 participation at the St Neots Festival of Music.
- Whole School singing assemblies held weekly.
- Performances at Class assemblies to showcase learning.
- Nursery/EYFS/KS1 Nativity.
- KS2 Christmas Carol Concert at The Parish Church of St Mary.
- KS2 Production.

In the future

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

- Increasing confidence of teaching music through CPD for teachers and a growing mutual partnership with the local music hub.
- Regular music clubs offered to children through extra-curricular activities.
- Opportunities to play a variation of musical instruments such as Indian drums, steel plans and woodwind instruments through peaked interest.
- To fundraise in order to increase funding for music provision.

Further information

The Department for Education offers a guide for parents on how they can get involved in music in and out of school, and where they can go to for support beyond the school. This guide also includes signposts to external agencies for music development:

<https://www.gov.uk/government/publications/music-education-information-for-parents-and-young-people>

Music Hub contact:

www.cambridgeshiremusic.org.uk