

Music development plan summary: Gardners Lane Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-27
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Jo Scammell
Name of school leadership team member with responsibility for music (if different)	
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 Gardners Lane 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 and play tuned and untuned instruments accurately and with control. They will learn to recognise and name interrelated dimensions of music – pitch, duration, tempo, timbre, structure, textures and dynamics. Our children will then have the opportunity to 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 of 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.

In addition, in KS2, in line with the DfE's 2021 Model Music Curriculum recommendations, Kapow Primary's *KS2 whole-class instrumental scheme* is a progressive set of lessons, with teacher videos and accompanying staff notation teacher skills videos. This is timetabled once in our 2-year cycle for LKS2 and once in our 2 year cycle for UKS2, with a Unit of Samba drumming tuition being the instrumental focus in the corresponding Cycle. The instrumental units chosen from Kapow focus on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme, including sheet music, performance and backing tracks.

As part of the music curriculum entitlement, we have weekly assemblies where songs are explicitly taught, including part singing and harmonies as the children progress through the school. Children at Gardners Lane also have the chance to perform to an audience, for example at Christmas and Easter Celebrations, 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 teach music in Foundation Stage as an integral part of the 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.

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;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

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

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 in Whole Class floorbooks where the children are encouraged to contribute their ideas and understanding.

Pupils in the Foundation Stage each have a Foundation Stage 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.

There are opportunities for children in both KS1 and KS2 to take part in extra-curricular singing groups. In these groups, children work towards performances of songs, to the rest of the school in assemblies, and to a wider audience at school celebrations, such as Christmas.

At Gardners Lane, we have been able to offer peripatetic musical tuition for guitars. This has in the past been subsidised by the Gloucestershire Music Hub.

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 assemblies, where singing is a focus and is promoted. These form part of the children's music lesson entitlement. In these assemblies, children are taught about pitch, tempo, dynamics and other musical elements, and these are referred to in subsequent rehearsals of songs.
- Weekly assemblies have a musical focus for listening as the children enter and leave the hall – these are scheduled by the Collective Worship Lead, in collaboration with the Music Lead, and cover a range of genres of music, music from different times and places, by different artists, duos or groups and to cover elements of the Religion and World Views Curriculum.
- At Gardners Lane we also have a 'Daily Listening' protocol, where children are exposed to pieces of music from different cultures and eras, different styles and artists. These are discussed and celebrated across the school. These are sourced by the Music Lead.
- School celebrations such as Harvest, Christmas and Easter have a musical focus, and the children in all key stages work towards singing songs together to celebrate at these times. Parents are invited to take part in the Christmas and Easter celebrations.
- Some of the children in KS2 are taken to the local theatre at Christmas to experience a professional production of a Pantomime, where the children get to experience live music, performing and singing. This is set out in our Cultural Capital Experiences Plan.
- Children in EYFS and KS1 are involved in an annual Christmas production, often based around the Nativity Story, which is performed to parents as well as the rest of the school. A musical focus is always the backbone to such productions. These productions are offered free of charge to all parents and families to attend.
- Children in KS2 are given the opportunity to perform for an audience in a musical showcase or production, during the Spring or Summer Terms. These events are free of charge for parents and families to attend.

- The Music Lead will investigate opportunities for our children to attend events at the Cheltenham Music Festival and Cheltenham Jazz Festival (during the Summer months). Often there is funding available for children to experience these events. On some occasions, our PTA have subsidised these activities for us.
- Our partnership with the Cheltenham Ladies College is looking to offer musical performances by the Ladies College students for the children at Gardners Lane.

In the future

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

- The Music Lead will continue to investigate the peripatetic Musical instrument tuition offer for our children and how funding could be secured to increase this uptake.
- The Music Lead will continue to pursue other avenues of live music for children to experience, through our link with the Cheltenham Ladies College, the Cheltenham Festivals, and other ensembles or musicians that may be available to visit school.
- The Music Lead, in consultation with the Curriculum Lead, will review the 2-year rolling programme on offer for Music to ensure the National Curriculum is being covered and staff are confident in its delivery.
- The Music Lead will conduct regular staff confidence audits and Pupil Voice surveys to monitor Music provision at Gardners Lane.
- Resources, including our Musical Instruments, are to be reviewed and updated, funding permitted.
- Assessment in Music is an area the Music Lead, in consultation with Curriculum Leads, Assessment Leads and Senior Leaders, is planning to formalise – there is the possibility that this will be moved onto Insight Tracker.