Music Development Plan

Detail	Information
Academic year	2026–27
Publication date	Sept 2026
Proposed review	July 2027
Music Lead	Mr L Ridgill
Senior leader responsible	Mr B Wray, Principal
Music education partner	Doncaster Music Service

Part A Curriculum music

We use Kapow to support the planning and teaching of music in Key Stages 1 and 2. Music is taught in themed blocks, with six hours allocated each term, equivalent to 18 hours across the school year. These blocks bring together listening, singing, performing, composing and the development of musical knowledge and vocabulary.

Teachers use the planned sequence to help pupils revisit and build on previous learning. Planning for mixed-age classes takes account of pupils' prior experiences so that they encounter appropriate challenge and develop their musical understanding over time.

Early Years

In Nursery and Reception, music is woven into the wider curriculum rather than taught as a discrete subject. Songs, rhymes, listening, movement and musical exploration provide opportunities to develop communication, rhythm, confidence and enjoyment.

Learning an instrument

Year 4 pupils learn to play the ukulele through specialist teaching provided by Doncaster Music Service. This adds six hours each term to the six hours of Kapow music, giving Year 4 pupils 12 hours of music per term, or 36 hours across the school year. This provision culminates in an end-of-year performance, giving pupils a shared purpose for rehearsal and an opportunity to celebrate their progress.

Access and adaptations

We maintain ambition for every pupil. Teachers adapt the delivery of Kapow lessons so that pupils, including those with special educational needs and disabilities, can access the intended musical learning through appropriate support and challenge.

- Activities are broken into smaller steps, with clear modelling and repetition of musical phrases.
- Visual cues and clear gestures support understanding, turn-taking and starting or stopping together.
- Supported rehearsal, familiar patterns and manageable repeated rhythms or musical parts help pupils experience success before increasing complexity and independence.
- Adult support and clear rehearsal routines help pupils sustain engagement and participate with others.
- Additional challenge includes leading groups, creating contrasting musical sections, developing independent responses and explaining musical choices.

Adaptations respond to individual needs and are reviewed through pupils' participation and progress. Teachers consider the demands of listening, communicating, handling instruments and performing when deciding how best to support access.

Part B Co curricular music

Separate choirs are offered for Key Stage 1 and Key Stage 2 pupils during one term of the school year. They provide additional opportunities for pupils to sing together, rehearse and develop their confidence beyond curriculum lessons. Sing & Sign is also included in our Reception to Year 2 club offer. Quiet spaces or offices can be used for individual practice or group rehearsal.

We want more pupils to discover an interest in instrumental learning. Developing our links with Doncaster Music Service will help us explore further tuition opportunities and make available pathways clearer to families.

Part C Musical experiences

Singing features in several assemblies throughout the year. Pupils also have opportunities to take part in Christmas performances, leavers' productions and community performances. These experiences help pupils build confidence, work towards a shared outcome and contribute to school and community life. Performances take place in our school halls, providing spaces for pupils to share their music with an audience.

Year 4 pupils share their ukulele learning through an end-of-year performance supported by Doncaster Music Service. We intend to build on this partnership by exploring visits from musicians who can demonstrate instruments, perform for pupils and inspire further learning.

Music supports our values of Community, Pride and Aspirations: children make music together, take pride in their developing skills and performances, and discover possibilities for future participation.

Development priorities

The following actions are proposed for the remainder of 2026–27. Mr L Ridgill will coordinate the work with Mr B Wray and relevant partners. Progress will inform planning for 2027–28.

Build staff confidence with Kapow

By the end of the spring term, identify staff training needs and prioritise support with modelling, musical vocabulary, singing, composing and assessment. Use Kapow training resources, shared planning and opportunities to discuss or observe effective practice. Review mixed-age sequences and adaptations together.

Success will be evaluated through staff feedback, discussion of planning and examples of pupils' music-making. Staff should be able to explain the intended learning, model activities confidently and adapt support while retaining the musical purpose.

Widen access to instrumental learning

During the spring and summer terms, work with Doncaster Music Service to explore visiting musicians, instrument demonstrations and opportunities beyond the Year 4 ukulele programme. Clarify available tuition routes, costs, financial support and instrument access before sharing information with families.

Success will be evaluated through the opportunities secured, pupil interest and participation, and whether families have clear information about how to continue instrumental learning.

Review curriculum time and musical experiences

By July 2027, review the impact of the current six-hours-per-term Kapow block model, including opportunities to revisit learning between blocks. Year 4 receives 12 hours per term in total through the additional ukulele provision. The supplied development plan template identifies at least one hour of timetabled music each week as a key feature of high-quality provision. Review how curriculum time and regular practice can be strengthened across year groups for 2027–28.

Map performance and listening opportunities across the year and year groups. Explore how visiting musicians and the music service partnership could provide access to live music annually, and review opportunities for termly performances and ensemble music-making. Make effective use of quiet spaces and offices for rehearsal and the school halls for performances.

Monitoring and review

The Music Lead and Principal will review delivery, staff confidence, pupil participation and the accessibility of provision. Evidence may include planning discussions, pupil voice, observations of music-making and selected recordings or performances. The proposed formal review is July 2027.

For enquiries about music provision, contact the school office on 01709 583271 or newpastures-admin@vennacademy.org.