



Music Development Plan

Academic year that this summary covers:	2026-27
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School Music Lead:	Mrs E Harvey
Other Music Organisations:	Charanga, NPAT, ENO

Overview

At King's Cliffe Endowed Primary School, we strive to cultivate a genuine enjoyment of music and aim to deliver high-quality music teaching, supporting and encouraging all children to achieve their full potential. We believe that music is a unique form of communication and is an integral part of our culture. It provides an important channel to help children understand themselves, relate to others and the wider world.

Our music curriculum aims to develop enjoyment, confidence and creativity through listening, singing, performing, composing and appraising. Children are given opportunities to experience music from different times and cultures and to develop the musical vocabulary needed to talk about and evaluate music.

Part A: Curriculum music

Music is taught throughout the school as a discrete subject, using the Charanga scheme of work for weekly music lessons. The scheme ensures that the Learning Objectives set out in the National Curriculum are met. Music is also linked, where appropriate, with literacy, early years, physical and creative development, as well as other curriculum subjects.

The school's progressive curriculum map identifies the key concepts pupils need to become fluent in Music and to work and think like musicians. These areas are performing through singing, performing through instruments, composing, and listening and appraising.

Reception pupils develop listening and appreciation skills, learn basic musical vocabulary and build confidence through performance opportunities including the Christmas play and class assembly.

In Key Stage 1, pupils listen and respond physically to a wider range of music, sing and play instruments, add accompaniments and create short compositions. They explore how sound and silence can create different moods and effects.

In Key Stage 2, pupils sing and play instruments with increasing confidence, skill, expression and awareness of their contribution to group performance. They improvise and develop their own compositions in response to different stimuli, while exploring music from different times and cultures.

Pupils are taught to sing a wide-ranging variety of songs and to use their voices expressively. They have opportunities to play tuned and untuned instruments with increasing control and to rehearse and perform with others, with an awareness of audience.

Children develop composition skills by creating musical patterns and learning how to explore, select and organise musical ideas, recording them in a variety of ways. In Key Stage 2, pupils also take part in the English National Opera 'Finish This' initiative, working collaboratively to combine and create sounds and record them as a musical score.

Pupils develop appraising skills by exploring and explaining their ideas and feelings about music using musical vocabulary. They analyse and compare sounds and suggest improvements to their own work and the work of others.

Listening skills include concentration, recall and an increasing awareness of the musical elements of pitch, duration, pace, dynamics, texture, timbre, form and silence. Pupils learn how time and place influence the way music is created, performed and heard, and encounter both invented and standard notation.

Music also supports learning across the wider curriculum, including Science through sound and listening, PE through dance, English as a stimulus and for listening skills, RE through sacred music, Art as a creative stimulus, and History through music from particular periods.

The school is committed to inclusion and provides suitable learning challenges for all pupils. Children with particular interest or aptitude in music can extend their learning through opportunities such as the school vocal choir. Children experiencing difficulties can receive additional encouragement through small-group work with a teacher or a more musically able child.

Part B: Co-curricular music

Outside curriculum music lessons, pupils have opportunities to develop their musical skills through the school vocal choir and instrumental tuition. Peripatetic teachers provide keyboard and guitar lessons in school.

KCEPS works in partnership with NPAT for Year 5 pupils to learn to play a brass instrument. Children are assessed by an professional brass teacher and paired with either a trumpet, a trombone or a tuba, depending on their ability to lip-buzz. The children are loaned these instruments and are able to take them home to practise, including over the Autumn half term. They spend ten weeks learning to play their brass instrument and then perform a variety of songs to an audience, including other members of the school and parents, providing an additional route for pupils to develop instrumental confidence and ensemble skills.

The school has a range of music equipment and resources that can be moved around the school. Resources include tuned instruments, a piano, class Music boxes containing instruments such as castanets and ocarinas, iPads and laptops used for recording and composition through Charanga suitable apps.

Part C: Musical experiences

Music is a regular part of school life. Whole-school singing sessions take place weekly including song learning, performing, music appreciation and music theory. Assemblies include opportunities to listen to a range of music at the beginning and end, alongside hymns and age-appropriate songs from different genres.

All pupils perform as a class on a termly basis to an audience. Examples include the Harvest Festival, class assemblies for parents and a carol service.

The Key Stage 2 choir performs at the local church as part of the Community Café. Years 5 and 6 also take part in a summer production, providing an opportunity to showcase the performing skills developed throughout their time at King's Cliffe.

KCEPS also provides opportunities for pupils involved in NPAT instrumental work to perform to an audience.

In the future

For the upcoming academic year, KCEPS will be working on the following actions in order to improve our music learning:

Embed and monitor Music Fluency starters and incorporate some musical theory into weekly Singing Assemblies.

Expected Impact: Musical fluency enables pupils to make stronger progress throughout the music curriculum as knowledge builds progressively from year to year. Children become more independent musicians, relying less on imitation and more on their understanding of written music. A consistent approach to teaching notation in all KS2 classes, ensures progression across all year groups. Children develop stronger aural skills by making connections between what they see, hear and perform. Pupils develop resilience by practising and improving their reading skills over time.

Increase opportunities for children to listen to and enjoy live music.

Expected Impact: Children develop a greater appreciation and enjoyment of music by experiencing it performed live. Live performances inspire pupils to participate in music-making and encourage some to learn an instrument. Pupils broaden their musical knowledge by listening to a range of genres, styles and cultures. Children improve their listening skills by recognising different instruments, voices and musical features in a live setting. Experiencing live music helps pupils develop confidence, curiosity and creativity.

Audit, organise and maintain the school's musical instruments to ensure they are accessible, well-managed and fit for purpose.

Expected Impact: Pupils have regular access to high-quality instruments, enabling them to develop their musical skills with confidence. Lessons are better organised, allowing more time for active learning and musical exploration. Well-maintained instruments ensure pupils can hear accurate sounds and rhythms, improving the quality of musical learning.

Further information

Current music provision is supported by the school's use of Charanga, partnership work with NPAT and the English National Opera 'Finish This' initiative.