



# Music Development Plan Summary: Harrietsham C of E Primary School

Detail	Information
Academic year that this summary covers	2025/26
Date this summary was published	March 2026
Date this summary will be reviewed	March 2027
Name of the school music lead	Poppy Frazier
Name of school leadership team member with responsibility for music (if different)	Samantha Fenner (Deputy Headteacher and Curriculum Leader)
Name of local music hub	Kent Music School

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.

## **Our Statement of Intent:**

*At Harrietsham Church of England Primary School, our intention is that our music curriculum will inspire pupils to develop a love of music, and an enthusiastic response to a high quality, music curriculum, that engages and supports all.*

## **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 Harrietsham, we have timetabled music lessons in all year groups. Our music curriculum follows Kapow and we are currently trialing 'Get Set 4 Music' in some year groups. Our music curriculum is carefully sequenced and we teach progressive week-by-week lessons.

The Kapow Primary Music scheme is designed to help pupils recognise themselves as musical and to nurture a lifelong love of music. The scheme develops the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. The curriculum introduces pupils to music from across the world, encouraging respect and appreciation for the music of all traditions and communities. Pupils build musical skills through

singing, playing tuned and untuned instruments, improvising, composing and listening and responding to music. They develop an understanding of the historical and cultural context of the music they encounter and learn how music can be notated.

We have used our Kent music hub funding to employ a specialist teacher to run choirs across the school in Term 2 to enhance singing technique, support musical knowledge and understanding taught in music lessons, and to experience performance and community opportunities in a group. These choirs have enhanced all our student's wellbeing, the children have been able to influence the music choices and the choirs are fully inclusive and accessible to all. Singing as a skill helps all of our children engage with music now and in the future. The teacher has also taught whole-class Ukulele lessons within Year 4 in Term 2.

In Foundation stage, children explore sound, pulse and rhythm through continuous early years provision. In KS1 children begin to explore call and response, musical story-telling, singing, pitch, structure and dynamic. As children progress into KS2, by the end of their time at Harrietsham they will be able to play and perform in solo or ensemble contexts, improvise and compose music using the inter-related dimensions of music, use and understand some musical notation, understand a wide range of music from different cultures and develop an understanding of the history of music.

SEND: Children with SEND are supported in Music to ensure they are calm and ready to access learning. They also have access to ear defenders (should the music prove too loud) or the opportunity to choose an alternative instrument, to cater for sensory needs. Staff are also trained in Adaptive Teaching, to ensure all children can access the same learning, but perhaps via a different route. Extensive repetition and revisiting of musical skills also benefits our SEND children, for example singing the same songs in Singing Assembly to ensure they have mastered them.

In line with the National Plan for Music Education, we have a dedicated space for the 'Arts' where children can rehearse and individually practice. In addition, we store a rich array of musical instruments for the children's use during curriculum and co-curricular time.

## **Part B: Co-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 Harrietsham C of E Primary School we are fortunate to have many opportunities for the children to develop their music skills.

We have singing assemblies taking place on a weekly basis, with a wide range of songs being learnt and performed. The children take part with confidence and enthusiasm.

Our Year 1 and 2 children take part in 'The Big Summer Sing' with another local primary school; where we learn songs and perform together to our parents.

All our Year 3 and Year 4 take part in whole class instrument lessons in line with Kapow and take part showcasing their learning.

We have an extensive range of music tuition available via our Kent Music Hub and visiting peripatetic teachers, with a wide range of instruments being learnt, these include; Keyboards, Guitars, Drums and Ukuleles. These are offered to children in Year 1 to Year 6. We also offer children iRock lessons. These children are then encouraged to join ensembles outside the school.

Throughout the year, our children enjoy taking part in a Christmas production, music performances and singing within class assemblies which are performed to parents and peers.

Our Music Lead runs a 'Musical Theatre' club after school and our children enjoy attending and performing to families at different points within the school year.

## 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.

At Harrietsham C of E Primary School, we utilise strong links with the music service to encourage instrumentalists to progress to performing in ensembles. Parents and carers are fully supportive of music making and we have good attendance at productions.

Every child at Harrietsham, when they reach upper Key Stage 2, is given the opportunity to sing and perform at the National Proms Praise event at the Royal Albert hall on a bi-annual basis.

Year 1 and 2 take part in the 'Big Summer Sing' in partnership with Lenham Primary.

At Harrietsham, we make links with music experts who have come in and taught lessons, for example we had sing and sign during Term 2.

## In the Future

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

By the end of this academic year, we will carry out a thorough evaluation of the impact that Kapow Primary's music scheme has had on our children's musical knowledge, skills, and overall engagement, and compare this with the Get Set 4 Music curriculum. This evaluation will consider key aspects such as progression in musical skills (including listening, composing, performing, and appraising), curriculum structure, teacher usability, and pupil outcomes.

Kapow Primary's music curriculum offers a clearly sequenced, knowledge-rich approach with units built around strands such as performing, listening, composing, the history of music, and

inter-related dimensions of music. In contrast, Get Set 4 Music provides a more flexible, skills-based approach with an emphasis on practical music-making, creativity, and accessibility for non-specialist teachers. As part of our review, we will gather both qualitative and quantitative data, including pupil voice, lesson observations, and a staff survey to identify teacher preferences, confidence levels, and perceived impact on learning.

Following this evaluation, we will make an informed decision about which scheme best supports high-quality music provision and delivers the strongest outcomes for our pupils. Based on the chosen scheme, we will design and deliver targeted staff CPD to ensure all teachers and LSAs feel confident and well-equipped to deliver the curriculum effectively. This CPD will focus on subject knowledge, pedagogy, and practical strategies, tailored to the selected scheme.

We will continue to prioritise the development of teachers' and LSAs' confidence in delivering music lessons through our ongoing CPD offer. This will include modelling of lessons, team teaching opportunities, and access to high-quality resources and planning support.

In addition, we will seek structured feedback from both staff and pupils on the instrumental lessons delivered as part of the Kapow curriculum. This will help us evaluate the effectiveness, engagement, and accessibility of these sessions. Depending on the feedback received, we will work with our local music hub to adapt our offer, using available funding to introduce a wider range of instruments and ensure all children have access to high-quality, engaging musical experiences.

We will also continue to develop children's performance skills by increasing opportunities for them to perform throughout the year. This will include performances within school, collaborations with our local music hub, and opportunities to perform within the wider community, helping to build confidence, resilience, and a sense of pride in their musical achievements.

Finally, we will strengthen our Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) provision by enhancing continuous provision areas to enable high-quality musical exploration through play. This will include providing a range of tuned and untuned instruments, opportunities for listening and responding to music, and resources that encourage creativity, experimentation, and independent exploration of sound. These developments will support early musical development and foster a lifelong love of music.