

Kings Capse Primary Academy

Music Development Plan 2026-2027

Curriculum: Kapow Primary Music

Academic year	2026-2027
Date published	September 2026
Review date	July 2027
School context	Small primary academy with mixed-age teaching. The music curriculum is organised to ensure pupils in mixed-age classes receive a coherent, progressive entitlement.

1. Overview and vision

At Kings Capse Primary Academy, our vision is for every pupil to see themselves as musical and to experience the enjoyment, creativity and sense of belonging that music can provide. We want pupils to develop the knowledge and practical skills needed to listen, sing, play, improvise, compose and perform with increasing confidence.

Kapow Primary Music provides the core curriculum. Its 2026/27 curriculum is structured around listening and evaluating, creating sound, notation, improvising and composing, and performing through singing and playing. Where classes contain more than one year group, the Kapow mixed-age Cycle A/Cycle B pathway will be used so that pupils experience coherent progression without unnecessary repetition.

2. Curriculum music

- Music is planned as a progressive curriculum entitlement for all pupils, including pupils with SEND and disadvantaged pupils.
- Teachers use Kapow Primary planning, resources, teacher videos, vocabulary and assessment guidance to support secure subject knowledge.
- Mixed-age classes follow the appropriate Kapow two-year rolling programme, with teachers checking prior learning and adapting tasks for pupils' starting points.
- Lessons provide regular practical music-making through singing, tuned and untuned instruments, listening, improvisation, composition and performance.
- Assessment is primarily formative: teachers use observation, questioning, listening to performances/compositions and Kapow assessment opportunities to identify what pupils know and can do.
- Reasonable adaptations, modelling, repetition, visual support, accessible instruments and flexible performance roles are used so that all pupils can participate successfully.

3. Co-curricular music and progression

During 2026/27 the school will strengthen opportunities beyond the taught curriculum. Provision will be developed in a sustainable way that is realistic for a small primary setting, making effective use of external partners and the local Music Hub where appropriate.

- Audit current instrumental tuition and identify realistic opportunities to broaden access.

- Explore a regular choir, singing group or shared vocal opportunity, depending on pupil interest and staffing.
- Identify pupils with particular musical interests or strengths and signpost suitable progression routes.
- Consider opportunities to collaborate across Kings Caple and St Weonards where this increases the quality or viability of musical experiences.

4. Musical experiences

- Build regular singing into assemblies, celebrations and the wider life of the school.
- Provide meaningful opportunities for pupils to perform to an audience, including parents, peers and the wider community.
- Aim for at least one significant performance opportunity each term, appropriate to the size and context of the school.
- Broaden pupils' listening experiences through music from different periods, traditions, cultures and contemporary genres.
- Seek opportunities for pupils to experience live music, visiting musicians or high-quality live/streamed performance during the year.

5. Development priorities for 2026-2027

Priority / action	Key activity	Timescale	Lead	Success criteria
1. Secure Kapow implementation	Audit long-term planning and ensure the correct 2026/27 or mixed-age pathway is followed consistently.	Autumn 2026	Subject leader / teachers	Planning demonstrates coverage, sequencing and progression; staff know which pathway they are following.
2. Strengthen staff confidence	Identify CPD needs and use Kapow teacher skills videos/resources; provide targeted support where needed.	Autumn-Spring	Subject leader	Teachers report increased confidence and lessons show secure use of musical vocabulary and practical activity.
3. Review resources	Audit tuned/untuned percussion, audio equipment and other resources against planned units; prioritise essential gaps.	Autumn 2026	Subject leader / Headteacher	Resources enable planned units to be taught without avoidable barriers.
4. Improve assessment and monitoring	Agree a simple approach to capturing attainment and evidence; undertake planning/work scrutiny, pupil voice and lesson visits.	Across year	Subject leader / Headteacher	Leaders can explain what pupils are learning, how learning builds and where further support is needed.
5. Increase singing and performance	Develop whole-school singing and schedule performance	Across year	All staff	Pupils sing and perform with growing confidence and can

	opportunities across the year.			talk positively about musical experiences.
6. Broaden enrichment	Explore Music Hub, visiting musician, tuition, choir/ensemble and live music opportunities, including collaboration between the two schools.	Spring-Summer	Headteacher / subject leader	A broader and more inclusive enrichment offer is established or clearly planned for 2027/28.
7. Strengthen pupil voice and inclusion	Talk to pupils, including SEND and disadvantaged pupils, about participation, enjoyment, barriers and interests.	Termly	Subject leader	Pupil feedback informs provision and participation is monitored for equity.

6. Monitoring and evaluation

The Music subject leader and Headteacher will evaluate implementation through proportionate subject monitoring. This will include discussion with teachers, review of curriculum planning, pupil voice, observation of practical music-making and review of assessment information. The focus will be on whether pupils remember more, can do more musically over time and have equitable access to the school's musical offer.

Progress against the development priorities will be reviewed during the year and the published summary will be updated before the start of the 2027/28 academic year.

7. Partnership and next steps

The school will continue to develop relationships with relevant music partners, including the local Music Hub, and will consider joint opportunities across the two academies where collaboration can expand pupils' access to high-quality tuition, ensembles, performances or live music.

Reference framework

This plan has been informed by the Department for Education's National Plan for Music Education and School Music Development Plan summary guidance, alongside Kapow Primary's 2026/27 Music curriculum and mixed-age planning. The school will use the current Kapow curriculum portal as the operational source for unit sequencing, progression, vocabulary and assessment.