



**Music development plan summary: Frisby C of E Primary School**

**Overview**

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Charmaine Ainge
Name of school leadership team member with responsibility for music (if different)	Charmaine Ainge
Name of local music hub	Leicestershire
Name of other music education organisation(s) (if partnership in place)	Mark Price Performing Stars/Forrester Academy/Melfon Music Tuition

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, extra-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**

The school uses the Kapow Scheme of Work to teach music.

Kapow's Music Scheme is structured around five core strands that align directly with the seven national aims for music: [kapowprimary.com](http://kapowprimary.com)

**1–2. Performing & Listening, Reviewing, Evaluating**

- Units combine performing, listening, and evaluating activities.
- Covers repertoire from various periods, genres, cultures, and famous composers.

**3. Singing & Vocal Skills**

- Dedicated vocal work, including songs, chants, and expressive use of voice, integrated throughout.

**4. Creating & Composing**

- Composing and improvisation are core to units.
- Pupils build their own musical ideas and refine them using inter-related musical dimensions.



### 5. Instrumental Learning

- Lessons include both tuned and untuned instruments, sequenced to develop control and expression.

### 6. Music Technology

- Technology usage is woven into composition units (e.g., digital tools).

### 7. Understanding Music Creation & Inter-related Dimensions

- Explicit teaching of dimensions such as pitch, tempo, timbre, dynamics, texture, structure, and notation.

Pupils in Year 1 to Year 6 participate in (weekly, 20-minute singing assemblies and receive 45 minutes of taught music lessons a week, totalling 41 hours of music teaching across the academic year.) These are delivered in line with our ([accessibility plan](#)), to ensure that our pupils with SEND are well supported to access the full music curriculum.

### Summary

Our music curriculum:

- Encompasses **all seven national aims** through its five structured strands.
- Provides **spiral progression** and cross-curricular enrichment across KS1 and KS2.
- Offers clear mapping documents showcasing coverage of statutory content and musical aims.
- (Our school music curriculum is informed by the [model music curriculum](#), non-statutory guidance for teaching music.)

**Commented [CM1]:** This should ideally total 39 hours of music teaching in KS1, KS2 and KS3. There is no statutory requirement to report on the teaching of music in EYFS.

**Commented [CM2]:** Link to your accessibility plan on your school website

### Part B: (Extra-curricular music)

The school offers a range of one-to-one, small-group and large-group music tuition beyond the core music curriculum during the school day. This is provided by a range of peripatetic teachers and paid for by parents, with a 100% subsidy for pupils in receipt of the pupil premium. The range of instruments available are:

- Singing
- Guitar
- Piano

Pupils in Years 3-6 also have the opportunity to join the school choir, who sing at a range of local events each Christmas. The choir is free to join.

**Commented [CM3]:** Please delete this bullet point if your curriculum does NOT deliver the model below:

At Key Stages 1 and 2, pupils should receive a minimum of one hour of teaching a week; this may take the form of short sessions spread across the week.

In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. Opportunities for development should continue beyond the mandatory term.

There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

Music should have a minimum of one weekly period the whole way through Key Stage 3. (not Carousels).

**Commented [CM4]:** This is about opportunities for pupils to sing and play music, outside of the core music curriculum.



### Part C: Musical experiences

Weekly singing practice forms the golden thread of our provision, preparing pupils for termly performances to parents and the wider community, including end-of-term church services and village events such as the annual carol concert and Christmas Light Switch-On.

Every child will experience live music through our annual spring-term musical theatre pantomime, funded by the PFA, and all pupils attend a live professional musical theatre performance each year - EYFS and KS1 at The Curve in Leicester and KS2 in London's West End - heavily subsidised by the PTA to ensure inclusion.

Pupils have structured opportunities to perform throughout their time at school:

- **EYFS, Year 1 and Year 2:** Musical Nativity (December)
- **Years 4:** Rise Voices (spring term)
- **Year 6:** Leavers' Performance (July)

In addition, pupils participate in Harvest, Easter and Leavers' services at St Thomas's Church. Those taking instrumental tuition (piano, guitar, voice) perform during the year.

KS2 pupils who are part of the school choir perform at the Melton Mowbray Christmas Light Switch-On and the Sky Theatre dance and music event. Creative experiences such as Art and Spirituality Day and themed weeks further enrich pupils' musical learning.

Our Music Development Plan ensures music is embedded across curriculum, co-curricular and enrichment activities, supported by partnerships with local Music Hubs to provide progression routes, instrument access and inclusive opportunities for all pupils, including those with SEND. These experiences foster creativity, confidence and cultural capital.

**Commented [CM5]:** This is about all the other musical events and opportunities that your school organises, such as singing in assembly, concerts and shows, and trips to professional concerts.