

Music development plan summary: Fernhurst Primary School



Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	5/2/26
Date this summary will be reviewed	1/9/26
Name of the school music lead	Rosie Jameson
Name of school leadership team member with responsibility for music (if different)	Sarah Allen
Name of local music hub	West Sussex
Name of other music education organisation(s) (if partnership in place)	

Part A: Curriculum music

Our Curriculum

Music at Fernhurst Primary School is taught to inspire children in a subject which touches the **heart of our humanity**. Our aim is that our children will become **lifelong learners and appreciators** of varied musical styles and influences. Children at Fernhurst will have opportunities to **bring colour to the experiences** that shape them. Our music curriculum aims to instil self-confidence, boost emotional well-being, and **nurture an appreciation** for cultural diversity through musical experiences.

Music is delivered through the Kapow Primary Music scheme. This scheme is carefully structured to ensure that all pupils develop a strong musical identity and foster a lifelong appreciation and enjoyment of music. It provides a progressive framework through which pupils acquire the knowledge, skills and understanding necessary to become confident performers, composers and informed listeners. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, can learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The curriculum offers pupils opportunities to engage with a wide range of musical styles, genres and traditions from around the world, promoting cultural awareness, respect and appreciation for diverse musical heritages and communities.

Pupils develop their musical skills through regular opportunities to sing, play both tuned and untuned instruments, improvise, compose, and listen to and respond to music. They gain an understanding of the historical and cultural contexts of the music they study and are introduced to musical notation as a means of recording and communicating musical ideas.

Our pupils will form a music schema by using concepts as the basis for the schema. We call these **threshold concepts**; these are the big ideas which form the basis for the subject schema. We will continually revisit these concepts throughout the entire curriculum, in every year group, in every music topic. In music the threshold concepts relate to:

- Singing
- Composing and performing
- The historical, social and cultural origins of music - contributing to the diversity of musical styles
- Playing instruments individually and as part of a group

Music Lessons at Fernhurst

Every child will receive at least 1 hour of music lessons each week, in line with the National Plan for Music Education. This will be delivered through:

- 1 x 30-minute music lesson with the class teacher
- 2 x 15-minute singing assemblies with a specialist teacher

Resources

We have a range of musical instruments. There is a central store of:

- Xylophones and glockenspiels
- Individual chime bars
- Drums
- Guitars
- Recorders
- Percussive instruments such as claves, ocarinas, triangles and maracas
- Selections of instruments from other cultures
- Out of the Ark Membership

Early Years Foundation Stage

In the Early Years Foundation Stage, music is an integral part of the curriculum and is embedded within topic-based learning and the area of *Expressive Arts and Design: Being Imaginative*, in line with the EYFS Framework (2025). Musical experiences are carefully linked to the Early Learning Goals to support progression.

Music supports children's personal, social and emotional development, while activities such as counting songs strengthen early mathematical understanding. Exposure to music from a range of cultures enhances children's understanding of the world and promotes enjoyment, creativity and confidence in musical learning.

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Kapow Scheme to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 45 minutes weekly.

Adaptation and Inclusion in Music

We recognise that pupils demonstrate a wide range of musical abilities, and we are committed to providing equitable learning opportunities that meet the needs of all learners. We ensure that tasks are appropriately challenging and tailored to individual abilities through a variety of approaches, including:

- Designing open-ended tasks that allow for multiple responses and creative expression.
- Structuring tasks with graduated levels of difficulty, enabling pupils to engage at a pace suited to their ability.
- Grouping pupils flexibly according to ability or interest and providing differentiated tasks to meet their needs.
- Offering resources and materials that support diverse learning styles and abilities.

Supporting Pupils with SEND

We are committed to removing barriers to learning for pupils with Special Educational Needs and Disabilities (SEND). By adopting a proactive and positive approach, we ensure that all pupils can express themselves confidently and participate fully in music lessons. Clear instructions, structured scaffolding, and tailored support enable every pupil to achieve their potential and experience success in music.

Part B: Extra-curricular music

Children have the opportunity to develop further musical skills by taking up one of the many offers from our specialist peripatetic teacher to learn to play the piano, guitar, brass, drums and more. These sessions are either parent-funded or funded through pupil premium allocations. A diverse range of pupils access these lessons, and they have proven particularly effective in supporting pupils with SEND and SEMH, contributing to notable progress and success.

Our school runs a band club and choir club after school run by our specialist teacher. These take place in our allocated space for music rehearsals and lessons.

Children who participate in these clubs will have the opportunity to showcase their musical learning in a termly performance to parents and the school.

Part C: Musical performances

Music Performance Participation

Every child in the school will participate in a musical performance each year. During that term, the children's music lessons will focus on the skills of performance.

The termly productions are as follows:

- EYFS: Autumn Term Christmas Tableau
- Year 1&2: Autumn Term Nativity Performance
- Year 3&4: Spring Term Easter Show
- Year 5&6: Summer Term Performance

In addition to this, twice a year children perform in sharing assemblies to parents and the school.

Annually, those children in KS2 with an interest in music are invited to join the choir at spectacular venues such as The O2 or the Royal Albert Hall to perform.

We participate in local music events hosted within the cluster, for example big sing events.

Children will have the opportunity to perform several songs to our local community in a Good Companions concert once a year.

Music Performance Viewing

Each Christmas, all children at Fernhurst receive the opportunity to enjoy a live, professional musical performance. We alternate these opportunities each year:

- Taking the children to a local theatre to enjoy a pantomime or Christmas performance.
- A touring theatre company coming to the school hall to perform a pantomime.

Annually, children in Year 5 & 6 have will attend the HHH Haslemere Music Concert, where they will listen to professional musicians perform a variety of instruments, such as violins, piano, voice, etc.

Future Curriculum Development – Key Improvement Areas

As a school, these are the areas we would like to develop in over the next year:

- **Celebrating progress:** Further develop systems to evidence pupils' musical progression over time, particularly in composing, performing and listening.
- **Assessment:** Embed a consistent approach to assessment in music to support music to support teachers in identifying next steps for pupils.
- Strengthen use of **formative assessment** and feedback to help pupils what they have learned using musical vocabulary.
- **Teacher CPD:** Provide professional development for class teachers to build confidence in musical notation, instrumental teaching, musical vocabulary and subject-specific language.
- **Pupil voice:** Strengthen pupil voice and musical identity by developing a structured opportunities for pupils to reflect on their musical learning and express preferences and musical interests. Opportunities for pupils to take on music leadership roles.