

Music development plan summary 2025-26: Galley Hill Primary School and Nursery

Overview

Detail	Information
Academic year that this summary covers	2025-6
Date this summary was published	13.07.25
Date this summary will be reviewed	13.07.26
Name of the school music subject leader(s)	Miss N. Lewis and Mrs N. Toncheva
Name of music scheme followed	Kapow
Name of other music education organisation(s)	Hertfordshire Music service Rocksteady 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.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music, and any music awards that pupils can achieve.

We follow the Kapow Music curriculum. This was chosen based on its clear progression and built in resources with scaffolding to ensure all pupils were best supported to engage in music lessons in a meaningful way. Additionally, the curriculum ensures children engage with music from every continent of the world, both contemporary and traditional music. This enriches children's understanding of a variety of cultures as they explore different genres of music including pop, baroque, blues and rock and roll with representation of male and female composers and musicians from diverse ethnic backgrounds.

Music is scheduled each week for children, from reception to year 6, for between 30-50 minutes. 30 minutes of this, we follow the Kapow Scheme. The remaining time is engaging with the Rocksteady Assembly – "Feel good Friday". Every week, children can sing in our Celebration Assembly on a Friday morning where we have our Galley Hill celebration song. Teaching and learning strategies incorporate music and song to assist in learning of new material where appropriate. For example, learning line types in year 4, there is a song created by [Number Rock](#) which has actions and words that help children recall the

three different line types (parallel, perpendicular and intersecting) as children create them with their arms and sing the defining features of these line types.

Additional opportunities for music include key stage end of term productions, music through play, KS2 carol service, dance lessons, Rocksteady band lessons and concerts as well as learning topic material through song and movement.

Music through play in Nursery and Reception

- In Nursery and Reception core rhymes and songs are specifically planned and taught for each topic per half term.

Galley Hill Nursery and Reception core rhymes and songs

Nursery						
	Autumn 1	Autumm 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Rhymes and Songs	Hello song	Twinkle twinkle little star	Wind the bobbin up	Row row your boat	The wheels on the bus	Incy wincy spider

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Rhymes and Songs	5 Little monkeys	If you're happy and you know it. Nursery Rhymes from WNRW 2023 Jack and Jill The Wheels on the Bus Row, Row , Row your Boat Head, Shoulders, Knees and Toes Hickory, Dickory, Dock Songs from Nativity performance: Little Donkey, Go Tell it on the Mountain,	I'm a mean old dinosaur	Chick Chick Chicken	There's a tiny caterpillar on a leaf Little Arabella Miller	Hello to all the children of the world

		It was on a Starry Night				
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- Our Nursery have a focused 'Nursery Rhyme of the week'
- Children have opportunities to further explore music in continuous provision in the stage/performance outside area. Enhancements for the stage/performance area are planned to support practice of key music skills.

The Kapow curriculum (Reception to Y6, excluding Y5)

The curriculum has five strands that run throughout the scheme. All age phases have opportunities to perform, listen, compose, with opportunities to review and evaluate and in key stage 2, explore the history of music. It is a spiral curriculum that returns to these same threads, building on knowledge and skills each time.

Throughout the course of the music curriculum, children will engage with the inter-related dimensions of music, which are; pulse, pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notation. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are vocal and practical, incorporating movement and dance elements.

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and musical vocabulary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (Theme: My favourite things)	Tempo (Theme: Snail and mouse)	Dynamics (Theme: Seaside)	Sound patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)	Musical symbols (Theme: Under the sea)
Year 2	Call and response (Theme: Animals)	Instruments (Theme: Musical storytelling)	Singing (Theme: On this island)	Contrasting dynamics (Theme: Space)	Structure (Theme: Myths and legends)	Pitch (Theme: Musical me)
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holl festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)	Songs of World War 2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' song

<https://www.kapowprimary.com/subject-curriculum/music/>

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the national curriculum for Music.

Ukelele Bandits - Whole class ensemble in Year 5

Ukelele Bandits is an ensemble taught by a specialist from [Hertfordshire Music service](#). The Ukulele is an inexpensive instrument and a great way to introduce children to music. Several children have gone onto purchasing their own ukelele to practice at home. Children are taught to play and sing together and build confidence through composing and performance. Children have opportunities to work collaboratively or solo.

Annual Christmas Singing Assembly and Celebrating Music

Children from Year 1 to Year 6 attend an annual Christmas singing assembly. Each class chooses a Christmas song (KS1 often chooses a song from their play) to perform to the whole school in the main hall. This is an opportunity for all children to sing and be hear others sing and celebrate a wealth of music.

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.

Our Reading curriculum gives opportunities for children to explore song lyrics and the accompanying music in more depth. Children analyse the lyrics for grammar and the meaning intended by the music artist or musical director.

Rocksteady

[Rocksteady Music School](#) is a band-based peripatetic music service delivered by professional musicians. It's an inclusive programme that's accessible to all pupils. There are pupil premium and funded options available for parents who cannot afford the fees. It supports wellbeing and in turn contributes to academic success. Children can play bass guitar, drums, keyboard or sing vocals.

A room is dedicated to Rocksteady music lessons every Monday. Children choose their band names and perform for the rest of the school once every term. Progression is clear and focused. Parents are invited to come and watch. Parents and teachers also have access via the portal to see their child's progress and feedback.

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.

Musical performances and opportunities

- **Rocksteady Concerts – Termly**

Rocksteady bands perform termly for the rest of the school, and their parents are invited in. This provides a safe opportunity to perform as well as advertise Rocksteady lessons to pupils. Children have soared in confidence after performing and are keen to work towards the next one.

- **Key stage productions – Termly**

Each key stage takes it in turn to perform at the end of each term. Nursery and Key Stage One children perform a Christmas production at the end of the autumn term. Lower key stage two performs a production before Easter, at the end of the spring term. Finally, upper key stage two, performs a production at the end of the summer term. Years 2, 4 and 6 will lead the production and take on main roles with Years 1, 3 and 5 taking on supporting vocal roles.

- **Choir**

A choir was offered to all children from year 2 to 6 in the year 2024-5. The children had creative choice in what songs we chose to sing – largely pop songs with teacher influence in broadening their repertoire and genres of music to include folk, sea-shanties, ballads and rock.

- **Royal Albert Hall experience**

In the spring term, Galley Hill was offered the opportunity to perform at The Royal

Albert Hall as part of a youth musical experience. This involved regular rehearsals at school and with other local schools before rehearsing and performing at The Royal Albert Hall. Our school was eligible for reduced fees as we had met the criteria for the number of children who were in receipt of the Pupil Premium Grant (PPG).

Part D: In the future

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

2025-26	<ul style="list-style-type: none"> • Improve and strengthen use and understanding of musical vocabulary • Ensure children have feedback about their musicality using this vocabulary
By 2027	<ul style="list-style-type: none"> • Instruments to be made widely available as part of OPAL • Annual Music showcase – starting as a talent show • Nursery, Early years and Year 1 to have access to instruments in continuous provision
By 2028	<ul style="list-style-type: none"> • Music lessons to be provided after school run by professional music teachers • Instrumental club
By 2030	<ul style="list-style-type: none"> • Form a school band • School band perform in Music showcase
By 2035	<ul style="list-style-type: none"> • Celebrating Music – School Gala to include local schools

Vocabulary

To ensure that key vocabulary is displayed in all classrooms so that staff and children can refer to this throughout every music lesson. Best practice is for all staff to ensure that they share, explain and discuss new vocabulary when it is introduced and to include retrieval of this new vocabulary throughout the unit. This will mean that all children benefit from a wide and varied musical vocabulary as a firm foundation.

Music showcase

To start-up an annual 'Music Showcase' opportunity for the school community to perform in front of others. This will be at the beginning of the final summer term.

Links with other schools

A partnership has been set-up with [Laureate Academy](#) so that children can watch performances by older children and competent musicians. This also opens opportunities for seeing music in drama productions.