



Fowey Music Development Plan



Overview

Detail	Information
Academic year that this summary covers	25- 26
Date this summary was published	Feb 2026
Date this summary will be reviewed	Sept 2026
Name of the school music lead	Penny Makinson
Name of school leadership team member with responsibility for music (if different)	Penny Makinson & Anna Iliffe
Name of local music hub	AsOne Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust Rocksteady

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 qualifications or awards that pupils can achieve.

Curriculum music is music taught in lesson time to **all** pupils. This is our timetable of provision

Year group	Time dedicated to music teaching
EYFS	45 mins (continuous provision) 15 minutes daily songs and rhymes
Year 1	1 hour
Year 2	1 hour
Year 3	1 hour
Year 4	1 hour
Year 5	1 hour
Year 6	1 hour

At Fowey School we follow the Kapow Scheme of Work for Music. Kapow Primary’s Music curriculum is fully aligned with both the National curriculum and the Model Music Curriculum. It ensures broad and balanced coverage of all key areas, including: Singing, Listening and appraising, Composing, Performing and Notation and musical language.



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Curriculum music lessons provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

An instrumental scheme is delivered by Rocksteady and gives pupils an opportunity to learn the bass guitar, electric guitar, keyboard, drums or vocals for a prolonged period, allowing them to develop technical proficiency on a single instrument.

An instrumental scheme is also delivered by AsOne Music Hub and gives pupils an opportunity to learn the djembe African drums for a prolonged period, allowing them to develop technical proficiency on a single instrument.

Progression in Kapow is carefully mapped across year groups, building technical, constructive and expressive skills over time. Pupils revisit and develop core concepts such as beat, rhythm, pitch, dynamics, harmony and melody in increasingly sophisticated ways. Throughout the Kapow Primary Music scheme, the mnemonic 'DR SMITH' is used to help teachers and pupils remember the interrelated dimensions: dynamics, rhythm, structure, melody (and pitch), instruments, tempo and harmony.

These dimensions are explored progressively across all year groups. Pupils learn to identify, describe, and apply them through singing, listening, performing, composing, and appraising. They are woven throughout each unit, helping pupils develop a deeper understanding of how music works and how to express themselves musically.

Coverage is as follows:

Year 1/2 Year A	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Dynamics	Using untuned percussion instruments to create seaside sounds.	Performing in pairs for the class, demonstrating seaside sounds and their corresponding symbols.*
Spring 2: Sound patterns	Practising different sound patterns using instruments.	Using instruments to tell the story of the 'Three little pigs' to the class.*



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Summer 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.
Summer 2: Musical symbols	Using tuned percussion and clapping to play different symbols to represent the sea.	Performing under the sea sounds as a group to the class.

Year 1/2 Year B	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Call and response	Using body percussion and voices to share call and response patterns.	Performing different call and response patterns in groups to the class.
Autumn 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.'*
Spring 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.*
Spring 2: Contrasting dynamics	Using vocal sounds and instruments to create space soundscapes.	Performing a space soundscape and sharing space symbols as a group.
Summer 1: Structure	Using instruments to perform different sound patterns.	Performing sound patterns as a group using instruments.
Summer 2	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.

Year 3/4 Year A	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Ballads	Singing in time and in tune with a song and incorporating actions.	Performing their own ballad in groups and incorporating actions.*
Autumn 2: Creating compositions for an animation	Playing melodies and rhythms on tuned instruments which represent a section of animation.	Performing a group composition to represent an animation.
Spring 1: Developing singing technique	Practising different warm ups and learning a song using a variety of different pitches.	Performing a song about the Vikings with associated actions.*
Spring 2: Pentatonic melodies and composition	Practising playing a pentatonic melody.	Performing a piece of music to represent the Chinese new year.*



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Summer 1: Jazz	Experimenting with scat singing and syncopated rhythms.	Performing a jazz version of a nursery rhyme.
Summer 2: Indian music	Practising a traditional Indian song.	Performing the song 'Anile Vaa'.

Year 3/4 Year B	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Body and tuned percussion	Experimenting with combining body percussion and tuned percussion instruments to create rhythms of the rainforest.	Performing group rainforest compositions to the class.
Autumn 2: Rock and Roll	Learning a walking bass line on instruments.	Performing a Rock and Roll song as a class using their voices and instruments. *
Spring 1: Changes in pitch, tempo and dynamics	Creating and practising vocal and percussive ostinatos.	Performing different ostinatos to represent a river in groups.
Spring 2: Haiku, music and performance	Creating music to compliment a Haiku, using voices and instruments.	Performing music outside to celebrate Hanami.*
Summer 1: South America	Practising a piece of music with four layers.	Performing a samba piece as a class.
Summer 2: Romans	Learning to sing a song with a variety of pitches.	Performing 'The Road building song' as a class. *

Year 5	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition notation	Creating and practising a piece of music using graphic notation.	Performing a composition to represent a pharaoh as a group.
Autumn 2: Blues	Practising the 12 bar blues chords and accompanying bass line on instruments.	Performing the 12 bar blues and improvisation in pairs. *
Spring 1: South and West Africa	Singing unaccompanied and incorporating movement.	Performing 'Shosholozza' as a class. *



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Spring 2: Composition to represent the festival of colour	Creating a vocal piece to represent a picture.	Performing a vocal class composition.
Summer 1: Looping	N/A - using technology.	Sharing compositions.
Summer 2: Musical theatre	Creating a musical theatre scene.	Performing a scene as a group to create a short class musical. *

Year 6	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and tempo	Creating a group composition.	Performing compositions as a group based on the piece 'Fingal's cave.'
Autumn 2: Songs of WW2	Singing a song with a simple harmony.	Performing the 'White cliffs of Dover' as a class. *
Spring 1: Film music	Devising different musical ideas to represent a film.	Performing compositions to represent different scenes within 'Wallace and Gromit.' *
Spring 2: Theme and variation	Composing a multi-layered piece of music with voices, bodies and Instruments.	Performing compositions in groups to create a class performance.
Summer 1: Baroque	Playing instruments using graphic and staff notation (and their own notation).	Performing 'Funky fugue' as a class.
Summer 2: Composing and performing a leavers' song	Creating and practising a leavers' song.	Performing leavers' song in assembly. *

Further details of the specific content and progressions of knowledge and skills can be found on our website [here](#).

Inclusion:

Kapow Primary's Music curriculum supports inclusive, high-quality Music education for all pupils and provides clear opportunities for performance, creativity and musical understanding in line with national expectations. The Kapow Primary Music scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.



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Pupils learn in a variety of ways. As such, Kapow Primary Music lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Further to this, the 'CELT Chronicles' and 'Adjustive Teaching Toolkit' can be used by teachers to adapt lessons for the needs of their learners using strategies advised by learners' SSPs and the class 'Currate & Narrate Documentation'.

Music across the curriculum outside of the music lesson:

Music and opportunities to enjoy music are integrated across the curriculum, the school day and co-curricular opportunities. This includes:

- Singing and signing during the Friday Assembly.
- Songs linked to special days in the yearly calendar e.g., Children's Mental Health Week.
- Assembly performances by our school choir.
- Music to support the curriculum i.e. the plants song in science.
- Miss Makinson playing the piano during entrance and exits for assemblies.
- Songs for transitions in EYFS.
- Nursery Rhymes in the early years.
- Visits to the theatre including the Christmas Pantomime.
- Rocksteady from Spring 2.
- Mapped Curricular opportunities enhanced by music i.e. The West End Dance Around the World Workshop.
- Partnership with AsOne Music Hub for peripatetic music lessons from Spring 2.

Part B: Co-curricular music

Outside of lessons, we offer the following opportunities for learners to take part in music beyond the Curriculum. This is an area for development in the Spring and Summer of 25/26.



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Year group	Assembly time dedicated to music learning each week	Extra-curricular club opportunities available to all	Music tuition opportunities available
EYFS: Reception	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2
Year 1	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2
Year 2	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2
Year 3	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2 AsOne Djembe drums whole class instrumental tuition
Year 4	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2 AsOne Djembe drums whole class instrumental tuition
Year 5	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2 AsOne Djembe drums whole class instrumental tuition
Year 6	5 minutes weekly from Spring	Choir – All year	Rocksteady band and music performance – from spring 2

Part C: Musical experiences

	Autumn	Spring	Summer
EYFS: Reception	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6
Year 1	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6
Year 2	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6
Year 3	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6
Year 4	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6



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Year 5	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Song for Y6
Year 6	Nativity Pantomime	West-End Dance Workshop Easter Concert	Leavers Production

Further information (optional)

Fowey School is committed to continually enhancing musical offerings to pupils. Below are the improvements we plan to implement in the coming years. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities.

Timeline	Improvement	Who will benefit?	Is the change to A: Curriculum music B: Extra-curricular music C: Musical experiences?
Spring 2026	Introduce Easter Concert	Whole school	C: Musical experiences
Spring 2026	Introduce weekly song and piano playing in assembly.	Whole school	C: Musical experiences
Spring 2026	Introduce Musician of the week.	Whole school	Curriculum music
Summer 2026	Introduce Y6 Leavers Production and R-Y5 song for Y6 leaving assembly.	Whole school	Musical experiences
Summer 2026	Introduce whole class instrument lesson with AsOne	Specific Year	Curriculum music
Autumn 2026	Introduce Peripatetic Music Lessons	Whole school but payment implications for parents. Enable access to PP learners	B: Extra-curricular music
Autumn 2026	Take Part in One Voice Concert at the O2	KS2 Choir	C: Musical experiences
Autumn 2026	Map further termly musical experience for all year groups.		C: Musical experiences



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