

Music Development Plan 2026-27

Weston Point Primary Academy | Strive for Excellence

Plan overview

Detail	Information
Academic year	2026-27
Date published	September 2026
Review point	July 2027
Music lead	Jake Everson
Senior leadership responsibility	Mr Jake Everson, Head of School
Local music hub	Sound! Music Hub
Core curriculum resource	Kapow Primary Music
Key wider provision	Key Stage 2 guitar teaching; school choir; performance and enrichment opportunities

Purpose and ambition

At Weston Point Primary Academy, our ambition is that every pupil sees themselves as musical and has the opportunity to participate in, enjoy and succeed through high-quality music education. Music is an important part of our broad and balanced curriculum and contributes to pupils' creativity, confidence, communication, teamwork, perseverance and sense of belonging.

Our 2026-27 plan is deliberately forward-looking. The central curriculum priority is the successful implementation and embedding of Kapow Primary Music so that pupils experience a clear progression of musical knowledge, skills and vocabulary. Alongside curriculum lessons, we will continue Key Stage 2 guitar provision and the school choir, while strengthening opportunities for pupils to sing, play, compose, listen and perform.

Our commitment to "Strive for Excellence" means that high expectations apply to every pupil. Music will be planned inclusively, with appropriate adaptations so that pupils with SEND, pupils in the Resource Base and pupils with different starting points can participate meaningfully and achieve well.

Key priorities for 2026-27

- Embed Kapow Primary Music consistently across all classes and establish a secure progression of knowledge, skills and vocabulary.
- Continue Key Stage 2 guitar teaching and ensure instrumental learning has a clear place within the wider music offer.
- Continue and develop the school choir, with regular rehearsal and meaningful opportunities to perform.
- Increase opportunities for singing, playing, composing, improvising and performing across school.
- Develop teacher confidence and subject knowledge through the use of Kapow resources, modelling, support and appropriate CPD.
- Establish a simple, manageable approach to assessment that helps teachers identify what pupils know, can do and need to learn next.
- Ensure music remains inclusive and ambitious for pupils with SEND, disadvantaged pupils and pupils in the Resource Base.
- Strengthen links with Sound! Music Hub and seek high-quality live music, performance and enrichment opportunities.
- Monitor implementation through learning walks, pupil voice, planning review and scrutiny of practical musical outcomes.

Music Development Action Plan 2026-27

Priority	Planned actions	Timescale	Success criteria / intended impact
1. Embed Kapow Primary Music	Implement Kapow as the agreed whole-school music curriculum. Confirm the appropriate sequence for every class, including mixed-age classes. Ensure staff can access planning, resources and progression documents.	Autumn 2026 and ongoing	Music is taught consistently across school. Teachers are clear about what pupils should learn and how learning builds over time.
2. Secure progression and vocabulary	Identify the key musical knowledge, skills and vocabulary within each unit. Make prior learning explicit and build in opportunities for retrieval, rehearsal and deliberate practice.	Throughout the year	Pupils increasingly recall previous learning, make links between units and use appropriate musical vocabulary when explaining their work.
3. Develop staff confidence	Use Kapow teacher guidance, videos and CPD materials. Music Lead to identify areas of lower confidence and provide targeted support, modelling or signposting.	Autumn and Spring	Staff confidence improves and practical music lessons are taught with increasing consistency and subject accuracy.
4. Continue KS2 guitar teaching	Maintain guitar provision in Key Stage 2. Link instrumental work to wider musical learning where appropriate and create opportunities for pupils to rehearse and perform pieces.	Throughout 2026-27	KS2 pupils receive sustained instrumental experience and show increasing control, confidence, rhythm and ensemble skills.
5. Continue and develop choir	Maintain a regular school choir with an inclusive approach to participation. Rehearse a varied repertoire and prepare pupils for school and, where possible, community performances.	Throughout 2026-27	Choir remains an established part of school life. Pupils develop vocal confidence, accuracy, teamwork and enjoyment of collective music-making.
6. Increase performance opportunities	Plan opportunities for classes, choir and guitar pupils to perform through assemblies, celebrations, seasonal events, productions and end-of-year events. Seek suitable wider-community opportunities where available.	Across the year	Pupils have meaningful opportunities to perform to others and develop confidence, stagecraft and pride in their musical achievements.
7. Strengthen singing across school	Promote regular, purposeful singing within curriculum music, choir, assemblies and celebrations. Develop pitch, rhythm, expression, listening and ensemble singing progressively.	Throughout 2026-27	Singing is visible and valued. Pupils sing with increasing confidence, accuracy and musicality.
8. Establish manageable assessment	Use Kapow objectives and assessment materials alongside teacher observation, questioning, pupil performance and pupil voice. Keep assessment proportionate and useful.	Autumn 2 onwards	Teachers can identify what pupils know and can do, respond to gaps and plan appropriate support or challenge without unnecessary workload.
9. Ensure inclusion and access	Use appropriate adaptations such as visual prompts, repetition, additional modelling, broken-down instructions, adapted instruments/technology, extra rehearsal time and considered grouping.	Ongoing	Pupils with SEND and pupils in the Resource Base participate meaningfully and work towards appropriately ambitious musical outcomes.
10. Broaden musical experiences	Seek opportunities for pupils to encounter live music, professional musicians, workshops and a broad range of musical traditions, styles and cultures.	Throughout 2026-27	Pupils' cultural entitlement is broadened and they can talk about music beyond the immediate classroom curriculum.
11. Strengthen external partnerships	Maintain links with Sound! Music Hub and other appropriate organisations. Explore instrumental pathways, workshops, CPD, ensembles and enrichment opportunities.	Autumn onwards	The school makes purposeful use of external expertise and can signpost pupils towards further musical opportunities.

Priority	Planned actions	Timescale	Success criteria / intended impact
12. Monitor implementation and impact	Carry out termly monitoring through learning walks, pupil voice, teacher discussion, planning review and consideration of practical outcomes, participation and inclusion.	Termly	Leaders have an accurate view of curriculum implementation and use findings to make timely improvements during the year.

Curriculum music: Kapow Primary Music

Kapow Primary Music will be the school's core curriculum resource during 2026-27. It will support a coherent sequence of learning through listening and evaluating, singing, instrumental performance, improvisation, composition, notation and performance. Teachers will make clear links to prior learning and give pupils regular opportunities to retrieve, practise and apply previously taught knowledge and skills.

Particular attention will be given to the curriculum sequence within mixed-age classes so that pupils receive appropriate coverage and progression without unnecessary repetition. Music will remain predominantly practical: pupils should spend meaningful lesson time making, listening to, discussing and responding to music rather than completing unnecessary written recording.

Key Stage 2 guitar provision

Guitar teaching will continue in Key Stage 2 during 2026-27. This provision will give pupils sustained experience of learning an instrument and will develop musical skills including pulse, rhythm, coordination, listening, ensemble playing and performance. Where appropriate, guitar learning will complement the knowledge and skills being developed through the core music curriculum.

Pupils will be encouraged to rehearse, refine and perform what they have learned. Where individual pupils show particular interest or aptitude, the school will explore appropriate progression routes through the local Music Hub or other suitable providers.

Choir, singing and performance

The Weston Point school choir will continue throughout 2026-27. Choir will provide pupils with an additional opportunity to develop vocal confidence, accuracy, expression, listening and ensemble skills. Participation will be encouraged and the choir will contribute to the wider life of the school through suitable performances and celebrations.

Singing will also remain a visible part of school life through curriculum music, assemblies and special events. Across the year, leaders will identify opportunities for classes, guitar pupils and choir members to perform to peers, families and, where appropriate, the wider community.

Inclusion and equal access

Music at Weston Point is for every child. Teachers will maintain ambitious expectations while adapting teaching appropriately to remove barriers to participation. Adaptations may include visual support, repetition, additional modelling, simplified or broken-down instructions, adapted instruments or technology, extra rehearsal time and carefully considered grouping.

Pupils in the Resource Base will be supported to participate in musical learning in ways that are meaningful and appropriate to their individual needs. SEND, disadvantage, confidence or financial circumstances should not prevent pupils from accessing school-led music, choir, performance or enrichment opportunities.

Musical experiences and cultural entitlement

We want pupils to experience music beyond their weekly lessons. During 2026-27, the school will seek appropriate opportunities for pupils to hear professional musicians, experience live performance, participate in workshops or collaborative projects, encounter music from a broad range of traditions and cultures, and perform to an audience. These experiences will be selected because they add genuine value to pupils' musical understanding and cultural development.

Monitoring cycle 2026-27

Term	Main monitoring focus	Indicative evidence
Autumn	Kapow implementation, curriculum sequencing, staff confidence and consistent curriculum time.	Learning walk; planning review; staff discussion; pupil voice.
Spring	Progression, retrieval of prior learning, musical vocabulary, KS2 guitar and choir development.	Pupil voice; practical outcomes; lesson visits; participation information.
Summer	Overall impact, pupils' developing knowledge and skills, inclusion, performance and enrichment.	Pupil voice; practical outcomes; curriculum review; evaluation against success criteria.

Intended position by July 2027

By July 2027, Kapow Primary Music should be securely established as the school's core music curriculum; teachers should be increasingly confident in delivering practical and progressive music; pupils should be able to talk about what they are learning using appropriate musical vocabulary; KS2 guitar provision and the school choir should remain established parts of the wider offer; and pupils should have meaningful opportunities to sing, play, create and perform.

Leaders will use the evidence gathered throughout the year to identify the next priorities for music development in 2027-28. The overriding measure of success will be that pupils experience an ambitious, inclusive and enjoyable music education and leave Weston Point with positive musical experiences on which they can build.

Weston Point Primary Academy | Strive for Excellence