

# Music development plan summary: Kestrel Mead Primary Academy

## Overview

Detail	Information
Academic year that this summary covers	2025- 2026
Date this summary was published	December 2025
Date this summary will be reviewed	Summer 2026
Name of the school music lead	Kajal Jethwa Jalpa Vanmali
Name of school leadership team member with responsibility for music (if different)	Rumaysa Alimohamed
Name of local music hub	Leicestershire Music Hub
Name of other music education organisation(s) (if partnership in place)	

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.

Our school follows the Leicestershire Music Primary Scheme which fulfils the National Curriculum statutory requirements (2014) and aligns with the Model Music Curriculum guidance (2019).

We work to the aims of the National Curriculum so 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, have the opportunity to 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.

Our curriculum supports a school wide vision for music – to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

There are 6 units of work followed by each year group with a clear progressive approach that builds on substantive and disciplinary knowledge. These units allow children to develop and secure their knowledge of the inter-related dimensions of music. They incorporate learning about music across a range of historical periods, genres, styles and traditions, fostering respect and deepened understanding of a diverse musical world.

Children gain the skills, knowledge and understanding to improvise and compose, perform individually or in groups and appraise the music around them. They are given the opportunity to explore their voice, digital creativity and musicianship using a variety of instruments to develop creative, original musical work. They work independently and collaboratively on deepening their understanding of technical knowledge to accurately produce sounds and communicate their music to others, including through western notation. They learn to construct and deconstruct music to further their own ability to compose and they learn to gain an understanding of expression and what expressive knowledge means musically when performing and evaluating their work.

Skills and knowledge are revisited through increasing depth over time, taking a holistic and cyclic approach to the development of musicianship. Through building on prior knowledge and understanding, the foundations are laid for a secure musical education preparing children for the next stage. Children become familiar with a planned progressive musical vocabulary presented through meaningful practical engagement in music that always starts with sound.

Music is taught for 45minutes per week by teachers and HLTA's for 6 weeks x3 times a year, in every year group. Musical learning continues through our singing assemblies and through the listening activities our pupils engage with in their assembly times. All the children across the year groups have the opportunity to take part in guitar lessons guided through a professional.

## **EYFS**

Music for children in the Early Years meets the requirements of the EYFS Statutory Framework (revised Jan 2024) and follows the guidance in the revised version of Development Matters 2023. The ELG 'Being Imaginative and Expressive' is developed through the EYFS units of work in the Leicestershire Primary Scheme, giving children the opportunity to;

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

## **Additional Needs**

All pupils with additional needs are supported to develop and succeed musically. We ensure full participation in music lessons with no child withdrawn for other learning. Where adaptations are required, we ensure these are as inclusive as they can be, for example through sourcing an adaptive instrument if there is a physical need or through deployment of staff / additional resources to remove barriers to learning. The lesson plans we follow include suggestions for adaptive teaching to challenge or support which staff respond to as required.

## **Assessment**

Formative assessment is central to musical progress and is part of every lesson. Pupils are encouraged to make self- assessments and peer assessments of their work 'live' and in the moment or by watching video recordings back. Work is recorded and assessed on Seesaw. Summative assessments are made every year.

## **Progression opportunities**

We are looking to support musical learning beyond the classroom, responding to musical interests that the children show and signposting families on to further opportunities. We have an experienced guitarists who comes in every Monday and holds guitar sessions for pupils across the year groups. These are adapted and enhanced throughout the year to meet the needs of the children.

## **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.

We offer a young voices choir weekly afterschool and encourage pupils to attend the large concert amongst other choirs at the Birmingham resort Arena..

We offer Friday Flair for all pupils' year 1-6 with a termly focus on Creativity or Confidence where singing, dancing, playing musical instruments, a short musical theatre production is created, and children perform this to each other.

Pupils take part in various performances throughout the year including a Diwali performance by every year group (opt in), a Christmas carol concert in school and to parents by all children, the Christmas Nativity production by Reception children, end of year 2 musical theatre performance and end of year 6 musical theatre performance.

## 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.

A wide range of trips and enrichment visitors has been thoroughly planned out to allow all children to experience various opportunities throughout their schooling journey at Kestrel Mead. These include a pantomime trip, a theatre trip to a play, attending Leicestershire Music annual celebration show with live performances at De Montfort Hall and watching a musical theatre production in London.

Pupils take part in various performances throughout the year including a Diwali performance by every year group (opt in), a Christmas carol concert in school and to parents by all children, the Christmas Nativity production by Reception children, end of year 2 musical theatre performance and end of year 6 musical theatre performance.

We have various performances throughout the year with links with local churches at Christmas.

## In the future

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

- We would like pupils to further enhance their musical skills, enabling them to perform more frequently throughout the year, while also providing increased opportunities to take part in sessions with a wider range of musical instruments.

## Further information (optional)