

Haggonfields Primary School

Headteacher: Mrs E Grierson.

Music Development Plan Summary: Haggonfields Primary School

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Miss Swann
Name of school leadership team member with responsibility for music (if different)	Miss Swann
Name of local music hub	Nottinghamshire Music Hub
Name of other music education organisation(s) (if partnership in place)	NA

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.

At Haggonfields, each year group from EYFS to Y6 access regular music provision. This is equivalent to one hour per week. There is a whole school weekly singing assembly where by the children enjoy a range of music from many genres. The Curriculum we follow is set out by Kapow Primary, teaching staff adapt this to ensure all pupils needs are met.

Detailed below are our curriculum documents heal on our website:

Kapow Primary – Long Term Plan KS1 – KS2

Haggonfields Primary school Music Curriculum knowledge.

Early Years Foundation Stage Curriculum

At Haggonfields Primary pupils are provided with a secure foundation curriculum that enables all to be resilient lifelong learners. The NC Core and Foundation subjects are taught in the context of the Early Years Curriculum.

Music

Statutory ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher (use of repetition to promote hearing rhyme and rhythm)

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.

Birth to five matters

Chooses particular movements, instruments/ sounds for their own imaginative purposes, Uses combinations of art forms, e.g. moving and singing. Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs.

Musical Percussion Instruments provided in the outdoor learning environment

Kapow Music Curriculum

All Units Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

-ELG: Being Imaginative and Expressive

Sing a range of well-known nursery rhymes and songs.

-ELG: Being Imaginative and Expressive

Perform songs, rhymes, poems and stories with others, and when appropriate - try to move in time with music.

Prime Areas of Learning

Exploring Sound

Communication and Language

-Understand how to listen carefully and why listening is important. -Listen to and talk about stories to

build familiarity and understanding.

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when

being read to and during whole class discussions and small group interactions.

Celebration Music

Communication and Language

-Listen carefully to rhymes and songs, paying attention to how they sound.

-Learn rhymes, poems and songs.

Music and Movement

Personal, Social and Emotional Development

-Think about the perspectives of others.

Musical Stories

Communication and Language

-Learn new vocabulary.

Listen to and talk about stories to build familiarity and understanding.

-Retell the story, once they have developed a deep familiarity and understanding.

-Listen carefully to rhymes and songs, paying attention to how they sound.

-Learn rhymes, poems and songs.

Transport

Communication and Language

-Understand how to listen carefully and why listening is important.

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when

being read to and during whole class discussions and small group interactions

Big Band

Communication and Language

-Understand how to listen carefully and why listening is important.

-ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions when

being read to and during whole class discussions and small group interactions

Tier 3 Vocabulary

Rhymes, song, dance, move, instruments, percussion, change, beat, rhythm, tempo, pace, style, compose, perform

Music Long Term Overview Years 1-6

STEM Phase 2025 – 2026

Music - Kapow				
Year 1/2	Pulse and Rhythm (All about me)	Christmas Performance	Dynamics, tempo, timbre and motifs (space)	Seaside
Year 3/4	Mountains	Rock and Roll	Samba carnival sounds	Rivers
Year 5/6	Southwell Performance	Pop Art	South and West Africa	Composition Notation (Ancient Egypt)

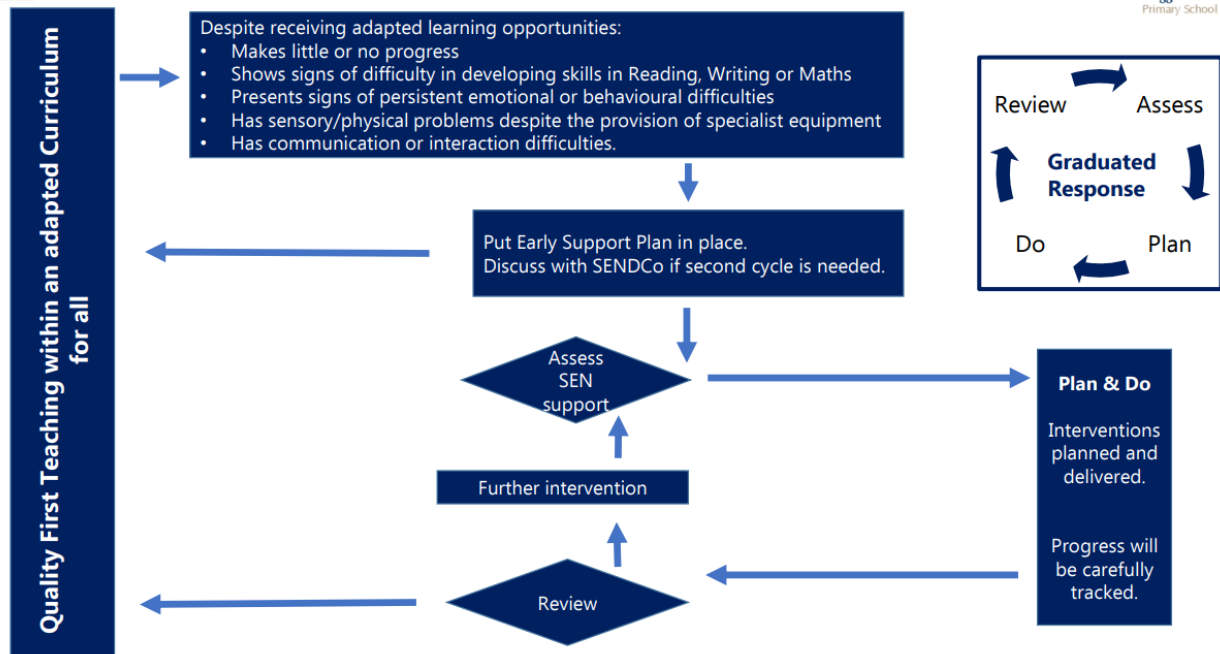
Stem Phase 2026 – 2027

Music - Kapow				
Year 1/2	Myths and legends	Musical Vocabulary (Under the sea)	On this Island British songs and sounds	West African call and response song
Year 3/4	Adapting and transporting motifs (Romans)	Ukulele – Performing, Reading of music	Develop singing technique (the Vikings)	Rock and roll
Year 5/6	Body and tuned percussion (Rainforest)	Songs of World War II	Film Music	

As we strive to provide quality first teaching within an adapted Curriculum for all children, individual needs are met for our SEND pupils, enabling them to access a high-quality music education from EYFS to year 6.



A Curriculum Built to Support Pupils With Special Educational Needs



A curriculum built to support pupils with Special Educational Needs: We are committed to offering a broad and diverse range of opportunities for extending music vocabulary. Thus, Kapow provides our teachers with a base line to adapt and tailer each lesson to their pupils needs, that in turn immerse our pupils in various musical styles, genres, and cultures, ensuring a comprehensive and enriching learning experience.

Vocab list is based on Kapow Scheme of learning.

STEM Phase 2025 – 2026

Year Group	Vocabulary
Nursery and Reception	Action, beat, clap, listen, instrument, join in, loud, melody, pulse, quiet, rhythm, scratchy, sing, smooth, sound, speed, tempo, texture, volume, pluck, hit, blow, shake, loud, softly, quiet.
Year 1 Year 2	Dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave, composer, dynamics, planet, representation, soundscape, tempo, dynamics, instrument, seaside, soundscape, symbol, volume

<p>Year 3</p> <p>Year 4</p>	<p>Atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent, sound effect, soundscape, story, bass line, beat, chorus, flat notes, hand jive, in-tune, originate, rhythmic, patterns, rock and roll, sections, sequence, style, sharp notes, tempo, untuned percussion, verse, agogo, bateria, Caixa, carnival, chocalho, crescendo, cowbell, features, ganza, influenced, metronome, off-beat, , repique, samba, a cappella, mood, ostinato, parts, round, texture</p>
<p>Year 5</p> <p>Year 6</p>	<p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts</p>

Part B and C: Co-curricular music and Musical Experiences

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.

Along with all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical Experiences and Performances enable pupils to develop their musical skills and also provide them with confidence through a holistic approach.

In 2025 – 2026 other musical events and opportunities that we will be organising, such as singing in assembly, concerts and shows, and trips to professional concerts.

Over the course of an academic year, we will provide opportunities to perform and work with professionals throughout the year including dancing and watching performances. This includes:

- Shared music performances with other schools across the academy trust
- Opportunities to appreciate music from accomplished secondary school bands
- Lunchtime music appreciation sessions featuring a range of composers
- Christmas productions
- Easter performances
- Class music session performances for families of pupils involved
- In-school provision including dancing, singing and storytelling
- Theatre trips linked to curriculum learning

In the future

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

- 1) Music Lead to join new SNMAT Music Hub.
- 2) Increase the opportunities for Students to watch local musical performance at Secondary Schools.
- 3) Attending more performances by professional musicians and musicians in the local area.
- 4) Developing a school Choir that shall be run by school staff and source a singing coach.
- 5) Order all musical instruments and recognise gaps to be addressed thus investing in new instruments.
- 6) Provide a musical area within our outdoor provision for pupils to freely experience with peers at breaks and lunch time.
- 7) Further adaptation of the music curriculum to meet the needs of pupils, identified through QA.

