



Longmoor

Community Primary School

Together we grow, explore, discover.

Music Development Plan

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|----------------|---------------|-----------|--------------|---------|-----------|
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**DETERMINATION
RESPECT INTEGRITY
VALOUR EXCELLENCE**

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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 | Emily Roberts (Leonard) |
| Name of school leadership team member with responsibility for music (if different) | Luke Rimmer (DHT / Curriculum Lead) |
| Name of local music hub | Resonate |
| Name of other music education organisation(s) | Harmonics (Crosby) Archbishop Beck Resonate Music Hub |

This is a summary of how our school delivers music education to all our pupils across three areas:

- curriculum music;
- co-curricular provision;
- musical experiences.

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.

The intention of our Kapow Primary music scheme is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Kapow Primary's Music scheme of work enables pupils to meet the end of key stage attainment targets outlined in the National curriculum and the aims of the scheme align with those in the National curriculum.

Our music curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences. Singing underpins our music curriculum and wider provision, supporting pitch, rhythm, listening skills and musical confidence from EYFS through to Year 6.

Our Subject Curriculum Guide, detailing our music vision, curriculum design, teaching pedagogy, subject specific adaptations, assessment and overview of units taught. Curriculum music is taught in lesson time to **all** pupils.

Our music curriculum and wider provision are designed to be fully inclusive. Adaptations are made to ensure pupils with SEND can access and participate meaningfully in music, including scaffolded notation, adapted instruments, alternative ways of recording composition, and adult support where required.

Staff delivering music are supported through subject-specific CPD, partnership working with Resonate Music Hub, and access to specialist expertise to ensure high-quality teaching across the school.

| Year group | Time dedicated to curriculum music teaching each week |
|-----------------|---|
| EYFS: Nursery | 30 minutes (+ continuous provision) |
| EYFS: Reception | 30 minutes (+ continuous provision) |
| Year 1 | 30 minutes |
| Year 2 | 30 minutes |
| Year 3 | 45 minutes |
| Year 4 | 45 minutes |
| Year 5 | 45 minutes |
| Year 6 | 60 minutes |

Curriculum music lessons are informed by the Model Music Curriculum (non-statutory guidance for music teaching) and 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 (Kapow) is delivered to Year 3; this gives pupils an opportunity to learn the glockenspiel for a prolonged period of time, allowing them to develop technical proficiency on a single instrument. Longmoor has a designated music room, where all KS2 curriculum lessons take place. Our Music Subject Lead delivers the music curriculum to the whole of KS2.

Kapow offers multiple opportunities throughout the year for children to sing, play and perform. Our Progression of Knowledge and Repeated Encounters document details this.

Our partnerships include Resonate Music Hub, Harmonics and Archbishop Beck.

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.

At Longmoor, we offer pupils from Year 4 the opportunity to learn a musical instrument in one-to-one and small group tuition (woodwind and brass hire scheme – Harmonics, Crosby). This tuition is provided by specialist peripatetic tutors, at no cost to parents. Once pupils have honed their skills on their instruments, they are then invited to join our school Orchestra (led by a music specialist from Archbishop Beck) and can also be entered for ABRSM music examinations. The instruments we currently offer include: saxophone, clarinet, flute, trumpet, cornet, French horn and trombone.

At Longmoor, we also offer Rocksteady: a music programme that provides weekly band lessons during the school day (Y2-Y6). Children learn instruments such as vocals, electric guitar, keyboard, bass, and drums, working together in small bands led by a trained music professional. The programme focuses on learning popular repertoire and performing live, while also developing key skills including teamwork, confidence, listening, and self-expression. Rocksteady supports inclusive, engaging music education and helps broaden participation in practical music-making across the school.

Our choir is delivered through the Liverpool Cathedral Schools Singing Programme and provides pupils with weekly, high-quality vocal tuition led by a specialist singing leader. The programme develops healthy vocal technique, musicianship, and ensemble skills through a varied and engaging repertoire, while promoting confidence, discipline, and a strong sense of community. Pupils are given opportunities to perform both in school and in external venues, enriching their musical experience and raising aspirations. This partnership supports inclusive access to choral singing and strengthens the school's wider music provision.

Longmoor has a dedicated rehearsal space for individuals or groups to practise their instruments. Children who take part in extra-curricular music lessons are provided with information regarding local opportunities to take part in ensembles outside of school time (Resonate Music Hub).

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.

In addition to our Choir and Rocksteady performances, children learning a musical instrument will perform twice a year; once at Christmas and once in the Summer Term (solo/small group performances and as part of the school orchestra).

Other musical events

All of the below events are part of the entitlement of all children; therefore, no additional cost is expected in line with the school's Charging and Remissions Policy

| Year Group | Event / Activity | Note |
|-----------------|--------------------------|-----------------------------------|
| EYFS: Nursery | Nativity | Participation |
| EYFS: Reception | Nativity | Participation |
| Year 1 | KS1 Concert | Audience – Liverpool Philharmonic |
| Year 2 | KS1 Concert | Audience – Manchester Halle |
| Year 3 | Samba Drumming Workshop | Participation |
| Year 4 | KS2 Concert | Audience – Liverpool Philharmonic |
| Year 5 | KS2 Concert | Audience – Manchester Halle |
| Year 6 | British Music Experience | |
| Years 3 – 6 | Musical Production | |

In the future

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

- Continue to refine assessment by using **video or audio evidence** to track progress in performance and composition.
- Continue to monitor participation and progression to ensure **equity and inclusion**.
- Continue to seek opportunities for pupils to take part in, and engage with, high-quality live musical performances (exploring partnerships with **local secondary schools, music hubs, or universities**)
- Strengthen pupil leadership and voice, e.g., music ambassadors, to increase engagement and ownership of musical activities.