

Music Development Plan Summary: Braybrook Primary Academy

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	Ashley Wilson and Sadia Akhtar
Name of school leadership team member with responsibility for music (if different)	Adam Gross
Name of local music hub	Peterborough music hub
Name of other music education organisation(s) (if partnership in place)	Rocksteady music school.

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.

Vision and Intent	<p>At Braybrook Primary Academy we aim for all our pupils to develop a life-long love of music. Our school promotes a musical atmosphere through a wide range of quality musical experiences, which both engage and inspire the children.</p> <p>Creativity and curiosity is at the heart of our curriculum. Children are provided with the opportunities to listen, compose, perform and appraise via a range of musical genres through our curriculum, with the aim of broadening their knowledge and understanding.</p> <p>Through the exploration and teaching of music, we will support children's mental health and allow them to express their emotions through music and musical experiences. We believe this will lead to increased self-confidence, self-esteem and emotional well-being.</p>
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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 scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

Here at Braybrook, we learn the skills and knowledge essential to understand the various of areas of music through Kapow's condensed music curriculum. We teach a range of musical styles and children are introduced to the inter-related dimensions of music: pulse, pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation. The golden threads of knowledge are built upon as children progress through the school.

We aim for children to build ongoing knowledge of listening, performing, composing and the history of music.

Kapow Primary's Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Music in the Early Years

The teaching of music is embedded through our Early Years curriculum and music is taught in a holistic manner. It is built into each day through fun games, singing and nursery rhymes. Alongside this, children also have weekly lessons by our class teacher following the Kapow curriculum.

Lesson delivery

In accordance with the national curriculum, and following our chosen scheme of Kapow Primary Music, we offer weekly lessons lasting approximately 45 minutes to 1 hour. The class teacher will adapt the scheme, to ensure that each pupil has access to a rich musical experience which allows each child to enjoy music within the school.

Within each music session there will be the following elements:

1. A clear Learning Question with focused Success Criteria (some of which may be one or two of the Unit Success Criteria) which is used by both the teacher and the children to assess the lesson's work.
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Assessment

On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress.

Parts of lessons are photographed or filmed, and evidence of work is uploaded onto our online learning platform – seesaw.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Once per term, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework.

Formative assessments are recorded on our foundation subject assessment trackers.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

SEND

At Braybrook, we aim for all children with SEND to enjoy and access the teaching of music within school. We are committed to removing barriers to learning and ensuring that every child is able to succeed and participate fully. Through carefully planned scaffolding, adapted teaching strategies, and the explicit teaching of key musical vocabulary, we support pupils to build confidence, develop understanding, and make progress in music lessons.

EAL

At Braybrook, we celebrate the rich cultures and diversity within our school community through our music curriculum. We are committed to supporting all learners, including children with EAL, by providing opportunities to explore and connect with music from around the world. Our curriculum broadens pupils' understanding of different cultures, traditions, and musical styles, helping them to develop respect and appreciation for global diversity.

As part of our "Passport to the World" day, each class studies the music of a different country once every term. Through listening, performing, singing, and discussion, children develop their musical knowledge alongside their cultural understanding and vocabulary. By the end of their journey at Braybrook, every child will have explored the musical heritage and traditions of 21 different countries.

Whole class instrumental teaching.

At Braybrook, we value the importance of whole-class instrumental teaching as part of our music curriculum and work closely with the Peterborough Music Hub to provide high-quality musical opportunities for our pupils. Children in Years 2–4 take part in a full term of instrumental tuition each year, enabling them to develop confidence, performance skills, and a deeper understanding of music.

In Year 2, pupils learn to play the samba drums, exploring rhythm, pulse, and ensemble performance through exciting and engaging lessons. In Years 3 and 4, children learn the ukulele, allowing them to build upon and further develop their musical skills over a two-year cycle.

Through this progressive approach, pupils gain experience in playing instruments, reading musical notation, performing collaboratively, and developing a lifelong enjoyment of music.

At the end of each term, pupils have the opportunity to perform to parents and families, celebrating their achievements and showcasing the skills and confidence they have developed through their instrumental learning.

Part B: Extra-curricular Music & Enrichment

At Braybrook Primary School, we work closely with a range of organisations to provide enriching musical experiences beyond the classroom and to inspire a lifelong love of music. These opportunities allow children to develop confidence, creativity, teamwork, and performance skills through a wide variety of musical activities.

Through our partnership with Rocksteady music school, children have the opportunity to join an ensemble and perform as part of their own rock band. Pupils take part in weekly lessons during school time, learning instruments, vocals, and performance techniques in a collaborative setting. Their learning culminates in half-termly performances to both the school community and parents/carers. These sessions are funded by families; however, to ensure equality of opportunity, the school funds places for three children per term who are in receipt of pupil premium funding, enabling them to participate free of charge.

Children across the school also take part in weekly singing assemblies, where they revisit favourite songs and learn new repertoire, helping to develop vocal technique, musical memory, confidence, and enjoyment of singing. In addition, Key Stage 2 pupils are able to join the school choir free of charge. This inclusive opportunity ensures that all children can access an extra-curricular musical activity and engage in singing and performance for one hour each week.

Performance opportunities are an important part of musical development at Braybrook. Once each year, all children have the opportunity to perform to families through either a nativity production or a carol concert, allowing pupils to celebrate and showcase their musical learning and performance skills with the wider school community.

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.

At Braybrook Primary Academy, we aim for every child to experience a rich and inspiring musical journey each academic year. We believe that high-quality musical experiences enhance creativity, confidence, cultural understanding, and wellbeing. Our partnership with the Peterborough Music Hub provides invaluable support in ensuring that all pupils can access a wide range of meaningful musical opportunities both within and beyond the classroom.

Our musical experiences this year include:

- A Christmas production for Reception and Year 1 pupils.
- A Christmas carol concert for pupils in Years 2–6.
- Year 6 pupils and members of the choir attending Young Voices at the The O2.
- A Year 6 end-of-year production performed to the school community and families.
- A theatre visit for Year 2 pupils to watch *The Snowman* accompanied by a live orchestra.
- Whole-class instrumental teaching for Years 2, 3, and 4.
- A collaborative concert experience with Britten Sinfonia for Reception and Years 1–3, exploring the story *The Tale of the Whale* through music and performance.
- A Key Stage 2 “Dots and Lines” concert with Britten Sinfonia.
- Conductive music workshops delivered to four classes across the school.
- Years 4 and 5 attending the “Best of John Williams and Film Favourites” workshop and performance at Peterborough Cathedral.

Through these experiences, we aim to inspire a love of music, broaden children’s cultural experiences, and provide memorable opportunities for performance, listening, creativity, and collaboration.