Music development plan summary: Pondhu Primary School

Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Richard Martin
Name of school leadership team member with responsibility for music (if different)	Rachel Clift
Name of local music hub	Cornwall Music Hub
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust

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.

At Pondhu Primary School, the National Curriculum for music is taught through a progressive and engaging curriculum that covers Early Years Foundation Stage (EYFS), Key Stage 1 (KS1), and Key Stage 2 (KS2), based on the Kapow Primary Music framework. The curriculum is designed to develop children's musical abilities through hands-on experiences in singing, playing instruments, composing, and listening to a wide range of music. Starting in EYFS, students explore sound, movement, and rhythm through playful and expressive activities. In KS1, they build on these foundations by learning to sing, play instruments, and experiment with sound creatively. By KS2, students progress to performing in groups, composing music, reading musical notation, and gaining an understanding of the history and cultural significance of music. This comprehensive approach ensures that music is both an enjoyable and educational experience for all pupils.

EYFS (Early Years Foundation Stage)

- **Exploration of Sound and Movement**: Music teaching in EYFS focuses on listening, responding to music, and creative expression through singing, dancing, and music-making. This includes activities like:
    - Listening attentively and talking about music to express feelings.
    - Singing nursery rhymes and simple songs, either solo or in groups, helping develop pitch recognition and rhythmic skills.
    - Exploring music-making through instruments and movement.
- **Integration with Communication and Language**: Children learn to listen carefully, understand rhythm through rhymes, and sing songs while developing their language skills.
- **Characteristics of Effective Learning**: EYFS music is embedded in playing, exploring, active learning, and critical thinking, allowing children to engage creatively.

KS1 (Key Stage 1)

- **Core Musical Activities**: In KS1, the curriculum builds on early musical experiences by focusing on:
    - **Singing**: Children use their voices expressively, singing songs and speaking rhymes.
    - **Instrumental Play**: Introduction to playing both tuned and untuned instruments, helping students explore different sounds.
    - **Listening Skills**: Encouraging focused listening to live and recorded music, and understanding musical patterns.
    - **Creative Sound Work**: Students experiment with sound, learning to combine and create music through various activities like call and response or dynamics games.

In the Academic Year 2026-27, Year 1 / Year 2 will cover the topics

	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Keeping the pulse	Singing a sentence, keeping a steady pulse. Keeping the pulse of the music and playing sound patterns using body percussion and untuned instruments.	Performing to the class in pairs to show pulse and rhythm.
Autumn 2: Tempo	Singing a short chant and song. Keeping the beat to a chant and song, using instruments	Performing to the class in pairs, demonstrating a song at varying speeds.
Spring 1: Pitch	Using tuned percussion instruments to play a simple tune.	Performing superhero theme tunes as a group to the class.

Spring 2: Instruments	Working in groups to use instruments and create music that matches a storyboard.	Working as a group to perform music to match the story of 'Jack and the Beanstalk.'
Summer 1: Singing	Learning to sing three folk songs and using voices and body percussion.	Performing a folk song and composition as a group.
Summer 2: Pitch	Using tuned percussion instruments, children read from a score and perform a song.	Performing 'Once a man fell in a well' as a class using voices and instruments.

KS2 (Key Stage 2)

- **Advanced Musical Skills**: KS2 deepens musical knowledge and skills, with a stronger focus on performance and composition. Key areas include:
    - **Performance**: Children are expected to sing and play instruments with accuracy, fluency, and expression, both solo and in groups.
    - **Composition**: Students compose music for various purposes, integrating musical elements like melody, dynamics, and rhythm. They also learn about improvisation and traditional music from different cultures.
    - **Musical Notation**: By Year 3, students are introduced to basic music notation, and this understanding is expanded upon in Years 4-6.
    - **Historical and Cultural Music Appreciation**: Pupils learn about the history of music and different musical traditions, such as Baroque music or Jazz.

In the Academic Year 2026-27, Year 3 / Year 4 will cover the topics:

	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Changes in pitch, tempo and dynamics	Singing in parts. Composing vocal loops. Singing in harmony.	Performing an end of unit composition. Performing songs and compositions throughout unit.
Autumn 2: Haiku music and performance	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Perform a piece of music to celebrate Hanami.
Spring 1: Rock and Roll	Perform with a sense of style. Play a walking bass line on tuned percussion. Play a rock and roll bass line.	Perform a rock and roll piece of music.
Spring 2: Adapting and transposing motifs	Sing in tune and in time. Compose a motif. Develop and transpose a musical motif.	Combine and perform different versions of a musical motif
Summer 1: Body and tuned percussion	Use body percussion. Create simple tunes.	Perform a coherent piece of music in a given style with

	Build and improve a composition.	voices, bodies and instruments.
Summer 2: Samba and carnival sounds and instruments	Play syncopated rhythms. Compose rhythmic breaks.	Perform rhythmic breaks in a Samba piece.

In the Academic Year 2026-27, Year 4 / Year 5 will cover the topics:

	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Composition notation	Sing with accuracy, fluency, control and expression. Use hieroglyphs and stave notation to write a piece of music.	Perform a piece of music to accompany a pharaoh on their journey to the tomb.
Autumn 2: Blues	Play the 12-bar blues. Play the blues scale on a tuned instrument.	Perform their improvised piece.
Spring 1: South and West Africa	Sing a traditional African song unaccompanied. Use tuned percussion to play a chord progression. Play call and response rhythms using percussion instruments.	Perform 8-beat break rhythms.
Spring 2: Composition to represent the festival of colour (Holi)	Create a vocal composition based on a picture. Create a piece of music inspired by a colour.	Perform a piece of music as a group.
Summer 1 : Looping and remixing	Play a simple looped rhythm from notation. Explore layering of sounds using loops. Play a melody line accurately. Perform a loop.	Perform a remix by combining loops.
Summer 2: Musical theatre	Sing a musical theatre song.	Perform a musical theatre scene.

In the Academic Year 2026-27, Year 6 will cover the topics:

	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics, pitch and texture: Fingal's cave	Perform changes of pitch and dynamics using tuned percussion. Improvise using texture. Perform a composition .	Perform a group composition featuring changes in texture, dynamics and pitch.
Autumn 2: Film music	Perform a piece of music from a graphic score.	Perform a sequence of musical ideas which convey emotion.
Spring 1: Theme and variations: Pop Art	Perform a rhythm in different ways. Perform a theme using complex rhythms.	Perform one rhythm in a range of different ways.
Spring 2: Baroque	Play a canon from staff notation. Play a fugue.	Perform funky fugue as a group.
Summer 1: Songs of WW2	Sing songs with accuracy in pitch and control. Sing 'The white cliffs of Dover' Sing in parts.	Perform a song with 2 or more parts.
Summer 2: Composing and performing a Leavers' song	Perform a melody. Perform a chorus melody.	Perform a song for which they have written their own lyrics and composed a melody.

Summary of Approach

Music teaching in EYFS, KS1, and KS2 is structured around building musical skills progressively, starting from basic listening and responding activities in EYFS, to more structured performance, composition, and appreciation of different musical genres and histories in KS2. This scaffolded approach ensures students develop creativity, critical thinking, and a broad appreciation for music by the end of primary school.

Strategies for supporting pupils with SEND in Music lessons.

Individual	Here's how we support everyone…
Attention Deficit Hyperactivity Disorder	✓ Meet the child's need for physical activity and plan music lessons with a range of moving and hands-on (kinaesthetic) learning activities. ✓ Help children to manage their arousal levels, but allow children 'time out' when they show they are in need of a break from the lesson. ✓ Allow children time to let out their impulsiveness when handling new instruments - these may be introduced prior to the lesson so that they become familiar. ✓ A 'stress ball' or other fiddle object agreed by the SENDCO may help children concentrate and stop them using musical instruments inappropriately during a lesson. ✓ Reward children for joining in and completing tasks - both individually and as part of a group.
Anxiety	✓ Sit the child where they feel most comfortable during the lesson. ✓ Let the child know who is there to support them. This may be a particular friend, group of friends or an adult. ✓ Be aware that anxious children may not have the confidence to perform in front of others. ✓ Learn to spot a child's triggers, and what the child looks like in a heightened state of anxiety.
Autism Spectrum Disorder	✓ Keep daily routines (e.g. seating plans) as normal as possible and consult the child beforehand if there is going to be a change - give the child options to choose from in this case. ✓ Allow time to process information, and don't put the child on the spot by asking questions publicly, unless you know they are comfortable with this. ✓ Be aware that a child with autism is likely to experience sensory processing difficulties where they may be either over-responsive or under-responsive to sensory stimuli e.g. singing or noises & sounds from instruments. ✓ Allow children to have planned and unplanned sensory breaks or use fiddle toys that won't disrupt other children when necessary. ✓ Pupils may struggle to work in a group and prefer to work on their own due to communication difficulties. ✓ Prepare the child for what is coming - picture cues and discussing what the lesson will be like is helpful. ✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.
Dyscalculia	✓ Replace passive teaching methods with experiential learning for children - 'doing' will bring more interaction and success than just 'watching'. ✓ Allow children to demonstrate and teach what they can do to others.
Dyslexia	✓ Pastel shades of paper and backgrounds will reduce 'glare' when reading music or following musical notations. ✓ Use large font sizes and double line spacing where appropriate. ✓ Avoid 'cluttered' backgrounds with lots of unnecessary images. ✓ Colour code text or musical phrases - e.g. one colour for me to play/sing, another colour for my partner.

Dyspraxia	✓ Ensure children have a large enough space to work in. ✓ Allow children extra time to practise, with movement breaks where needed. ✓ Don't choose these children to go first - they may need to pick up on cues from other children in order to process how to do something correctly. ✓ Pair children with a sensitive partner who knows what they're doing. ✓ Clearly demonstrate how to handle equipment, and don't draw attention to the awkwardness of their movements.
Hearing Impairment	✓ Prior to the lesson, ask the child where they'd prefer to sit. ✓ If they have hearing loss in only one ear, make sure they have their 'good ear' facing the teacher where applicable. ✓ Discreetly check if the child is wearing their hearing aid. ✓ Clearly demonstrate or play sounds that are loud enough to hear. Repeat any questions asked by other students in the class before giving a response, as a hearing-impaired child may not have heard them. ✓ Remove all barriers to lip-reading. Make sure the child can clearly see the teacher. ✓ Share the lesson using a laptop with headphones or other assistive technology. ✓ Provide lists of subject-specific vocabulary or song lyrics which children will need to know, as early as possible.
Toileting Issues	✓ Sit children close to the door so they may leave the room discreetly to go to the toilet and not draw attention to themselves. Use toilet passes or prior permission as applicable. ✓ Be aware that anxiety associated with public music performances may trigger pain or a need to go to the toilet. ✓ When a school trip or concert is coming up, talk to the child and parents about specific needs and how they can be met.
Cognition and Learning Challenges	✓ Work will be carefully planned and differentiated, and broken down into small, manageable tasks. ✓ Use picture cards and visual prompts to remind them what to do and keep children on track. ✓ Physically demonstrate what to do rather than just rely on verbal instructions. ✓ Avoid children becoming confused by giving too many instructions at once. Keep instructions simple and give specific, targeted praise so children know exactly what they are doing well.
Speech, Language & Communication Needs	✓ Be aware of the level of language that children are using, and use a similar level when teaching to ensure understanding. ✓ Use signs, symbols and visual representations to help children's understanding and ability to follow a piece of music with different notes or instruments. ✓ Respond positively to any attempts pupils make at communication - not just speech. ✓ Provide opportunities to communicate in a small group and be fully involved in the activity.

Tourette Syndrome	✓ Be aware that tics can be triggered by increased stress, excitement or relaxation - all of which may be brought on by music. ✓ Ignore tics and filter out any emotional reaction to them. Instead, listen and respond with support and understanding. ✓ Manage other children in the room to avoid sarcasm, bullying or negative attention being drawn to a pupil's tic. ✓ Avoid asking a child *not* to do something, otherwise it may quickly become their compulsion. Instead, redemonstrate how to do something correctly. ✓ Be sensitive to how noises & music affects a pupil's sensory processing capabilities. Find out what does and does not lead to a positive response and work with these in mind. ✓ Provide ear defenders for those children who may be sensitive to the noise of singing or instruments.
Experienced Trauma	✓ Understand behaviour in the context of the individual's past experiences. ✓ Always use a non-confrontational, trauma informed approach that shows understanding and reassurance, using playfulness, acceptance, curiosity and empathy. ✓ Actively ignore negative behaviour. Praise good behaviour and reward learning. ✓ Incorporate opportunities for humour and laughter in music lessons (laughter reduces the traumatic response in the brain). ✓ Adults to support and coach traumatised children in ways to calm themselves and manage their own emotions. ✓ Allow children the use of a pre-agreed breakout space when something in the classroom triggers an emotional outburst.
Visual Impairment	✓ Sit children where they have the best view of the teacher and the board/resources. ✓ To help children who are sensitive to light and glare, use window blinds and screen-brightness controls to regulate the light in the room. ✓ Add more light to an area if necessary. ✓ Children may benefit from high-contrast objects and pictures. ✓ Ensure children wear their prescribed glasses. ✓ When using instruments, describe them as they are being used in terms of the material they are made from and what they look like. ✓ Children could have access to the instruments before the lesson so that they become familiar with them through touch first.

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.

As children move into Key Stage 2, they have the opportunity to learn how to play an instrument such as ukuleles, keyboards or steel drums with the Cornwall Music Service through a term of class lessons. These are free of charge. Year 1-6 have an opportunity to join the school choir, performing in concerts at school, in the community or with other local schools. All of our children have the opportunity to perform solo or with their classmates during music lessons, Christmas shows, end of year shows or singing assemblies.

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, trips to professional concerts and achieving musical awards.

This year at Pondhu we will be running a KS1 and a KS2 weekly singing assembly in which all children will have the opportunity to sing as part of a large group.

All children will perform a Christmas show in which they will perform to live audiences.

Nursery, Reception, Year 1 and 2 participate in weekly singing sessions with an ex-teacher who is one of our community champions.

Singing club, which involves children from Years 1-6, will perform at the Lord Mayor's Carol Concert at Christmas.

Year 6 – In Year 6 they will prepare for their year 6 leavers performance and perform songs to a live audience.

In addition to this, we will introduce a School Choir as an after-school club. We will also do additional performances in care homes in the community throughout the year in which the whole choir can attend, and seek further opportunities on a case by case basis.

Children in the choir will participate in Songfest. The children will attend the concert in the evening in person. They will focus on a range of songs picked by the organisers and perform as a large choir.

Most of the opportunities provided are funded by the Cornwall Music hub or the school.

*All the above opportunities are subject to change depending on what Cornwall Music Hub offers this year and which other opportunities for events arise during the year.

In the future

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

Next steps:

- Broaden instrumental lessons and gain interest in peripatetic lessons.
- Continue to embed the new curriculum and make any changes to units based on feedback from children and staff throughout the year.

Further information (optional)