

MUSIC

Blossomfield's Music Development Plan 2025-2026

[Music Development Plan 2025-2026.pdf](#)

The programmes of study that we follow are:

Foundation Stage: Early Years Foundation Stage (EYFS) statutory framework 2024 (Expressive Arts & Design)

Key Stage 1: National Curriculum 2014

Subject Leader: Mrs R. Lee

“Music is our daily medicine which aids far better communication with others and ourselves.” (Evelyn Glennie OBE, percussionist)

At Blossomfield we endeavour to foster pupils' sensitivity to, understanding and enjoyment of music through the progressive development of listening, performing and composing. Through music we also hope to promote attitudes and attributes that can support learning in other subject areas and that are needed for life and work, for example listening skills, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, and self-confidence.

In the Foundation Key Stage, music is planned and delivered in line with the Early Years Foundation Stage statutory framework (2024).

- Children's musical education begins with the Kapow Primary music scheme of work. Six units are taught across our two-year Foundation Stage; two in Nursery and four in Reception. This curriculum ensures full coverage of the music aspects of the Early Years Foundation Stage statutory framework.

In Key Stage One, children are taught under the remit of the National Curriculum 2014.

- Lessons are practical and engage our children in a range of activities, which provide opportunities to perform, compose and listen to music.
- The scheme of work for Key Stage 1 follows on from the Foundation Stage, with the Kapow Primary music scheme of work. There are six units per year group which are planned and taught in a specific sequence, each building on the knowledge, skills and understanding learned in the previous year group.

Blossomfield Music Long-term Overview

~ Kapow Primary Music ~

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Exploring Sound ~ Big Band <i>Continuous provision opportunities to support the EAD curriculum through play</i>					
Reception	Celebration Music ~ Music and Movement ~ Musical Stories ~ Transport <i>Continuous provision opportunities to support the EAD curriculum through play</i>					
Year 1	Keeping the Pulse (My Favourite Things)	Tempo (Snail and Mouse)	Dynamics (Seaside)	Sound Patterns (Fairytale)	Pitch (Superheroes)	Musical Symbols (Under the Sea)
Year 2	Call and Response (Animals)	Instruments (Musical Storytelling)	Singing (On this Island)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical Me)



What does 'Adaptive Teaching' look like in Music?

We adapt our teaching to ensure children reach age-appropriate milestones.

Here are some examples of how we adapt our pedagogy:

- Targeted, tailored support
- Additional practice
- Breaking down components into smaller parts
- Acting on information from AFL
- Teaching carefully selected groups
- Well-chosen resources

Use of visuals and signs to support learning, e.g. widgit symbols and Makaton.



Modelling

- Demonstrating how to play rhythms
- Clapping patterns
- Singing short motifs
- Show how to build a composition step by step

Knowledge Organisers

For children - a single illustrated page which gives key facts and definitions for each KS1 unit.

Videos to support learning

Including visual examples of performances and rhythm activities.

Pre-teaching vocabulary

Introducing key vocabulary or concepts before the lesson.

Sentence starters and scaffolds

- 'Texture in music means the **layers** of **sound**.'
- 'The **pulse** is the heartbeat of the music.'

Active Music-Making

Embedding knowledge and skills using a wide variety of instruments and techniques, and through *doing* rather than *talking*.

Talk Partners

Allowing pupils time to think and share ideas with a peer or an adult before sharing with the larger group, to increase confidence in participation.

Spiral curriculum

- Cyclical – pupils return to the key knowledge and skills **again** and **again** throughout school.
- Increasing depth – each time a skill is revisited, it is covered with greater complexity.
- Prior knowledge – children build upon previous foundations rather than starting again.

