

Lincoln Carlton Academy Music Development Plan

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Headteacher: Rebecca Malam

Trust: Anthem Trust

Local Music Hub: Lincoln Music Service

	Music Development Plan
Overall Objective	To deliver a high-quality, inclusive, and progressive music curriculum using the Kapow Primary Music Scheme, ensuring pupils at Lincoln Carlton Academy develop musical confidence, creativity, and cultural awareness, while fulfilling the requirements of the National Curriculum (2014) and aligning with the National Plan for Music Education (2022).
Curriculum Intent	<p>Curriculum Intent</p> <p>At Lincoln Carlton Academy, music will:</p> <ul style="list-style-type: none">• Inspire a life-long love of music, empowering children to see themselves as musical learners.• Foster skills in listening, singing, performing, composing, improvising, and evaluating through Kapow’s carefully sequenced lessons.• Encourage pupils to make cultural and historical connections, exploring music from different times, genres, and traditions.• Promote creativity, collaboration, and wellbeing through regular singing, instrumental work, and opportunities to perform.• Ensure accessibility for all, with appropriate adaptations for SEND and EAL learners. <p>Kapow’s curriculum follows a spiral approach, revisiting and building on core musical skills and concepts (pulse, rhythm, pitch, dynamics, tempo, timbre, texture, structure, and notation) in increasingly sophisticated ways across the school.</p>
Implementation	<p>Lesson Delivery</p> <p>Each Kapow unit incorporates the following key activities:</p>

	<ol style="list-style-type: none"> 1. Listen and Appraise – developing critical listening and contextual understanding. 2. Musical Skills Focus – building technical knowledge of pulse, rhythm, pitch, dynamics, and notation. 3. Singing and Performing – using voice as a key instrument. 4. Playing Instruments – using untuned percussion in EYFS/KS1, and tuned instruments (glockenspiel, recorder, ukulele, and body percussion) in KS2. 5. Improvisation and Composition – exploring creativity through structured and open-ended tasks. 6. Performance Opportunities – sharing outcomes in class, assemblies, and wider community events. <p>Progression</p> <ul style="list-style-type: none"> • EYFS: Exploring sounds, songs, and movement through Kapow’s “Music in EYFS” units, linked to Expressive Arts & Design ELGs. • KS1: Strong focus on singing, pulse, rhythm, and playing tuned/untuned percussion. Graphic scores are introduced. • KS2: Development of notation, ensemble skills, and extended composition. Whole-class instrumental teaching (glockenspiel, recorder, and ukulele in Y5) builds secure instrumental foundations
Enrichment Opportunities	<ul style="list-style-type: none"> • Choir: Weekly rehearsals with local community performance links. • Whole School Singing Assemblies: Using Kapow’s singing units to strengthen pitch, harmony, and confidence. • Whole Class singing performances based on particular genres and artists. • Lincoln Music Service links: Workshops, assembly and tuition (e.g. African drumming, ukulele). • Peripatetic Lessons: Small group/1:1 instrumental lessons offered via Front Row (guitar, keyboard, drumming). • Community Links: Seasonal performances (e.g. carols in the Carlton Centre, summer arts showcase). • Cultural Capital: Visiting musicians and theatre groups, including DJ/beatbox workshops and Irish dance experiences.
Assessment	<ul style="list-style-type: none"> • Kapow provides knowledge organisers, skills trackers, and assessment rubrics to support teacher judgments.

	<ul style="list-style-type: none"> • Teachers will assess progress against year group “I can” statements at the end of each unit. • Performances and pupil voice will be used to demonstrate progression in confidence and musicality.
Inclusion and SEND	<ul style="list-style-type: none"> • Differentiated tasks ensure accessibility for all pupils. • Scaffolding and visual supports (e.g. graphic scores, colour-coded notation) used where appropriate. • Opportunities for collaborative music-making encourage all pupils to succeed.
CPD and Staff Development	<ul style="list-style-type: none"> • Staff will access Kapow’s teacher videos, CPD modules, and unit guides to build confidence in delivery. • Music leads will support colleagues through team teaching and modelling. • Opportunities to attend CPD through Lincoln Music Service.
Future Development (2025-2026 Priorities)	<ol style="list-style-type: none"> 1. Expand ukulele teaching beyond Year 5. 2. Develop a combined recorder/ukulele choir for KS2. 3. Enhance the use of musical vocabulary by embedding technical language into assemblies and cross-curricular contexts. 4. Broaden performance opportunities, including feeder secondary school collaborations. 5. Strengthen Pupil Premium access to peripatetic lessons through funding support.
Monitoring and Evaluation	<ul style="list-style-type: none"> • Termly review of Kapow unit coverage and pupil progress. • Staff confidence audits linked to CPD. • Feedback from pupils and parents on musical experiences. • Annual review of whole-school music provision against Kapow’s progression map and LMS expectations.

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