

<b>Music development plan summary: Violet Way Academy Overview Detail</b>	<b>Information</b>
Academic year that this summary covers	2026-2027
Date this summary was published	2026
Date this summary will be reviewed	Summer 2027
Name of the school music lead	Ollie Cowling
Name of school leadership team member with responsibility for music (if different)	Rebecca Harris
Name of local music hub	Staffordshire
Name of other music education organisation(s) (if partnership in place)	Rock Steady

## **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.

## Part A: Curriculum Music

### Overview

This section outlines what is taught in music lessons, the time allocated to music, and the opportunities available for pupils to achieve musical enrichment and progression.

At Violet Way, music is a valued part of the curriculum. We use a carefully adapted version of the Kapow Primary Music Scheme alongside Rocksteady Music School to support high-quality whole-class and group music teaching. In addition, we provide opportunities for 1:1 and small group instrumental tuition through Entrust, and offer a school-led music club to further enhance pupils' musical experiences.

### Curriculum Intent

Our music curriculum fulfils the statutory requirements of the National Curriculum (2014). It 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 great composers and musicians
- Learn to sing, use their voices, create and compose music both independently and collaboratively
- Have the opportunity to learn musical instruments and progress towards greater musical excellence
- Understand how music is created, produced and communicated through the inter-related dimensions:  
pitch, duration, dynamics, tempo, timbre, texture, structure and notation

Our overarching intention is to ensure that all children see themselves as musical individuals and develop a life-long love of music.

### Curriculum Design and Structure

Music at Violet Way is designed as a spiral curriculum, built on the following key principles:

- Cyclical learning: Pupils revisit key skills and knowledge regularly
- Increasing depth: Concepts are explored with greater complexity over time
- Building on prior knowledge: Learning is cumulative, enabling children to deepen understanding rather than start anew

The curriculum is structured around four key strands:

- Performing
- Listening
- Composing
- The history of music

These strands are interwoven to create rich and engaging learning experiences.

Through the curriculum, pupils explore music from different cultures, traditions and historical contexts, fostering respect, appreciation and cultural awareness.

### Curriculum Implementation

Music is delivered through a combination of:

- Weekly classroom lessons (approximately 30 minutes) based on the adapted Kapow scheme
- Rocksteady band sessions, providing practical group instrument experience
- Instrumental lessons via Entrust, including keyboard and recorder
- Assemblies and wider curriculum links, exposing pupils to a range of musical genres (e.g. jazz, rock, musical theatre)
- Extra-curricular opportunities, including music club and performances/productions across all year groups

Class teachers adapt lessons to ensure accessibility and inclusivity for all learners, while maintaining clear progression in skills, knowledge and understanding.

### Musical Knowledge and Skills

Pupils develop confidence in the following areas:

- Singing and vocal work
- Playing tuned and untuned instruments
- Improvising and composing music
- Listening and responding critically

Children are taught musical vocabulary explicitly and meaningfully, enabling them to:

- Recognise and use the inter-related dimensions of music
- Describe, analyse and evaluate musical pieces
- Apply knowledge creatively in compositions and performances

Opportunities are provided for collaboration and performance, supporting both musical and personal development.

### Early Years Foundation Stage (EYFS)

In EYFS, music is taught as part of Expressive Arts and Design: Being Imaginative (Foundation Stage Framework, 2014).

Music is integrated into:

- Topic-based learning
- Continuous provision
- Singing, rhythm activities and exploration of sound

This provides a strong foundation for future musical learning.

### Inclusion and Adaptation

We recognise the diverse musical abilities within each class and ensure all pupils can access and succeed in music through:

- Differentiated tasks and open-ended activities
- Flexible grouping and targeted support
- Use of teaching assistants and specialist input
- Appropriately matched resources and scaffolding

For pupils with SEND, we adopt a proactive and inclusive approach, removing barriers to participation and enabling all pupils to express themselves musically.

### Assessment

Assessment in music is ongoing and formative, including:

- Regular Assessment for Learning (AfL) strategies
- Clear learning objectives and success criteria
- Opportunities for self and peer assessment

Teachers work collaboratively, including with the music lead, to monitor progress and record outcomes.

Assessment is used to:

- Inform future teaching
- Identify next steps for individuals and groups
- Support school-wide evaluation of provision and progress

Pupils demonstrating greater depth are further challenged and may be signposted to external musical opportunities.

At the end of each academic year, teachers make a summative judgement regarding each pupil's musical development in relation to the National Curriculum or EYFS framework, which is reported to parents.

### Wider Impact

Through music, pupils also develop key transferable skills, including:

- Teamwork and collaboration
- Leadership
- Creative thinking
- Problem-solving
- Presentation and performance confidence

These skills contribute significantly to pupils' wider development and future learning.



## **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.

## Overview

At Violet Way, we believe that music should extend beyond the classroom and provide pupils with rich, varied and memorable experiences. Our wider music provision complements the taught curriculum and enables all pupils to explore, enjoy and develop their musical interests and talents.

## Enrichment Opportunities

In addition to whole-class teaching through the Kapow curriculum, pupils benefit from a range of enrichment opportunities, including:

- Live music experiences, such as virtual and in-person opera performances and workshops, which expose pupils to professional musicianship and broaden cultural understanding
- Music clubs, both paid and unpaid, providing inclusive opportunities for pupils to further develop their musical skills and interests
- Ocarina lessons, allowing pupils to experience playing a melodic instrument in a structured and engaging way
- A dedicated outdoor music area, where pupils can explore sound and rhythm using instruments such as boomwhackers, supporting informal play and creative expression

These opportunities ensure that all pupils can access music in a variety of ways, regardless of prior experience.

## Instrumental and Band Opportunities

We work in partnership with Rocksteady Music School, who deliver regular band sessions in school. These sessions:

- Provide pupils with hands-on experience of playing instruments as part of a group
- Develop confidence, teamwork and performance skills
- Support progression in instrumental learning in an engaging and accessible way

This provision enhances pupils' understanding of ensemble performance and complements classroom learning.

### Performance Opportunities

Performance is a key element of music at Violet Way. All pupils are given regular opportunities to perform and share their learning with others.

Each year group:

- Leads a singing assembly, developing vocal skills and confidence
- Takes part in a range of performances throughout the year, including:
- Assemblies
- The EYFS Nativity
- Year 2 production
- Music workshops and themed sing-along events

These opportunities help pupils develop stage presence, resilience and a sense of pride in their achievements.

### Celebration of Musical Learning

A highlight of the school year is our music performance showcase, which celebrates pupils' progress and achievements across all year groups.

During this event:

- Pupils demonstrate the skills and knowledge they have developed throughout the year
- All children take part in performing, including playing instruments such as the keyboard and/or steel drums
- Learning is showcased progressively, reflecting the development of musical understanding across the school

This event provides a meaningful opportunity for pupils to perform to an audience and celebrate their musical journey.

## Impact of Enrichment

Our wider music offer ensures that pupils:

- Experience a diverse range of musical styles and traditions
- Develop confidence in performing and collaborating
- Have opportunities to discover and nurture individual talents
- Engage with music as both a creative and social activity

Through these experiences, we aim to foster a lifelong appreciation and enjoyment of music in all pupils.

During our Music performance we show the build of music learning throughout the year where all pupils are playing the keyboard and/or steel drum.

## 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.

### Overview

At Violet Way, we provide a wide range of musical events and experiences that enrich and extend pupils' learning beyond the classroom. These opportunities form an integral part of our overall music provision and contribute to pupils' cultural, social and creative development.

In addition to planned curriculum time, pupils regularly participate in additional musical activities throughout the school year. These experiences may involve the whole school, individual classes or targeted groups, and are carefully planned to complement and enhance classroom learning.

### Live Performances and Professional Experiences

Pupils are given regular opportunities to experience high-quality live and streamed performances. These include:

- Live-streamed opera and ballet performances delivered through the Royal Ballet and Opera Schools programme  
(<https://www.rbo.org.uk/schools/teacher-training/live-lessons->)
- Exposure to musical theatre performances, including productions by local high schools
- Visits to or participation in pantomimes and theatre productions

These experiences allow pupils to engage with professional performance, broadening their understanding of music and the performing arts.

#### School-Based Performances and Events

Music plays a central role in school life and is embedded in a wide range of events, including:

- Weekly assemblies, where music is regularly used and celebrated
- Dedicated singing assemblies across all year groups
- EYFS Nativity performances
- Year 1 music shows
- Year 2 productions and performances
- Opportunities to watch performances from junior schools, supporting transition and aspiration

In addition, pupils have opportunities to perform within the community, such as:

- Choir visits to local nursing homes, fostering community links and real-life performance experience

#### Cross-Curricular Opportunities

Music is actively integrated across the wider curriculum. Pupils are given opportunities to:

- Apply musical skills in different subjects and contexts
- Explore rhythm, sound and performance through creative and topic-based learning
- Use music as a tool to enhance understanding in both practical and academic contexts

This approach ensures that music is meaningful, relevant and connected to real-life experiences.

#### Inclusive and Diverse Provision

Our music provision is deliberately diverse and inclusive. We ensure that:

- A wide range of musical styles, genres and cultural traditions are represented and valued
- Opportunities reflect the interests, talents and backgrounds of pupils and staff
- Specialist teaching and partnerships enhance provision where appropriate

This inclusive approach ensures that every child can see themselves represented within music.

#### Parental and Community Engagement

Parents and carers play an important role in supporting music at Violet Way. They:

- Attend performances and celebrations
- Support children with home learning and rehearsal
- Engage positively with the school's musical offer

We also work with local schools and organisations to strengthen community links and provide meaningful musical experiences.

#### Impact

Through these varied musical events and experiences, pupils:

- Develop confidence as performers
- Build cultural awareness and appreciation
- Experience music in authentic and inspiring contexts
- Strengthen their sense of belonging within both school and the wider community

These opportunities ensure that music is a vibrant, visible and valued part of school life, supporting our aim to foster a lifelong love of music in every child.

## In the future

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

- **Pupil Premium:** Maintain an up-to-date register of Pupil Premium pupils accessing extra-curricular music. Continue to promote and track participation, ensuring equitable access by reviewing budgets and supporting pupils who may face financial barriers.
- **CPD and Staff Development:** Strengthen teacher confidence and subject knowledge to ensure high-quality delivery of the National Curriculum for Music across the school.
- **Partnerships and External Links:** Develop links with local high schools and external music organisations to increase participation in instrumental lessons and clubs, whilst inspiring pupils through exposure to live performances.
- **Performance Opportunities:** Expand opportunities for pupils to perform both in school and within the community, and improve communication with parents regarding local music, singing and performance groups.
- **Transition Opportunities:** Build stronger musical links with feeder secondary schools to support transition and continuity in music education.
- **Funding and Sustainability:** Actively seek additional funding (e.g. PTA, local charities, school fundraising events and performances) to enhance and sustain music provision.