



Overview

Detail	Information
Academic year that this summary covers	2026-2027
Date this summary was published	Sept 2026
Date this summary will be reviewed	Sept 2027
Name of the school music lead	Mel Waters
Name of school leadership team member with responsibility for music (if different)	Jennifer Young
Name of local music hub	Hall for Cornwall
Name of other music education organisation(s) (if partnership in place)	Cornwall Music Service Trust Rocksteady

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 and any music qualifications or awards that pupils can achieve.

Curriculum music is music taught in lesson time to **all** pupils. This is our timetable of provision

Year group	Time dedicated to music teaching
EYFS	45 mins (continuous provision)
Year 1	1 hour
Year 2	1 hour
Year 3	1 hour
Year 4	1 hour
Year 5	1 hour
Year 6	1 hour

At Port Isaac Academy we follow the Kapow Scheme of Work for Music. Kapow Primary's Music curriculum is fully aligned with both the National curriculum and the Model Music Curriculum. It ensures broad and balanced coverage of all key areas, including: Singing, Listening and appraising, Composing, Performing and Notation and musical language.



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Curriculum music lessons provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

Progression in Kapow is carefully mapped across year groups, building technical, constructive and expressive skills over time. Pupils revisit and develop core concepts such as beat, rhythm, pitch, dynamics, harmony and melody in increasingly sophisticated ways. Throughout the Kapow Primary Music scheme, the mnemonic 'DR SMITH' is used to help teachers and pupils remember the interrelated dimensions: dynamics, rhythm, structure, melody (and pitch), instruments, tempo and harmony.

These dimensions are explored progressively across all year groups. Pupils learn to identify, describe, and apply them through singing, listening, performing, composing, and appraising. They are woven throughout each unit, helping pupils develop a deeper understanding of how music works and how to express themselves musically.

Coverage is as follows:

Year KS1	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Dynamics: Sea-side	In this unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Weekly performance to peers to practice skills taught.
Autumn 2: Sound patterns: Fairytales	This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Weekly performance to peers to practice skills taught.
Spring 1: Call and response: Animals	In this unit, the children use instruments to represent animals, copying rhythms and creating call and response rhythms.	Weekly performance to peers to practice skills taught.
Spring 2: Musical symbols: Under the Sea	In this unit, the children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.	Weekly performance to peers to practice skills taught.
Summer 1: Contrasting dynamics: Space	This unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.	Weekly performance to peers to practice skills taught.



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Summer 2:

Structure: Myths and legends

This unit helps the children develop an understanding of structure by exploring and ordering rhythms.

Weekly performance to peers to practice skills taught.

Year KS2	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1: Creating compositions: Mountains	• Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying.	Weekly performance to peers to practice skills taught.
Autumn 2: Rock and Roll	• Perform the hand jive hand actions in sequence and in time with the music. • Sing in tune and perform their actions in time. • Play the notes of the walking bass in the correct sequence. • Independently play their part with some awareness of the other performers.	Weekly performance to peers to practice skills taught.
Spring 1: Ballads	• Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming	Weekly performance to peers to practice skills taught.



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	words which tell part of a story. Perform their lyrics fluently and with actions.	
Spring 2: Haiku music and performance: Hanami festival	- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. - Recognise, name and describe the effect of the interrelated dimensions of music. - Select instruments and sounds which match their vocabulary. - Work as a group to create a piece of music. - Perform a piece of music as part of a group.	Weekly performance to peers to practice skills taught.
Summer 1: Changes in pitch, tempo and dynamics: Rivers	- Sing in tune and in harmony with others, with developing breath control. - Explain how a piece of music makes them feel with some use of musical terminology. - Perform a vocal ostinato in time. - Listen to other members of their group as they perform. - Create an ostinato and represent it on paper so that they can remember it. - Create and perform a piece with a variety of ostinatos.	Weekly performance to peers to practice skills taught.
Summer 2: Samba and carnival sounds: South America	- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. - Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. - Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). - Play their break in time with the rest of their group and play in the correct place in the	Weekly performance to peers to practice skills taught.



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piece.

- Play in time and with confidence; accurately playing their break.

Further details of the specific content and progressions of knowledge and skills can be found on our website.

Inclusion:

Kapow Primary's Music curriculum supports inclusive, high-quality Music education for all pupils and provides clear opportunities for performance, creativity and musical understanding in line with national expectations. The Kapow Primary Music scheme of work is designed to be fully adaptable for pupils with SEND. Every lesson includes an adaptive teaching section, providing clear guidance on how activities can be modified to meet the needs of all learners.

Pupils learn in a variety of ways. As such, Kapow Primary Music lessons include a range of strategies to support and challenge every pupil, such as:

Scaffolding – activities are designed with flexibility in mind, allowing for additional support or challenge where needed.

Multi-sensory approaches – lessons incorporate different elements to engage all learners.

Clear instructions and structured tasks – ensuring clarity and reducing cognitive load for pupils who benefit from additional support.

Opportunities for collaborative and independent learning – allowing pupils to work at their own pace while building confidence and independence.

By embedding adaptive teaching throughout, the scheme ensures that all pupils, regardless of their starting points, can access and succeed in their learning.

In addition, the step-by-step curriculum design supports pupils with SEND, avoiding sudden jumps in complexity at transition points and allowing for steady, manageable progression.

Further to this, the 'CELT Chronicles' and 'Adjustive Teaching Toolkit' can be used by teachers to adapt lessons for the needs of their learners using strategies advised by learners' SSPs and the class 'Curate & Narrate Documentation'.

Music across the curriculum outside of the music lesson:

Music and opportunities to enjoy music are integrated across the curriculum, the school day and co-curricular opportunities. This includes:

- Singing during Assembly.
- Music to support the curriculum i.e. the plants song in science.
- Songs for transitions in EYFS.



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- Nursery Rhymes in the EYFS.
- Visits to the Hall for Cornwall - Christmas Pantomime.
- Partnership with Hall for Cornwall Music Hub for peripatetic music lessons.
- Work with local singers for community projects.

Part B: Co-curricular music

Outside of lessons, we offer the following opportunities for learners to take part in music beyond the Curriculum. This is an area for development this year.

Year group	Assembly time dedicated to music learning each week	Music tuition
EYFS	5 minutes weekly from Spring	Optional – sign up by parents
Year 1	5 minutes weekly from Spring	Optional – sign up by parents
Year 2	5 minutes weekly from Spring	Optional – sign up by parents
Year 3	5 minutes weekly from Spring	Optional – sign up by parents
Year 4	5 minutes weekly from Spring	Optional – sign up by parents
Year 5	5 minutes weekly from Spring	Optional – sign up by parents
Year 6	5 minutes weekly from Spring	Optional – sign up by parents

Part C: Musical experiences

	Autumn	Spring	Summer
EYFS	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly



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Year 1	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly
Year 2	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly
Year 3	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly
Year 4	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly
Year 5	Harvest Festival Nativity Pantomime Carol Concert	Easter Assembly	Leavers Assembly
Year 6	Harvest Festival Nativity Pantomime Pantomime Carol Concert	Easter Assembly	Leavers Assembly

Further information (optional)

Port Isaac Academy is committed to continually enhancing musical offerings to pupils. Below are the improvements we plan to implement this year. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities.

Timeline	Improvement	Who will benefit?	Is the change to A: Curriculum music B: Extra-curricular music C: Musical experiences?
Autumn 2026	Create link with local Singing group Fisherman's Friends to develop music opportunities and experiences for pupils at PIA.	Whole school	B: Extra-Curricular music C: Musical experiences.
Autumn 2026	Introduce song in celebration assembly.	Whole school	C: Musical experiences



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Autumn 2026	Take part in village Lantern Festival and Perform songs.	Whole School	C: Musical experiences
Spring 2026	Introduce whole class instrument lessons	Specific Year	A: Curriculum music
Spring 2026	Introduce Peripatetic Music Lessons	Whole school but payment implications for parents. Enable access to PP learners	B: Extra-curricular music