



Music Development Plan Summary

Streatham Wells Primary School

Academic Year 2026/27

Overview

Academic year that this summary covers	2026/7
Date this summary was published	October 2026
Date this summary will be reviewed	Summer Term 2027
Name of the school music lead	Emma
School leadership team member with responsibility for music (if different)	Emma
Local music hub / service	Lambeth Music Service
Other music education organisations	Kinetika Bloco; Kapow; Young Voices; Lambeth Musictrax

This summary explains how Streatham Wells Primary School delivers music education through curriculum music, co-curricular opportunities and wider musical experiences, and sets out priorities for future development. We aim to provide a broad, balanced and inclusive music curriculum that progressively develops pupils' musical knowledge, skills and understanding. We want children to experience themselves as musicians: creating and performing music, using their voices confidently, learning instruments, listening critically and encountering musicians and music from a wide variety of genres, cultures and traditions. Music supports creativity, confidence, inclusion, cultural awareness and a strong sense of community within our school.

Part A: Curriculum music

Music is taught progressively from Nursery to Year 6 through a carefully sequenced curriculum which develops pupils' knowledge and skills in performing, composing, listening and appraising, alongside their understanding of the interrelated dimensions of music.

Our whole-school Music Progression Document sets out the knowledge, skills, vocabulary, repertoire, genres, composers and musical experiences pupils encounter at each stage. This enables learning to build

systematically from pupils' earliest musical experiences in the Early Years through to increasingly sophisticated performance, composition, notation and appraisal in Key Stage 2.

Our curriculum is supported by Kapow Music, which provides sequenced units and resources aligned with National Curriculum expectations. Music is taught for approximately six hours each half term, usually equivalent to around one hour per week.

Early Years Foundation Stage

In Nursery and Reception, children explore sound through singing, movement, percussion, nursery rhymes and musical play. They have regular access to instruments indoors and outdoors and begin to recognise differences in pitch, duration, dynamics, tempo, timbre, texture and structure. Children develop confidence in responding to music, creating their own sounds and performing to others.

Key Stage 1

In Years 1 and 2, pupils build on these foundations through structured work in singing, rhythm, pulse, pitch, dynamics, timbre, tempo, texture and musical structure. They learn to perform using their voices and tuned and untuned instruments, create simple compositions and rhythmic patterns, use graphic notation and talk about music using an increasingly wide musical vocabulary.

- Use their voices expressively and creatively through songs, chants and rhymes.
- Play tuned and untuned instruments with increasing control and accuracy.
- Listen with concentration and understanding to live and recorded music.
- Experiment with, create and combine sounds using the interrelated dimensions of music.

Singing is an important part of school life, with regular singing assemblies. Music is also used within whole-school assemblies, including opportunities to listen to classical music and focus on particular composers. EYFS and KS1 perform a Winter show where they showcase these skills.

Key Stage 2

In Key Stage 2, pupils progressively develop greater technical control, musical independence and understanding. Specialist teaching is an important feature of our provision.

In Years 3 and 4, specialist teaching through Lambeth Music Service develops musicianship through singing and whole-class ensemble work. Pupils learn instruments including recorder, djembe and glockenspiel and develop rhythm, pitch, harmony, composition, improvisation and notation. They learn to maintain an individual part within an ensemble, respond to a conductor and perform with increasing accuracy, fluency and expression.

Progression across Years 3 and 4 takes pupils from introductory instrumental technique and simple ensemble playing towards more secure notation, harmony, composition and independent performance. The school is also developing this provision to increase pupils' exposure to wind instruments.

In Years 5 and 6, specialist teaching through Kinetika Bloco develops ensemble percussion skills through a rich range of musical traditions and genres. Pupils experience styles including calypso, soca, samba, grime, ska, funk, bhangra and maracatu. The curriculum becomes increasingly technically demanding, with pupils developing rhythmic accuracy, syncopation, rudiments, ensemble awareness, improvisation and leadership.

By Year 6, pupils are expected to perform increasingly complex rhythmic parts, use accents and ghost notes, demonstrate technical control and, where appropriate, lead an ensemble independently. They also develop confidence in singing harmony, performing from notation, taking solo or leadership roles, composing with melody, rhythm and chords, and evaluating music with increasing musical precision.

Breadth, cultural capital and inclusion

The curriculum deliberately exposes pupils to a broad range of musicians, composers, styles and traditions. Western classical music is taught alongside African, Caribbean, South Asian, folk, popular and contemporary musical traditions. Pupils learn not only how music sounds, but also about its social, historical, cultural and geographical context.

Across their time at Streatham Wells, pupils experience a range of tuned and untuned instruments, including djembe drums, samba drums, glockenspiels, recorder, flute and brass instruments such as trumpet, trombone and euphonium. The school also provides keyboards, a piano, tuned and untuned percussion and music technology resources.

We aim for all pupils, including pupils with SEND and disadvantaged pupils, to access and succeed in music. Assessment draws on teacher observation, performances, compositions, pupil work, photographs and videos, foundation subject assessment and pupil voice. This progressive approach ensures pupils build secure knowledge and skills over time and become increasingly confident, expressive and independent musicians.

Part B: Co-curricular music

Streatham Wells provides pupils with opportunities to develop their musical interests beyond timetabled lessons. A Key Stage 2 choir rehearses regularly and performs at school and community events. Pupils also have opportunities to take part in performances including International Evening and Christmas events.

We have expanded our instrumental tuition offer through the employment of a peripatetic music teacher who provides half-hour piano and guitar lessons on a 1:2 basis. A particular focus has been placed on encouraging pupil premium pupils to take up these opportunities, helping to ensure that access to instrumental tuition is as inclusive as possible.

In addition, Rocksteady Music School delivers weekly sessions in school. Through this provision, pupils can learn keyboard, drums, guitar or vocals as part of a band. These sessions are available at an additional cost to parents and carers, with two fully funded places reserved for pupil premium pupils.

Ensuring equitable participation remains a key priority. We actively encourage pupil premium pupils to take part in music through enrichment activities, singing, instrumental tuition, band provision and performance opportunities. We also continue to identify and support pupils who show particular enthusiasm or musical aptitude so that they can develop their skills further.

Our growing co-curricular provision is supported by dedicated spaces for instrumental teaching, rehearsal and the storage of musical instruments and resources.

Part C: Musical experiences

Musical performance and participation are important elements of life at Streatham Wells Primary. Pupils regularly have opportunities to perform for others and experience music as both performers and audience members.

- regular singing assemblies;
- weekly class assemblies and special-event assemblies which celebrate pupils' musical achievements;
- the Early Years Foundation Stage and Key Stage 1 Christmas performance;
- the whole-school Christmas concert and International Festival;
- the Year 6 end-of-year performance;
- International Evening;
- performances by the Key Stage 2 choir;
- Year 3 and Year 4 concerts;
- participation in the Lambeth Music Festival;
- Opportunities to perform within an orchestra at the Royal Festival Hall;
- Performing Arts club- yearly performance at local theatre.
- Young Voices

- Shakespeare Schools Festival and Year 6 production opportunities; and
- visits, workshops and performances involving musicians, theatre companies and visiting artists where opportunities arise.

The school has strong links with the performing arts. Pupils have opportunities to participate in theatre experiences, choir, enrichment activities and performance projects. Music also contributes to pupils' cultural capital; for example, during Black History Month pupils explore how music can be used to teach, protest, celebrate and express cultural identity.

Our action plan identifies an ambition for every year group to have at least one music-related enrichment opportunity or trip, further extending pupils' experiences of live music and performance.

In the future

Our priorities for further developing music at Streatham Wells include:

Developing a school band.

We aim to establish a school band so that pupils who are developing skills in instruments such as guitar, keyboard, drums and vocals have regular opportunities to rehearse and perform together. This will build on our growing instrumental tuition offer and Rocksteady provision, giving pupils a clear pathway from individual or small-group learning into ensemble music-making. We would like the band to perform at school events and, over time, at wider community events. We will continue to prioritise inclusive access, including opportunities for pupil premium pupils to take part.

Increasing access and participation for disadvantaged pupils. We aim for every pupil premium pupil to be involved in music through opportunities such as singing, enrichment, instrumental tuition or performance.

Increasing musical enrichment. Our goal is for each year group to experience at least one music-related enrichment opportunity or trip.

Developing our music space and resources. We aim to continue developing dedicated space for music teaching, instrumental tuition, rehearsal and the storage of musical resources.

Strengthening pupil voice. We will use pupil questionnaires and discussion to assess pupils' enjoyment of music, identify strengths in provision and determine areas for further improvement.

Developing progression and challenge. While pupils generally achieve well in music, our action planning has identified a need to increase the proportion of pupils achieving at greater depth. We will continue to develop opportunities that challenge confident and more able musicians.

Through these priorities, we aim to ensure that music remains ambitious, inclusive, coherently and progressively planned, and embedded securely across the school.

Further information

Streatham Wells Primary works with specialist music teachers and external organisations to enhance the music curriculum and provide pupils with experiences beyond classroom teaching. Key partnerships include:

- Lambeth Music Service, which supports specialist instrumental teaching and wider music opportunities;
- Kinetika Bloco, which provides specialist samba and ensemble percussion teaching;
- the Disney in Schools musical theatre programme; and
- other musicians, performers, theatre companies and arts organisations that provide workshops, visits and performance opportunities.

Further information about the school's music curriculum, enrichment opportunities and upcoming performances can be obtained from the school.

