

St Theresa's Catholic Primary School

Music Development Plan Summary (2024–25)

Introduction

St Theresa's delivers a rich and inclusive music curriculum grounded in the Kodály and Dalcroze approaches, ensuring that musical learning progresses through the sequence Prepare → Present → Practise. The curriculum prioritises singing, movement, audiation, pulse, rhythm, and pitch development.

The school has now integrated the Kapow Primary Music Scheme to enhance the existing curriculum by providing additional structured units, CPD support, digital lesson materials, and assessment tools. Kapow is used in a complementary way, supporting rather than replacing the established Kodály–Dalcroze progression.

Part A – Curriculum Music

All pupils receive a minimum of one hour of curriculum music per week across EYFS and KS1–KS2. Lessons incorporate singing, rhythm games, movement, listening, improvisation, composition, and notation work.

Kapow units are now interwoven to ensure full coverage of the Model Music Curriculum, offering clear medium-term plans, videos modelling musicianship, and structured instrumental projects (e.g., tuned percussion, ukulele, glockenspiel). These resources supplement teacher-led musicianship sessions, providing further variety and strengthening teacher confidence.

Whole-class instrumental learning includes untuned percussion, tuned percussion, ukulele (Year 5), and recorder. Pupils also explore rhythmic notation (ta, ti-ti) and pitch (so-mi; mi-re-do; pentatonic scales; staff notation).

SEND and Inclusion

Music lessons are based on multi-sensory learning, repetition, modelling, and whole-body movement. This ensures accessibility for pupils with additional needs.

Kapow's differentiated resources, visual supports, and alternative task pathways further enhance accessibility and ensure pupils with SEND can participate fully and successfully.

Partnerships Supporting Curriculum Music

The school has received training from Jimmy Rotherham and draws on the model of practice developed at Feversham Primary School and followed pedagogical guidance from the Benedetti Foundation.

Additional support now includes training and content from Kapow Primary Music, enabling teachers to strengthen subject knowledge and deliver high-quality, consistent curriculum lessons.

Part B – Co-Curricular Music

St Theresa's has weekly singing assemblies with musical guests when possible, lunch time choirs, guitar/ukulele outside of lesson time. Instrument loans are available.

Kapow's optional enrichment modules and project-based units are used to extend co-curricular opportunities, including music technology tasks, composition challenges, and performance projects.

Part C – Musical Experiences

Musical life at St Theresa's includes weekly singing assemblies, liturgical celebrations, termly concerts, and participation in community events. Pupils also experience at least one live musical performance each year.

Kapow listening units and genre-based modules broaden pupils' exposure to diverse musical styles. These lessons prepare pupils for deeper listening at live events and support cultural understanding.

Future Development Objectives

- Maintain one hour of high-quality curriculum music weekly.
- Expand whole-class instrumental teaching in partnership with the local music hub.
- Increase community performance opportunities.
- Embed structured assessment through regular audio and video evidence.

- Fully map Kapow units to the existing Kodály–Dalcroze sequence and publish an integrated long-term plan.
- Use Kapow CPD materials to develop staff vocal leadership, notation teaching, and lesson sequencing.
- Introduce new Kapow instrumental pathways to broaden musical progression routes.