

Music Development Plan Summary: Templefield Lower School

Overview

Detail	Information
Academic year that this summary covers	2026 – 2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Jade Reid
Name of school leadership team member with responsibility for music (if different)	Debbie Trivett
Name of local music hub	Inspiring Music
Name of other music education organisation(s) (if partnership in place)	

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.

The school's music lead has attended music CPD training throughout the year led by the local music hub based on Early Years and Primary music.

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.

At Templefield Lower School we follow the model Music Curriculum. Each class has a timetabled music lesson for up to 45 minutes; Inspiring Music lessons are a duration of 1 hour.

Our music curriculum delivery is supported through the Kapow Primary online platform. To support and enhance this we have specialist teachers from Inspiring Music to deliver whole class instrumental/choral lessons for a whole term to our Year 2 and Year 4 children.

Year 2 – Whole-Class Ukulele Programme:

In Spring 2026, year 2 pupils participated in whole-class ukulele lessons which developed their understanding of musical notation, rhythm and pulse. Pupils developed their fine motor skills when holding, strumming and playing the ukulele. As a result, pupils displayed increasing confidence, musicality and independence as they developed their instrumental skills. Pupil's musical development was visually assessed by teachers. This was evidenced through video recordings and photographs. It provided valuable insight into their progress and engagement when playing the ukulele. To celebrate their achievements and showcase their learning, the entire year group came together to perform to their families. This final performance provided an opportunity for the children to demonstrate their collaborative skills and celebrate their commitment, enjoyment and achievements throughout the programme.

Year 4 – Whole-Class Glockenspiel Programme:

In spring 2026, year 4 pupils participated in whole-class glockenspiel lessons. These lessons developed their ability to read and perform simple musical patterns while building their understanding of rhythm, melody and ensemble performance. Pupils were assessed throughout the programme on their ability to hold and control the beaters effectively. Also, developing their fine motor skills to produce sounds accurately when striking the notes. Photographic and video evidence were collected during the pupils' learning journey to document their musical development and progress over time. In addition, teachers carried out ongoing visual observations to monitor pupils' engagement, technique, confidence and ability to achieve the intended musical outcomes. As a celebration of their learning, the entire year group performed to the Reception cohort, providing an opportunity to celebrate their progress while inspiring younger pupils to engage with and enjoy music. The performance showcased the pupils' resilience and determination to learn a new instrument.

Reception- Exploring sound and using their voices

During autumn term one, the Reception cohort developed their musical confidence and performance skills through learning a repertoire of songs and accompanying actions alongside piano ensemble. Teachers used ongoing visual observations to monitor pupils' progress and to ensure that they were able to recall the song lyrics in preparation for the end-of-term performance. Video recordings were also used to capture pupils' musical development and collaborative singing. As a result, it enabled them to reflect on their participation as well as listen to the high and low notes that they sung to produce difference pitches. Pupils were able to watch the video recordings to see how singing together can foster enjoyment, a sense of belonging and positive wellbeing. This will prepare pupils for singing assemblies and other events throughout their time at Templefield.

Instrumental progression pathway – tuned percussion focus:			
Year group	In class	Clubs	Music lessons available
EYFS	Untuned percussion in class.		On request
Year 1	Untuned percussion in class.	Guitar/Ukulele	On request
Year 2	Untuned percussion in class. Instrumental Superstars whole class project. Children will learn how to play the pBuzz (tuned percussion instrument) in the Spring term.	Guitar/Ukulele	On request
Year 3	Untuned percussion in class and glockenspiels in lessons.	Choir Guitar/Ukulele	On request
Year 4	Untuned percussion in class. Instrumental Superstars Children will learn how to play the glockenspiel (tuned percussion instrument) in the Spring term.	Choir Guitar/Ukulele	On request
Years 1-4			One to one piano lessons on request

We work closely with Inspiring Music Hub to develop teachers' skills and confidence in delivering the music curriculum. Inspiring Music team teach and support teachers to learn how to deliver high quality music lessons.

Kapow Primary provides teachers with access to professional development videos to support their subject knowledge and confidence prior to delivering music lessons. This involves including guidance on creating sound patterns and developing effective musical learning experiences.

SEND support

Prior to participating in whole class Inspiring Music instrumental lessons, pupils are provided with opportunities to engage in focused-group music learning, enabling them to develop their confidence, musical understanding and familiarity with the expectations and structure of weekly instrumental sessions. This supportive approach helps pupils to feel prepared, secure and ready to engage positively and successfully in their ongoing instrumental learning inclusively as a whole class. Appropriate targeted peer support and adult assistance are provided to ensure that all pupils can access the learning, participate meaningfully and make sustained progress within music. Children who are learning with sensory needs (e.g. sensitivity to sound) or find music lessons or music assemblies challenging will be provided with ear defenders when needed.

Part B: Extra-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.

At Templefield Lower School we have visiting peripatetic instrumental teachers and pupils are learning how to play the bass guitar, electric guitar, ukulele, keyboard, piano, drums and vocals/singing or choir.

The Years 3 and 4 school choir have performed throughout the academic year to the whole school, singing a diverse repertoire of songs across a range of musical genres and styles. Participation in the choir has enabled pupils to develop their vocal technique and musical expression as part of an ensemble.

The choir has also represented the school within the wider community, performing at the Flitwick Christmas Lights Switch-On in 2025. This provided pupils with the opportunity to perform to a large public audience and develop their confidence as young performers. In February 2026, the choir participated in the Young Voices event at The O2, London, providing an enriching and memorable musical experience. Students worked collaboratively to learn and perform a wide range of new songs as part of a large-scale choir, developing their listening and singing skills.

In June 2026, the choir also participated in the school's Musical Recital, performing alongside students who had developed their piano skills through extra-curricular piano

lessons. The recital enabled pupils to celebrate and show their progress to their families and the wider school community.

At Templefield Lower School, we intend to continue providing these valuable performance opportunities for the choir and piano students during the 2026–2027 academic year, enabling pupils to further develop their musical skills, confidence and experience of performing to a range of audiences. Choir club will also continue every week after school.

As part of our commitment to celebrating diversity at Templefield Lower School, students participate in Black History Month through enriching musical experiences. Reception students take part in djembe drumming sessions in the Autumn term, developing their ability to play basic rhythms, maintain a steady pulse, follow rhythmic patterns and respond to musical cues. Through active listening to African drumming, pupils develop their ability to identify and respond to different rhythms, sounds and musical patterns, while building an understanding and respect for diverse musical cultures and traditions.

Local music making opportunities are promoted, including Saturday Morning Music Centres. Pupils can hire instruments from the local music hub. Our local hub is [Inspiring Music](#).

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.

Opportunities for visiting performances are encouraged and pupils have had opportunities to watch and listen to live performances.

Whole-School Singing Opportunities

In addition to choir opportunities, KS2 pupils have the opportunity to perform within the local community by singing at the local church in Flitwick. Across the school, each key stage also participates in singing assemblies every two weeks, providing pupils with regular opportunities to learn and perform a new song together. These sessions support the development of pupils' vocal skills, confidence, musical memory and ability to sing collectively as an ensemble, while fostering a shared enjoyment and appreciation of music across the school.

Year 4 pupils have the opportunity to perform as part of their Leavers' Assembly to their families and the wider school community. Across the school, all year groups,

including Pre-School, participate in Christmas Nativity performances, singing to their families and demonstrating their developing vocal confidence.

Rocksteady band lessons and Create Music

All pupils who participate in Rocksteady band lessons, as well as those who receive guitar and ukulele tuition from a professional Create Music instructor, have regular opportunities to perform at the end of each term. These performances provide pupils with the opportunity to showcase their progress, and ability to perform to an audience. This will continue in the next academic year in 2026-2027.

Pupils who participate in Rocksteady are visually observed to ensure that they make progress. As pupils take part in their weekly band practices, the band leaders track their progress in real-time sessions using digital applications and will update parents on their individual online platform.

Pupils who participate in Create Music lessons are provided with continuous in the moment verbal feedback during every single lesson to guide technical and musical adjustments. Parents are informed of their child's progress via a written report by Create Music.

In the future

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

In the future we will continue to use the Inspiring Music Hub to support teacher skill development. We are looking to promote singing more through accessing Sparkyard to support singing in assemblies. We are reviewing the clubs and instruments on offer to develop pupils' love of music. We would like to offer more live performances for the pupils, through performers visiting the school and taking the pupils to professional shows.

Staff will access a Kapow Primary Music webinar during dedicated staff meeting time to further develop their understanding and confidence in assessing primary music. This professional development will support staff in developing a consistent approach to assessment, enabling them to accurately identify pupils' musical knowledge, skills and progress and use this information to inform future teaching and learning.

Pupil voice will be gathered across the school to develop a deeper understanding of pupils' experiences, attitudes and feelings towards music. This will enable staff to identify strengths, areas for development and pupils' interests, ensuring that future music provision reflects and responds to the needs, experiences and aspirations of all pupils.

We need to strengthen the tracking and assessment of children's musical progress by recording evidence at the beginning, middle and end of each session. This will provide a clearer picture of individual development and identify areas requiring further support.

As a result, it will enable teachers to measure progress and celebrate musical achievements more effectively.

Further information

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.