

# St Edward's Catholic Primary and Nursery School

## Music Development Plan 2025-2026



Local music hub: Warwickshire Music

Music lead: Miss Simpson

Music specialist (if applicable): Mr Jones

Executive Head: Mrs Flanagan

Head of School: Mr Carroll

Date written: 02.09.25

Review date: 13.07.26

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| <b>1 – Overall objective/ vision</b> | <p><i>The overall objective is to provide a rich, diverse, and progressive music curriculum for all children (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership.</i></p> <p><i>Opportunities to learn musical instruments and sing as part of a choir, participating and performing regularly in both whole class and extra-curricular ensembles, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. We will provide termly concerts to showcase St Edward's musical talents for parents and our local community. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</i></p>  |
| <b>2 – Key components</b>            | <p><i>The key components to our successful music provision are:</i></p> <p><i>A minimum of 1 hour per week per class.</i></p> <p><i>Visiting music teacher every week to teach ukulele to Y6-Y3 and ukulele and keyboards Y2-Y1.</i></p> <p><i>Visiting music teacher every week to provide small group &amp; 1-1 teaching for children.</i></p> <p><i>A progressive programme of whole class instrumental specialist delivery from Y1-Y6.</i></p> <p><i>Progression pathways in place for whole class teaching of key knowledge and skills.</i></p> <p><i>Music concert termly of choir and instrumental ensembles</i></p> <p><i>Whole school singing assemblies.</i></p> <p><i>Pupil premium student engagement.</i></p> <p><i>Links to external choirs – performing in Young Voices yearly.</i></p> <p><i>Performance opportunities both within and outside of school, often performing in our Church and local Town Hall.</i></p> <p><i>Succession planning and CPD.</i></p> <p><i>Funding and staffing.</i></p> |

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| <p><b>3 – Classroom instrumental teaching</b></p>  | <p><i>Year 1 - Half termly whole class teaching of keyboards and glockenspiels delivered by a music specialist. Focused on introducing technical vocabulary to describe the music (pulse, rhythm, dynamics and tempo).</i></p> <p><i>Year 2 – Half termly whole class teaching of keyboards and glockenspiels delivered by a music specialist. Focused on developing a solid understanding of pulse, rhythm, dynamics and tempo.</i></p> <p><i>Year 3- Half termly whole class teaching of ukuleles delivered by a music specialist.</i></p> <p><i>South African instruments taught by class teachers to develop an understanding of South African music, singing and playing a gumboot dance-style piece in two parts. Progressing onto Caribbean focused music learning about Calypso music, singing and playing a calypso song in two parts from staff notation and adding their own improvisations.</i></p> <p><i>Year 4- Half termly whole class teaching of ukuleles delivered by a music specialist.</i></p> <p><i>South American instruments taught by class teachers to learn about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion. Progressing onto Indonesia music and developing an understanding of the key features of gamelan music.</i></p> <p><i>Year 5- Half termly whole class teaching of ukuleles delivered by a music specialist. Indian instruments taught by class teachers to learn about the history of Indian film and its key musical features, through performing and composing activities.</i></p> <p><i>Year 6- Half termly whole class teaching of ukuleles delivered by a music specialist. North American instruments taught by class teachers to learn about the key features of minimalism and how it has been influenced by other musical styles.</i></p> <p><i>To read and play from notation a four-bar phrase, confidently identifying note names and duration.</i></p> <p><i>Half termly ukulele lessons delivered by a music specialist progressively transferring and building upon skills to create an ensemble with a stringed instrument.</i></p> <p><i>All instruments for whole class delivery are owned by the school.</i></p> <p><i>Small group and 1-1 lessons are offered to all pupils in school delivered by Mr Jones. (paid for by parents/part funded by school for PP pupils).</i></p> <p><i>Opportunities for termly concerts to showcase their learning are advertised to parents.</i></p> |
| <p><b>4 – Implementation of key components</b></p> | <p><i>The whole school follows the Kapow Music scheme, which is very comprehensive and teacher friendly. St Edwards provide children with the opportunity to listen and evaluate, create sounds, identify notations, improvise and compose and perform by singing and playing. We are regularly in contact with all specialist music teachers to maintain a high level of music lessons across school and communicate upcoming events. We have a bank of songs provided by Kapow (Model music curriculum and listening suggestions) and Mr Jones and we also use CDs to provide opportunities to learn hymns.</i></p> <p><i>We work with external music organisations to provide the children with opportunities to inspire future musicians and provides opportunities to see a live concert. We work with Warwickshire Sings who provide fortnightly lessons to 60 children to develop their singing abilities and create an ensemble. Mr Jones provides music lessons to Y1 and Y6 every half term, offering keyboard, ukulele and glockenspiel and offers small group and 1-1 lessons in school to develop their musical abilities.</i></p> <p><i>Once a week, we run a KS2 choir after school club for children to rehearse and practise songs for Young Voices. Every fortnight we have whole school singing assemblies to learn new hymns and a range of songs.</i></p>   |

St Edwards offers performance opportunities for all children in school and beyond for parents to attend. We have Nativities (EYFS and KS1) and Carol services (KS2). Each term we have an ensemble to showcase what children have learned in 1-1 music lessons and class music lessons as they create a school orchestra/ensemble. At the end of the year, all children take part in St Edwards SummerShow which showcases the children's singing talents. Every Christmas, our school choir sings at church, residents home and in the town hall.

Succession planning and CPD and musical engagement with feeder secondary schools. We are looking to increase the capacity of music delivery beyond the music lead/specialists and work with secondary schools to provide further opportunities. We are also looking into additional funding from hub/charities/fundraising, proactively trying to find additional funding for music.

| Year      | Autumn Term 1                           | Autumn Term 2  | Spring Term 1  | Spring Term 2   | Summer Term 1                                     | Summer Term 2                                    |
|-----------|---|--|--|---|---|--|
| Reception | Exploring sound                         | Celebration music  | Music and movement   | Musical stories   | Transport   | Big band   |
| Year 1    | Keeping the pulse (My favourite things) | Tempo (snail and mouse)  | Dynamics (seaside)   | Sound patterns (fairytales)                                   | Pitch (superheroes)<br>Keyboards/<br>Glockenspiel | Musical symbols (under the sea)                  |
| Year 2    | Call and response (Animals)             | Instruments (Musical storytelling)                                   | Singing (On this island)                                     | Contrasting dynamics (space)                                  | Structures (Myths and Legends)                    | Pitch (Musical me)<br>Keyboards/<br>Glockenspiel |
| Year 3    | U1 South Africa Instrument unit.        | Creating compositions in response to an animation (Theme: Mountains) | Developing singing technique (Theme: The Vikings)<br>Ukulele | Pentatonic melodies and composition (Theme: Chinese New Year) | Jazz  | U2 Caribbean instrument unit.                    |
| Year 4    | U3 South America Instrument unit.       | Rock and roll  | Change in pitch, tempo and dynamics (Theme: Rivers)          | Haiku, music and performance. (Theme: Hanami)<br>Ukulele      | U4 Indonesia instrument unit.                     | Adapting and transposing motifs (Theme: Romans)  |

This is the timetable of Music across School.

|        |  |                         |                        |                                       |                                   |  |
|--------|--|-------------------------|------------------------|---------------------------------------|-----------------------------------|--|
| Year 5 | Composition notation (Theme: Ancient Egypt)<br>Ukulele | Blues                   | South and West Africa. | U5 – India Instrument unit.           | Looping and remixing              | Musical theatre                          |
| Year 6 | Dynamics, pitch and texture (Theme: Fingal's Cave)     | Songs of WW2<br>Ukulele | Film music             | Theme and variations (Theme: Pop Art) | U6 North America Instrument unit. | Composing and performing a leavers' song |

Clear progression documents are in place that run from EYFS to Year 6. (See the example above). This clearly shows progression from one year group to the next.

### Progression of skills

### Listening and evaluating

|  | Year 3   | Year 4  | Year 5  | Year 6  | National curriculum end of Key Stage 2  |
|--|--|---|---|---|---|
| <b>Listening and responding to music</b> | Explaining their preferences for a piece of music using musical vocabulary.  |   | Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.   |   | Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> |
| <b>Analysing</b>                         | <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> | <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> | <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> | <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> |   |

*Progression of skills*

**Listening and evaluating**

|   | Year 3   | Year 4  | Year 5   | Year 6  | National curriculum end of Key Stage 2  |
|---|--|---|--|---|---|
| <b>Evaluating</b>                                 | Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | Comparing, discussing and evaluating music using detailed musical vocabulary.<br><br>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | Use musical vocabulary correctly when describing and evaluating the features of a piece of music.<br><br>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.<br><br>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. | Pupils should be taught to: <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul> |
| <b>Cultural and historical awareness of music</b> | Understanding that music from different times has different features.  | Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.         | Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.   | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.   |   |

An example from Y3 Creating compositions in response to animations. Theme: Mountains.

## Learning objective

- ✓ To create a soundscape using percussion instruments.

## Success criteria

- ✓ I can create layers within my composition.
- ✓ I can play in time with my group.
- ✓ I can play a repeated rhythm.
- ✓ I can play a melodic pattern from simple notation with letter names.

## National curriculum

### Music

Pupils should be taught to:

- ✓ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- ✓ Improvise and compose music for a range of purposes using the inter-related dimensions of music.

See [National curriculum - Music - Key stages 1 and 2](#).

## Cross-curricular links

### English

#### Writing - composition

Pupils should be taught to:

- ✓ Draft and write in narratives, creating settings, characters and plot.

*Some of the music that children can listen to as an attention starter activity.*

Audio: Sound effect 1 (rainforest):



Audio: Sound effect 2 (city/busy street):



Audio: Sound effect (seaside):



## **5 – Communication activities**

*Communication with parents would take place via ParentPay, newsletters, Twitter, instagram text message and the school website.*

*St Edward's Catholic Primary and Nursery School provides:*

*A designated team who ensure all children receive an enriched music education.*

*A specialist music teacher who delivers music for at least a half term, in each year group.*

*A specialist music teacher who delivers a range of instruments, including glockenspiels, keyboards, ukuleles and vocal lessons.*

*The Kapow Music Scheme, which is followed from Reception all the way to Year 6. It is a comprehensive scheme that includes a range of music, introduction to musical instruments and lesson plans that engage children in their musical journey.*

*A choir (Year 4-Year 6) practise takes place at 3:15pm once a week after school.*

*Each term, there is a performance to showcase children's talents and new learning for parents and carers to watch and listen. All concerts are tweeted and led by Mr Jones and Miss Simpson.*

*A performance in the town hall, local residents home and church during Christmas time.*

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| <p><b>6 – Evaluation process for the success of the Music Development Plan</b></p> | <p><i>There will be termly progress meetings with the executive head, head of school, subject lead and specialist teachers, Mr Jones and Miss Simpson.</i></p>  |
| <p><b>7 – Transition work with local secondary schools</b></p>                     | <p><i>We work closely with John Henry Newman to provide musical opportunities, including whole school music practise. We will make contact with local secondary schools for a conversation about transition arrangements for this next academic year and liaise with secondary school head of department regarding the Y7 expected level of musical knowledge and understanding.</i></p>  |
| <p><b>8 – Budget materials and staffing</b></p>                                    | <p><i>We placed a Grammar School Bid Trust to provide children with a range of musical instruments to provide further enrichment for the children, both tuned and untuned instruments.</i></p> <p><i>We use National College for CPD and we will look into finding effective CPD for staff members to support their terminology and knowledge of effective teaching. We will work with the local music hub to identify CPD for classroom teachers.</i></p> <p><i>Budget agreed with the headteacher</i></p> <ol style="list-style-type: none"> <li><i>1. Curriculum Music Staff</i></li> <li><i>2. Classroom instrumental teaching £577.50</i></li> <li><i>3. Enrichment activities £100</i></li> <li><i>4. Instruments/general resources wear and tear costs £2963.50 (wear and tear £200 per year)</i></li> <li><i>5. Subscriptions of resources £214.75</i></li> </ol> |

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| <b>9 – Pupil Premium and SEND provision</b> | <i>Pupil Premium children are monitored to ensure that they have access to all clubs. Music lessons are easily accessed by all children. A range of musical instruments are provided to use at different levels and adaptations are made for specific needs. When attending an external venue, adaptations are made to support children with SEND. A teacher will identify children who may find the lesson challenging and make adaptations with the support of the teaching assistant who will provide extra guidance to children. Pupil premium children are encouraged to engage in enrichment activities in Music and it is funded through pupil premium funds.</i> |
| <b>10 – Summary Action Plan</b>             | <i>A list of immediate actions for Music (2024-2025)</i> <ul style="list-style-type: none"><li>• <i>Contact head teacher to arrange meeting to discuss budgets in the next month.</i></li><li>• <i>Complete a teacher questionnaire to identify areas for improvement and research CPD and book for next term.</i></li><li>• <i>Contact local secondary schools to support Y6 transitions.</i></li><li>• <i>Organise school concert for the first half term to showcase children’s abilities.</i></li></ul>  |