

Our Lady and St Edward's Catholic Primary School, Birkenhead

Music Development Plan 2026–2027

Our Vision for Music

At Our Lady and St Edward's Catholic Primary School, we believe that music is an essential part of a broad, balanced and inclusive education. Music develops creativity, confidence, self-expression, communication, collaboration and wellbeing. It provides opportunities for children to discover and develop talents, experience success and develop a lifelong love and appreciation of music.

As a Catholic school, music also has an important role within the spiritual and community life of our school. Singing and music contribute to prayer, liturgy, worship, celebration and reflection and help us to come together as a school community.

Our aim is that **every child at Our Lady and St Edward's develops a love of music and sees themselves as capable of making, creating, listening to and enjoying music.**

By the end of primary school, pupils will have opportunities to:

- sing regularly and develop confidence in performing;
- play a range of instruments, including tuned and untuned percussion;
- develop instrumental skills through recorder learning;
- compose and improvise their own music;
- perform individually and as part of an ensemble;
- listen to and appreciate a wide range of music;
- experience music from different cultures, traditions, genres and historical periods;
- develop appropriate musical vocabulary;
- read and use simple musical notation;
- experience live music and professional musicians where possible;
- use music as part of worship, prayer and celebration;
- develop their individual musical interests and talents.

1. Our Musical Journey from EYFS to Year 6

We provide a clear progression in musical experiences from the Early Years Foundation Stage through to the end of Key Stage 2.

Early Years Foundation Stage

Music is an important part of our Early Years provision and provides children with opportunities to develop a lifelong enjoyment of music from the beginning of their school journey.

Through **Expressive Arts and Design**, children develop a love of music through:

- singing familiar songs and rhymes;

- learning and joining in with nursery rhymes;
- dancing and moving expressively to different types of music;
- listening and responding to music;
- exploring rhythm, pulse and changes in tempo;
- experimenting with sounds;
- playing percussion and other age-appropriate instruments;
- making and responding to music with others;
- developing confidence in performing and sharing musical experiences.

Children are encouraged to explore music creatively through regular, enjoyable and purposeful musical experiences. These provide a strong foundation for the more structured musical learning that develops through Key Stage 1 and Key Stage 2.

Key Stage 1

In Key Stage 1, pupils build on their early experiences by developing their ability to:

- use their voices expressively and creatively;
- sing a range of songs and rhymes;
- play tuned and untuned instruments;
- maintain a steady pulse;
- explore rhythm and pitch;
- listen and respond to music;
- experiment with and create musical patterns;
- compose and improvise simple pieces;
- perform to others;
- begin to use appropriate musical vocabulary and notation.

Key Stage 2

In Key Stage 2, pupils build increasing confidence, accuracy, fluency, control and expression.

They develop their ability to:

- sing and perform with increasing confidence;
- play instruments as part of an ensemble;
- develop recorder skills in Years 3 and 4;
- play tuned percussion with increasing accuracy;
- compose and improvise with increasing independence;
- use and understand musical notation;
- listen critically and evaluate music;
- identify and discuss musical features;
- use a growing range of musical vocabulary;
- perform to different audiences;
- appreciate music from a wide range of cultures, traditions, genres and historical periods.

2. Curriculum Music

Our curriculum music provision is delivered across Key Stages 1 and 2 using the **Kapow Primary Music scheme**. The scheme provides a structured and progressive curriculum covering singing, listening, performing, composing, improvising, musical notation and instrumental skills.

The curriculum is adapted where appropriate to reflect the needs and context of our pupils and to ensure that all children are able to participate and make progress.

Music lessons provide pupils with opportunities to:

- perform;
- listen and respond;
- sing;
- play instruments;
- compose;
- improvise;
- explore musical notation;
- develop musical vocabulary;
- evaluate and improve their musical work.

Music receives appropriate protected curriculum time, with learning carefully sequenced so that pupils build on prior knowledge and skills.

3. Singing

Singing is a key part of the musical life of Our Lady and St Edward's.

Children experience regular singing from EYFS onwards, including:

- nursery rhymes and songs in EYFS;
- class and phase singing;
- whole-school singing;
- collective worship;
- hymns and liturgical music;
- Christmas and Easter celebrations;
- school performances;
- choir rehearsals and performances.

Our aim is to develop pupils who sing with confidence, enjoyment, expression and increasing musical accuracy.

During 2026–27 we will:

- continue regular whole-school and phase singing;
- develop a progressive whole-school singing repertoire;
- increase pupils' confidence and musicality;
- introduce pupils to songs from a wide range of cultures and musical traditions;
- develop the school choir;

- provide regular opportunities for pupils to perform.

4. Instrumental Provision

Pupils have regular opportunities to develop instrumental skills through classroom music and additional provision.

Current provision includes:

- tuned percussion;
- untuned percussion;
- recorder learning for pupils in Years 3 and 4;
- classroom instruments incorporated into the Kapow curriculum.

All pupils have opportunities to play instruments as part of their curriculum experience.

During 2026–27 we will:

- continue recorder provision in Years 3 and 4;
- develop progression in instrumental skills;
- increase opportunities for ensemble playing;
- ensure pupils develop confidence in performing;
- audit and maintain the school's musical instruments;
- explore opportunities to extend instrumental provision where resources and specialist partnerships allow.

5. Composition and Improvisation

Pupils regularly have opportunities to create their own music.

Through the Kapow curriculum and wider musical opportunities, pupils will:

- improvise using voice and instruments;
- create rhythmic patterns;
- compose melodies;
- experiment with sounds;
- combine sounds to create intended effects;
- develop and structure musical ideas;
- perform their own compositions;
- listen to and evaluate their own and others' work.

Composition and improvisation are an integral part of music teaching rather than an occasional additional activity.

6. Listening and Musical Knowledge

Pupils experience a broad and diverse range of music, including:

- classical music;
- contemporary music;
- traditional and folk music;
- music from different cultures;
- sacred music;
- music from different historical periods;
- music from a range of composers and performers.

Teachers explicitly develop musical vocabulary, including:

pulse, rhythm, beat, pitch, tempo, dynamics, timbre, texture, structure, melody, harmony, ensemble, composition and notation.

Pupils are encouraged to listen attentively, describe what they hear, compare pieces and express opinions using appropriate musical vocabulary.

7. Performance

Performance is an established and important part of our music provision. Pupils have planned opportunities throughout the academic year to perform to an audience and share their musical learning and achievements.

Our annual performance programme includes:

EYFS and Key Stage 1 – Christmas

Children take part in a Christmas performance for parents and families. This provides pupils with an early opportunity to develop confidence in singing, performing and being part of an ensemble.

Years 3 and 4 – Easter

Pupils take part in an Easter performance, incorporating singing and instrumental opportunities. This provides opportunities for pupils to develop increasing confidence, musical expression and ensemble skills.

Years 5 and 6 – Summer

Pupils take part in an end-of-year summer performance, providing older pupils with an opportunity to demonstrate their musical development and perform to a wider audience.

8. Live Music and Musical Enrichment

The school recognises the importance of pupils experiencing music beyond the classroom.

During 2026–27 we will explore opportunities for:

- professional musicians to visit school;
- pupils to experience live performances;
- musical workshops;
- links with the local Music Hub;
- links with local schools, churches and community organisations;
- concerts and other musical experiences.

We will seek to ensure that pupils experience music performed live as well as through recorded and digital resources.

11. Catholic Life and Music

Music makes an important contribution to the Catholic life of Our Lady and St Edward's.

Music is used within:

- collective worship;
- Mass and liturgy;
- prayer and reflection;
- Advent and Christmas;
- Lent and Easter;
- feast days;
- school celebrations;
- special services and events.

Pupils experience a range of sacred music and develop an understanding that music can be used to express faith, prayer, celebration, reflection and community.

12. Inclusion and SEND

Music is accessible to every pupil.

Teachers make appropriate adaptations to ensure that pupils can participate meaningfully, including through:

- visual and practical modelling;
- repetition and rehearsal;
- simplified or scaffolded musical parts;
- adapted instruments where appropriate;
- appropriate positioning and seating;
- consideration of sensory needs;
- consideration of communication and physical needs;
- opportunities to demonstrate musical understanding in different ways.

Pupils with SEND and disadvantaged pupils are actively encouraged to participate in musical opportunities both within and beyond the classroom.

13. Assessment and Progression

Assessment focuses on pupils' developing musical knowledge and skills.

Teachers assess pupils' ability to:

- sing;
- play instruments;
- maintain a pulse;
- recognise and reproduce rhythm;
- understand pitch;
- read and use musical notation;
- compose;
- improvise;
- listen and respond;
- perform;
- use musical vocabulary.

The Music Subject Leader monitors curriculum coverage and progression across the school.

Monitoring includes:

- curriculum planning;
- lesson visits where appropriate;
- pupil voice;
- pupils' musical work;
- performances;
- singing and instrumental provision;
- participation in extra-curricular music;
- resources and equipment;
- staff confidence.

14. Staff Development

The school will continue to develop staff confidence in teaching music through:

- effective use of the Kapow scheme;
- subject leader support;
- sharing of good practice;
- Music Hub opportunities;
- appropriate external CPD;
- development of confidence in singing, instrumental work, composition and musical vocabulary.

The Music Subject Leader will identify staff development priorities through monitoring and discussion with staff.

15. Resources

The school will maintain an appropriate range of musical resources, including:

- tuned percussion;
- untuned percussion;
- recorders;
- keyboards and other melodic instruments where available;
- classroom percussion;
- notation resources;
- digital music resources;
- listening resources.

An annual audit will identify resources that require repair, replacement or development.

16. Music Hub and External Partnerships

The school will develop links with the local Music Hub and other appropriate musical organisations.

We will explore opportunities for:

- instrumental tuition;
- whole-class ensemble teaching;
- visiting musicians;
- staff CPD;
- concerts;
- musical workshops;
- performance opportunities;
- transition opportunities;
- enrichment activities.

Partnership working will help the school broaden the range of musical experiences available to pupils.

17. Music Development Action Plan 2026–27

Priority	Action	Timescale	Success Criteria
EYFS	Continue regular singing, rhyme, movement, dancing, listening and percussion opportunities	Throughout year	Children develop confidence, enjoyment and curiosity in music
Curriculum	Review Kapow curriculum coverage and progression	Autumn 2026	Clear progression from EYFS to Year 6
Curriculum time	Review music timetable and protected curriculum time	Autumn 2026	Appropriate curriculum time is allocated to music
Singing	Develop whole-school singing repertoire	Throughout year	Increased confidence, accuracy and expression
Choir	Establish and develop school choir	Autumn/Spring	Regular rehearsals and performances

Recorder	Develop Y3/4 recorder provision	Throughout year	Pupils develop technical and performance skills
Instruments	Audit tuned and untuned percussion and other instruments	Autumn 2026	Resources are sufficient, accessible and maintained
Composition	Ensure regular opportunities for composing and improvising	Throughout year	Pupils increasingly create and develop their own musical ideas
Performance	Continue established annual performance opportunities for EYFS/KS1, Y3/4 and Y5/6	Throughout year	Every pupil has a planned opportunity to perform to an audience
Live music	Provide opportunities to experience live music	By Summer 2027	Pupils experience professional/live music
Music Hub	Strengthen links with local Music Hub	Throughout year	Increased access to specialist expertise and opportunities
CPD	Identify staff development needs	Autumn 2026	Staff confidence and subject knowledge are developed
Inclusion	Review accessibility of musical opportunities	Spring 2027	All pupils can participate meaningfully
Monitoring	Monitor music provision and progression	Termly	Consistent provision and progression across school
Community	Explore opportunities for choir and instrumental performances beyond school	Spring/Summer	Pupils perform to wider audiences

18. Intended Impact

By July 2027, we aim that:

- **All pupils** will have regular opportunities to sing, listen, compose, perform and play musical instruments.
- **Children in EYFS** will have developed a love and enjoyment of music through singing, rhyme, movement, dancing, listening and playing percussion.
- **Every pupil will have experienced performing to an audience** through our established programme of Christmas, Easter and summer performances.
- **Pupils will demonstrate increasing musical confidence**, using appropriate vocabulary to discuss and evaluate music.
- **Pupils will experience clear progression** in musical knowledge, skills and performance from EYFS through to Year 6.
- **More pupils will participate in extra-curricular music**, particularly through the developing school choir.
- **Pupils will have regular opportunities to perform**, both within school and, where possible, within the wider community.

- **Instrumental opportunities will be strengthened**, particularly through recorder and tuned percussion.
- **Pupils will experience a broad range of musical traditions, cultures, genres and composers.**
- **Pupils will experience live music** and opportunities to engage with professional musicians where possible.
- **Music will continue to contribute to the Catholic life of the school**, providing opportunities for worship, reflection, celebration and community.
- **Music will be inclusive and accessible**, enabling pupils of all abilities to participate and experience success.
- **Staff confidence will continue to develop**, supported by the Kapow curriculum, subject leadership, CPD and external expertise where appropriate.

Our Overall Aim

Every child at Our Lady and St Edward's will have the opportunity to sing, play, create, listen to and perform music. We want our pupils to leave primary school with musical knowledge and skills, positive experiences of performing and, most importantly, a lifelong love and appreciation of music.