



Music Development Plan Summary: Our Lady & St Edward

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Emily Whitmore
Name of school leadership team member with responsibility for music (if different)	Rachel Byrne
Name of local music hub	Our Lady of Lourdes Music Service
Name of other music education organisation(s) (if partnership in place)	Our Lady of Lourdes Music Service

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.



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.

Curriculum At Our Lady & St Edward, we want to foster a life-long love of Music. Through our work with Our Lady of Lourdes Music Service we have developed a bespoke Music Curriculum. This is grounded in the National Music Curriculum and the Model Music Curriculum

This is the link to our Music Curriculum at OLSE: <https://www.olseacademy.org.uk/wp-content/uploads/sites/12/2023/06/MUSIC.pdf>

Our whole-class curriculum Music lessons have a clear focus on the following fundamentals in Music:

Listening and Appreciation:

Exposure to live professional music from a range of genres as well as sacred and secular recordings to inspire pupils and expand their understanding of music's role in faith and culture.

Composition and Improvisation:

Opportunities to compose various genres of music including liturgical pieces, such as hymns or psalm settings, fostering creativity and a connection to prayer.

Performance

Opportunities for pupils to perform to each other, wider school community, during liturgies, the academy talent show and in a summer concert.

Musical Knowledge and Skills:

Teaching the fundamentals of music theory and notation to support confident participation in liturgical and extracurricular music.

Cultural and Spiritual Heritage:

Learning about Catholic and Christian music traditions, including Gregorian chant, Taize music, and Marian hymns, alongside other global musical styles

Throughout the academic year all children take part in:

- Weekly music lesson led by music specialists (OLOL music service)
- Weekly Hymn Practice
- Music appreciation in weekly assembly

Throughout the academic year, all children take part in;

Advent , Christmas, Lent and Easter celebrations where music is a key aspect.



Instruments In our school we have invested in sets of glockenspiels, toots, ukuleles and trumpets. Throughout their primary school journey, the children will learn to play all instruments to a high level as well as a wide range of other tune and untuned percussion instruments. They will learn to play with the correct technique, read stave and rhythmic notation and will prepare performances on both instruments as a whole-class ensemble within their music lessons. The allocation is as follows:

- EYFS - Percussion Instruments - tune and untuned.
- Year 1 - Glockenspiels,
- Year 2 - Glockenspiels
- Year 3 - Toots and ukeleles
- Year 4 - Toots and trumpets
- Year 5 - Toots and trumpets
- Year 6- Percussion Instruments

Adapting the curriculum All staff are fully aware of any relevant additional needs in their classes. Lessons are adapted to meet all children's needs and abilities with use of additional resources, group work and paired support. Children are sensitively guided to learning an appropriate instrument for their specific needs. When delivering Music lessons specialist staff are supported by the teaching assistants who provide additional support to those children who may need it. As a school, we also offer Interactive music as part of our enhanced provision for those children who are on an individualized curriculum to their peers in class. During these sessions, the children engage in bespoke music lessons with familiar adults. Sessions are designed to fit the individual needs of each child. This can include movement to music, singing for speech development, exploring sounds and learning to play a range of instruments

Challenge - Where children are working in groups, specific roles are assigned to particular children. Working in mixed ability groups selected by the teacher; more able children will be stretched to take a leadership role, giving children opportunity to foster new skills such as conducting a group or taking the lead with structuring a composition. Other members of the group will benefit from working with a more experienced peer. The teacher will often use group working as an opportunity to work individually with a lower ability group to lead and develop those who are struggling in a particular area.

Singing/Playing whole class - In each block of curriculum lessons, the children will learn, rehearse, perform and sometimes compose a piece of Music performances are recorded and uploaded to a Teams folder. Eg in in Year 2 they are learning to rap as they sing and play the glockenspiel, Year 4 children learn to play the toots to Latin music, All children perform throughout the academic year in themed concerts, productions, plays, Masses or assemblies.

Feedback and assessment Music assessment looks for an incremental improvement of musicality, knowledge, skills, posture and confidence. Videos are recorded approximately half termly . The vast majority of feedback is verbal in music. Weekly photos are taken and collated in a class book which also captures structured/balanced peer feedback is encouraged as part of our music learning. In KS2 and children are asked to self -reflect upon performance's /achievements /compositions. Praise is given alongside rewards such as house points.

Class teachers are also informed of excellent work so that children can be considered for awards such as achievement assemblies.



Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Our School has a vibrant co-curricular music programme that provides pupils with numerous opportunities to engage in musical activities beyond the classroom. The school has performed at Diocesan events including St Francis hub mass and Chrism Mass. Children sing at community gatherings, including SVP gatherings and Family Mass. These performances foster a sense of community and belonging.

Our House Captains organise a talent show where children will sing, dance, play instruments including keyboards, drums, flute.

Across the year, each year group performs a show to parents, EYFS, and KS1 perform and sing the nativity, Key Stage 2 perform and sing Holy Week and year 6 choose a musical play in the Pentecost term. Additionally, the school organises "Musical Extravaganza" concerts, which means all pupils perform to their peers what they have learnt in lessons.

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.

Concerts and performance opportunities: All children have chance to perform on stage in front of an audience every year. In 2024-2025 the concert schedule was as follows:

- Nativity plays (FS / KS1)
- Advent performances (Year 1 - Year 6)
- Visit from external brass bands
- Care home Christmas carol singing (Year 3 and year 4)
- Talent show (whole school)
- Holy Week performances (Year 3 - Year 6)
- Year 6 production (all Year 6 children)
- Music concert (Children sharing what they have learnt Year 1 - Year 6)
- Year 6 Musical production

All concert and performances are free to attend and are always supported with an appreciative audience.



In the future

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

- To continue to make connections and relationships with the local community and use these as performance opportunities.
- To continue to promote the learning of musical instruments to all year groups and to continue to grow the already large number of children learning an instrument in school.
- To explore how PP can be used to enhance the music tuition of individual children

