Music development plan summary: St Mary's Roman Catholic Primary 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	September 2027
Name of the school music lead	Ashleigh Morrow
Name of local music hub	Rochdale 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.

Music is taught from EYFS to Year 6 through a sequenced curriculum based on Rochdale Music Service's 2024 scheme of work, with selected songs and resources from Charanga. Lessons are delivered weekly by a specialist teacher from Rochdale Music Service for approximately 30–60 minutes. The curriculum develops singing, instrumental playing, listening and appraising, composition, improvisation, notation, musicianship and performance.

The 2026–2027 curriculum gives pupils broad experience of musical genres, historical periods and cultural traditions. It is designed to build musical knowledge progressively and to provide opportunities for pupils to revisit and apply key vocabulary and skills.

EYFS develops musical foundations through daily singing, nursery rhymes, movement, body percussion, rhythm, rhyme, syllables, dynamics and exploration of untuned instruments. Pupils also have access to instruments through continuous provision and an outdoor performance stage.

Across KS1 and KS2, pupils develop key musical elements including pulse, rhythm, pitch, tempo, dynamics, melody and harmony. They regularly sing, play tuned and untuned instruments, compose, improvise and perform.

Curriculum overview 2026–2027

Year group	Autumn	Spring	Summer
EYFS	Musical foundations, rhythm, rhyme, singing, instruments and performance	Instrumental focus, singing, movement and expressive arts	Extension of learnt skills, music through stories, rhyme and play
Year 1	Carnival of the Animals Black History Month Remembrance Christmas concert	Pop music & body percussion British Music	Disney Music Recap and celebration of learnt skills
Year 2	Rock Music Black History Month Remembrance Christmas concert	Classical composers Australian Music	Game Music Recap and celebration of learnt skills
Year 3	The Planets Black History Month Remembrance Christmas concert	Reggae Asian Music	Renaissance & Baroque Recap and celebration of learnt skills
Year 4	Rap Black History Month Remembrance Christmas concert	Gospel North American Music	Classical Music Recap and celebration of learnt skills
Year 5	World Dance Music Black History Month Remembrance Christmas concert	Jazz African Music	Romantic Music Recap and celebration of learnt skills
Year 6	Blues Black History Month Remembrance Christmas concert	WW2 South American Music	Film Music Recap and celebration of learnt skills

Progression, assessment and evidence

Assessment will continue to be strengthened in 2026–2027. The action plan sets a school target of sustaining progress in Music above 75% across year groups, alongside continued improvement in the rigour of assessment and evidence collection.

- Evidence is recorded at the start and end of units and uploaded to Seesaw.
- Particular curriculum endpoints are used to identify and evidence progress.
- Formative vocabulary assessment is used at the beginning and end of lessons/units.
- Upper Key Stage 2 books are monitored for evidence against endpoints, including composition and notation.
- Start and end-of-project evidence is used to show progress in composing and recording musical ideas.
- Termly monitoring of assessment, planning, Seesaw and pupil work is carried out by the music subject leader.

The curriculum also incorporates writing in KS2, including pupils writing their own lyrics, identifying notation and recording notation on music paper. Musical vocabulary is explicitly developed through displays, vocabulary organisers and repeated use of 'sticky knowledge'.

Inclusion and access

A high-quality music education is intended to be inclusive and accessible to all pupils. The curriculum provides opportunities for singing, instrumental playing, notation, improvisation, composition and performance, with clear modelling, repetition, visual supports, key vocabulary displays and differentiated tasks used to support individual needs.

Pupil Premium pupils will have targeted access to ukulele practice, supporting equality of access to instrumental learning. The school will also seek to ensure that Pupil Premium and SEND pupils are included in extra-curricular music wherever possible.

Music technology

A key new development for 2026–2027 is the introduction of Music Technology across KS2. Each KS2 year group will complete one Music Technology unit using Charanga YuStudio and produce an end piece based on a stimulus.

- Pupils will increasingly create, edit, record and present musical work independently.
- Music Technology will be monitored at key points during the year.
- A progression map for Music Technology at St Mary’s will begin to be developed.

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.

Instrumental tuition:

At St Mary's, pupils are offered a range of instrumental tuition opportunities beyond the classroom.

These include:

- Peripatetic lessons in instruments such as guitar, drums, keyboard, flute and brass
- A brass band club, led by Mr Murtagh, our Brass tutor, where pupils develop ensemble skills and rehearse for performances

Pupil Premium pupils are also given opportunities to access instrumental learning, including ukulele lessons, supporting equality of access. These opportunities provide pupils with the chance to develop their musical skills further in a focused and supportive environment.

Choir:

We offer a range of singing opportunities across the school.

These include:

- A church choir, supporting the liturgical life of the school
- An after-school choir club, where pupils rehearse and prepare for performances in and outside of school, such as in care homes at Christmas or during our Schools Christmas Fayre
- Whole-school singing through assemblies, worship and performances

Choir members have opportunities to perform in a variety of settings, helping to develop:

- Confidence
- Vocal ability
- A sense of community

Instrumental ensembles:

Pupils have opportunities to perform as part of instrumental ensembles, particularly through the brass band, where pupils rehearse and perform together as well as whole-class and small-group ensemble work within music lessons.

These opportunities enable pupils to develop key musical skills such as:

- Listening and responding to others
- Timing and coordination
- Performing as part of a group

Part C: Music performances

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.

Performance remains an important part of the music offer. Pupils from Nursery to Year 6 are given regular opportunities to share their learning and develop confidence, teamwork and presentation skills.

- EYFS Nativity.
- Whole-school Christmas concert.
- End-of-year Summer concert.
- Singing in assemblies, hymn practice and Collective Worship.
- Year 6 end-of-year play.
- Choir and instrumental performances, including brass band opportunities.
- Performances at care homes and other community settings where appropriate.
- Whole-class project performance opportunities which are planned and carried out by Rochdale Music Service.

The action plan also aims to strengthen the profile of Music across the school through Christmas and Summer concerts, the use of our Musician of the Month subscription, Musician of the Term certificates and a Musician of the Year award.

Cultural capital and diversity

Music is used to develop pupils' cultural capital and understanding of music from different cultures, periods and traditions. The 2026–2027 curriculum includes music from Africa, Asia, Australia, North America, South America and a range of historical periods and genres.

- Musician of the Month continues across the school, with nine key musicians identified across the year and a focus on musicians from different cultures. These resources are shared with teachers and introduced through assemblies, with KS2 comprehension and extended listening and appraising tasks.
- KS2 displays will feature Musician of the Month music and key information, alongside a display showing Music progression from EYFS to Year 6.
- Music will continue to support whole-school events including Black History Month, Diversity Day and Remembrance Day.

- Where possible, pupils will access wider musical experiences such as Manchester arts opportunities, Rochdale Music Service peripatetic showcase sessions and live music experiences.

In the future

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

In future years, our Music Development Plan aims to achieve the following: -

- Sustain the rate of progress in Music across all year groups at above 75%.
- Continue to strengthen the rigour and consistency of assessment and evidence collection.
- Maintain and improve the profile of Music across the school.
- Sustain and develop pupils' cultural capital through diverse musical experiences.
- Develop access to and success in Music Technology across KS2.
- Continue to develop ukulele playing and targeted access for Pupil Premium pupils.
- Increase the use and application of musical vocabulary in speaking and written work.
- Increase the regular recording of composition and notation, particularly in KS1 and KS2.
- Continue to develop choir, instrumental ensembles and performance opportunities.
- Share effective practice through Real Trust Music Hub sessions and collaboration with music leads.