

# Music Development Plan Summary: St Edmund Campion

## Overview

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	July 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Fiona Walsh
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Our Lady of Lourdes Music Service
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.

## 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 St Edmund Campion we want to foster a life-long love of Music. Through our work with Our Lady of Lourdes Music Service and Nicky Pearce, an independent specialist music teacher, we have developed a bespoke Music Curriculum. This is grounded in the National Music Curriculum and is further informed by the Model Music Curriculum.

This is the link to our Music Curriculum at SEC: [SEC Music Curriculum](#)

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

**Dimensions of Music** – the dimensions of Music are the back-bone of every Music lesson that takes place in our school. Children can confidently use this language to discuss music and understand how it is made, played, appreciated and analysed.

**Limitless Music curriculum** – this allows each child to reach their true potential. This is already evidenced in Year 1 for example where children confidently remember and use terms such as pitch, tempo, rhythm.

**Taking a cross curricular approach** – choosing high quality pieces of Music that link to their termly learning areas allows for a greater depth of learning.

**Familiarity** – picking pieces of Music that children are familiar with keeps their learning relevant, exciting and memorable.

**Recall and assessment** – This is a fundamental element of our learning in Music. In each lesson the children recall learning from the previous week and then class teachers will all assess this using our bespoke 'Flashback Five' assessment in their final lesson. This information is then used to inform all future learning.

**Focus on performance** - We strongly believe that children should be given the opportunity to share their musical skills at different events both in and outside school. It is our aim that each child becomes a confident performer.

Mrs Pearce will begin the sequence of Music lessons in each year group, teaching 2 out of the 3 planned lessons. The third lesson is teacher led. Curriculum allocation for Music provision in our school is as follows:

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
KS1	3 lessons  Advent and Christmas preparation  Weekly Hymn Practice  Music appreciation in weekly assembly  Music Preparation for year group assemblies	3 lessons  Holy Week preparation  Weekly Hymn Practice  Music appreciation in weekly assembly  Music Preparation for year group assemblies	6 lessons or 3 lessons and specific event preparation/rehearsal  Weekly Hymn Practice  Music appreciation in weekly assembly  Music Preparation for year group assemblies
KS2	3 lessons  Advent preparation for Mass and performances	3 lessons  Holy Week preparation for Mass and performances	6 lessons or 3 lessons and Summer event preparation/rehearsal  Weekly Hymn Practice  Music appreciation in weekly assembly  Music Preparation for year group assemblies

	Weekly Hymn Practice	Weekly Hymn Practice	
	Music appreciation in weekly assembly	Music appreciation in weekly assembly	
	Music Preparation for year group assemblies	Music Preparation for year group assemblies	

**Instruments =** In our school we have invested in a whole class set of Glockenspiels and Djembe Drums. Throughout their primary school journey the children will learn to play both instruments to a high level as well as a wide range of other tune and untuned percussion instruments. They will learn to play the Glockenspiels and Djembe 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:

FS - Percussion Instruments – tune and untuned.

Year 4 - Djembe and Glockenspiels

Year 1 – Glockenspiels

Year 5 - Djembe and Glockenspiels

Year 2 – Djembe and Glockenspiels

Year 6 – Djembe and Glockenspiels

Year 3 – Djembe and Glockenspiels

**SEND =** All staff are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities with use of additional worksheets, group work and paired support. Children are sensitively guided to learning an appropriate instrument for their specific needs. Expectations when learning to play an instrument are adapted for pupils with SEND, for example when learning to play the glockenspiel two options are given one to play the melody the other a repeating note in each bar. When delivering Music lessons Mrs Pearce is supported by the class teacher and at times a teaching assistant, who provide 1-1 support to those children who may

need it. SEND children are fully supported and will participate/undertake the same tasks alongside their peers with support from LSAs, music teacher and scaffolding.

As a school we also offer Music Wellbeing sessions for children with significant SEND or emotional support needs. During these sessions the children engage in a 1-1 or group bespoke session with Mrs Pearce, designed to fit the individual needs of each child. This can include movement to music, singing for speech development or to build confidence, learning to play on the pulse of the music and exploring 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. Mrs Pearce also runs a gifted and talented programme, in which she offers 1-1 sessions with children who have stand out as having exceptional musical skills.

**Singing/Playing whole class** = In each block of curriculum lessons, the children will learn, rehearse, perform and sometimes compose a piece of Music. For example in Year 6 they rewrite The Fresh Prince of Bel Air Rap to retell the story of MacBeth, in Year 4 the children learn to sing a song about The Egyptians and accompany this with a Glockenspiel melody, In Year 2 the children learn and perform a whole class Djembe piece to African Music and in Year 1 the children compose and perform a tone poem about the Great Fire Of London. 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 and photos taken in most lessons and these are stored centrally on the server as evidence of learning. The vast majority of feedback is verbal in music. Structured/balanced peer feedback is encouraged as part of our music learning especially in KS2 and children are asked to self -reflect upon performance's/achievements/compositions. The Flashback Five assessment forms part of more structure feedback as children are able to see their gaps in learning and teachers can address these gaps in future lessons. We assess KS2

using Plickers and KS1 with multiple choice questions. 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, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum. We have focused on encouraging children to learn to play an instrument and are very proud that **nearly 50% of the children in school learn an instrument.**

**Music tuition** = The following is a list of co-curricular music lessons currently available in our school:

**LOLO Music Service (peripatetic music):** Cello, Clarinet, Flute, French horn, Guitar Oboe, Saxophone, Trumpet, Violin

**Rattle & Roll Performance and/or Mrs Pearce:** Recorders, Choir, Voice, Piano, Band, On The Stage (Music, Dance and Drama after school clubs)

**Rockley Music:** Drumming

Below is a grid of the costings:

Provider	Costings
LOLO Music Service Peripatetic Music lessons	Half-term (6 lessons) = £82.50 Full term (12 lessons) = £165.00  Instrument hire half term (6 lessons) = £8.50 Full term (12 lessons) = £17.00
Rattle & Roll Performance Music lessons *	<b>Recorders</b> Half-term (6 lessons) =£33.00 Full term (12 sessions) = £66.00

Mrs Pearce	<p><b>Choir</b> Half-term (6 lessons) =£30.00 Full term (12 sessions) = £60.00</p> <p><b>Voice and Piano</b> Half-term (6 lessons) = £82.50 Full term (12 lessons) = £165.00</p> <p><b>On The Stage (2 hour session)</b> Half-term (7 lessons) = £98 Full term (17 lessons) = £196</p> <p><b>Band</b> – no charge</p>
Rockley Music lessons	<p>Price per half-term = £56.00</p> <p>Price per full-term = £112.00</p>

\*Choir and Recorders are funded for some children using Pupil Premium.

All children who take part in these lessons perform once a year (at least) to parents in a concert. Children in Choir and On The Stage perform at least once a term.

Pupils taking part in Music lessons provided by both OLOL Music Service and Rattle and Roll Performance (in Recorder, Piano and Voice) will also have the opportunity to take external examinations with ABRSM/Trinity College.

Pupils have opportunities to rehearse and practice individually or in groups using our dedicated Music Room.

There is also a whole school talent show in the Spring Term, which all children are eligible to enter.

## 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 2024-25 the concert schedule was as follows:

- Nativity plays (FS – Year 3)
- Advent performances (Year 4 – Year 6)
- Christmas carols around the tree (Whole school)
- Holy Week performances (Year 3 – Year 6)
- Year 6 production (all Year 6 children)
- Music concert (Children receiving Music tuition from Year 1 – Year 6)
- Choir competition (Year 5/6 choir)
- Summer fair performance (Year 3/4 & 5/6 choirs)
- Christmas lights switch on (Year 3/4 & 5/6 choirs)
- Care home Christmas carol singing (Year 2 & Year 4)
- Choir performance to local elderly people at Holy Spirit Church
- Talent show (whole school)

**SEC Music concert =** Every year the Music co-ordinator works with all of the teachers who provide Music tuition at SEC to organise a whole school Music concert. This year, our school hosted a captivating series of mini concerts, each spotlighting a different musical instrument, showcasing the diverse talents of our young musicians. Parents attended each concert and the feedback was exceptional.

Charging information – all concert and performances are free to attend and are always supported with a large and appreciative audience.

Former pupils from our school have gone on to attend The Royal Academy of Music and Trinity College in London and come back to perform and inspire the children at our school.



## In the future

### Development Plan 2025-26

- To continue to develop a clear approach to the assessment of Music and continue to trial Flashback Five and Plickers for KS2.
- To continue to explore and develop connections with the local community and use these as performance opportunities.
- To continue to promote the learning of musical instruments to all pupils, ensuring that all pupil groups have access to music tuition. To see if we can get numbers over 55% of children in school learning an instrument.
- To continue to provide opportunities in assemblies and support staff to listen and learn about a range of music genres with the children in class and in assemblies.
- To develop the Music Wellbeing sessions working closely with the SENDCO team and to develop feedback strategies and internal communication around these.