St. Catherine's C of E Primary School

Music Development Plan 2026-2027

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	Mrs Lydia Wharton
Name of school leadership team member with responsibility for music (if different)	Mr Thom Medcalf
Name of local music hub	Severn Arts
Name of other music education organisation(s) (if partnership in place)	Rock Steady

Part A: Curriculum music

At St Catherine's CE Primary School, music is a planned and continuous part of the foundation curriculum. From Reception through to Year 6 every year group follows the Charanga Music Scheme, which provides a coherent sequence of skills, vocabulary and musical opportunities. Lessons are taught in the afternoon: each unit runs for one term, delivered weekly across one half term, with individual lessons lasting between 60 and 90 minutes. This structure ensures regular, sustained time for singing, playing, composing and listening.

Across the school, the Charanga programme regularly engages pupils with singing and with a range of tuned and untuned instruments. Pupils are given structured opportunities to compose their own melodies and motifs; composition tasks are revisited so pupils can refine and build on their ideas. Compositions are captured using staff notation where appropriate and through more informal methods of transcription where helpful.

In Years 1, 4 and 5 all pupils take part in whole-class instrumental work, learning to play the glockenspiel, recorder and violin respectively. In these lessons each child has their own instrument and is given time both for individual practice and for ensemble work, developing technical control alongside group musicianship.

Complementing Charanga, the Music Lead's Music Heads resource is used across the school and in a number of cluster schools. Music Heads provides planned listening and evaluation activities, drawing on repertoire from the Model Music Curriculum. Through this resource pupils practise and extend accurate musical vocabulary in written and verbal tasks and learn to identify how musical features (tempo, dynamics, timbre, rhythm etc.) shape a piece's character.

Potential next steps:

- Map Charanga units and Music Heads listening activities explicitly to the school's planned progression in technical, constructive and expressive strands so progression is visible and repeatable across year groups.
- Introduce short, curriculum-linked formative assessment tasks (e.g. quick composition checks or focused performance tasks) each term to gather evidence of pupils' developing technical control and compositional understanding.
- Consider brief, planned opportunities for pupils to notate, record and revisit compositions in more than one notation system (graphic, staff, and recorded audio) to strengthen the transfer of compositional knowledge.

Part B: Co-curricular music

St Catherine's offers a wide range of co-curricular performing opportunities that allow pupils to apply and extend classroom learning. Every year group takes part in a performance at Christmas—either a production or a carol service—featuring singing in small groups and larger ensembles. These events take place in a variety of venues, from the school hall and local church to the town hall stage, giving pupils experience of performing in different spaces and to live audiences. Pupils who learn instruments in class perform for the year below as a taster, helping to inspire the next cohort.

A Key Stage 2 choir runs throughout the year, supported by a team of adults, and performs at local and community events such as KEMP hospice, the Mayor's Easter Service, the Three Counties Show and local carol services, as well as at the school's end-of-year concert. Singing is also embedded in daily worship: children sing as they enter and leave the hall and learn songs during whole-school singing assemblies. Actions are used to help younger children participate and remember songs.

For instrumental tuition, St Catherine's provides 1:1 lessons in guitar and violin; instruments are available from school for pupils who do not own them. Pupil premium funding is used to support eligible pupils to access these lessons. Additional ensemble opportunities include the Rock Steady programme, through which pupils form bands, rehearse together and perform one song per term at three Rock Steady concerts for school and families. KS2 pupils also take part in Young Voices, offering the experience of performing in a very large ensemble alongside professional musicians.

Potential next steps:

- Strengthen transition between curriculum and co-curricular provision by identifying and promoting specific classroom skills that feed into choir, Rock Steady and 1:1 tuition opportunities.
- Set up a simple tracking system to record pupil participation in co-curricular activities and monitor access for pupils with additional needs and those eligible for pupil premium.
- Formalise a calendar of community performances and audience outcomes to ensure equitable performance experience for all year groups and to maximise community engagement.

Part C: Musical experiences

Musical experience at St Catherine's is broad and community-facing. Each year group contributes to the annual Christmas production, which combines singing, dancing and acting and is performed live for peers, parents and staff. A rotating bank of songs is used in whole-school worship; these are practised in singing sessions and supported with actions so younger pupils can engage and learn the repertoire.

The school enriches its musical life by inviting a local theatre group to perform a pantomime at Christmas and a show at the end of the year, offering pupils shared cultural experiences. St Catherine's is also a weekly base for a young people's orchestra run in partnership with Severn Arts. Pupils who receive 1:1 instrumental tuition are invited to join this orchestra, giving them experience of playing in a larger ensemble.

For concerts and shows both in and out of school, pupils are involved as performers and as audience members across year groups, ensuring a wide range of participation and shared musical experiences across the school community.

Potential next steps:

- Clarify and document how pupils from each year group are selected for or invited to specific performances so participation and progression opportunities are clear and equitable.
- Develop short pupil-facing materials (e.g. simple role descriptions and expectations) so pupils know how they can get involved as performers or audience members.
- Use partnership events (Severn Arts orchestra, theatre visits) to create linked classroom activities that prepare pupils for the performance and consolidate learning afterwards.

In the Future

St Catherine's plans to continue promoting engagement with Rock Steady and Young Voices and to make further use of Rock Steady's classroom features to increase pupil engagement in music. The school intends to establish a KS1 and Reception choir from the Spring term following Young Voices to broaden early years and key stage 1 singing opportunities.

Further information and local support links are already identified, including the Severn Arts Music Hub and national guidance for parents and young people interested in music.

Potential next steps:

- Develop a clear implementation timeline for launching the KS1/Reception choir (rehearsal schedule, staffing, recruitment of pupils) and align it with Young Voices preparation where appropriate.
- Use Rock Steady classroom resources to design short, inclusive taster sessions that support pupils with additional or challenging needs to access music activities.
- Share the Severn Arts and national guidance links with parents in a short information pack so families understand local progression routes and support for learning an instrument.