

Music development plan summary

St Lawrence CE (VA) 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	Karina Nussbaum
Name of school leadership team member with responsibility for music (if different)	Karina Nussbaum
Name of local music hub	Warwickshire
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 curriculum music, co-curricular provision and musical experiences, and the developments we are planning. It helps pupils and parents or carers understand our offer and the partnerships that support music education.

Part A Curriculum music

Our whole-school music curriculum gives children access to a high-quality musical education. Music connects us through people and places and offers opportunities to be creative, collaborate, celebrate and challenge ourselves.

We continue to use the Sing Up programme. All Year 4 pupils receive whole-class brass tuition from a Warwickshire Music specialist teacher. We are investing in musical instruments, particularly percussion, to support classroom music-making.

Year 1

Year 1 follows units from the Sing Up scheme of work. Children also sing in assemblies and perform in the annual Year 1 and 2 nativity musical. Instrumental lessons provide further opportunities for musical development.

Term	Unit 1	Unit 2	Unit 3
Autumn	Menu Song Performing as a group Play/clap on the beat. Participate in call-and-response songs show the shape of the pitch moving with actions Listen and move in time to the song. Key Vocabulary/concepts: call and response, echo, beat, rest, rhythm	Colonel Hathi's march (film music, march music) Compose a march Respond to music through movement. Describe the features of a march using music vocabulary Key Vocabulary/concepts: low and high pitch, a march	Magical musical aquarium (classical music) Experiment with sounds (timbre) Use graphic symbols. Sing in unison Play percussion instruments Listen to 'Aquarium', reflecting the character of the music through movement. Vocabulary/key concepts: soft/loud, fast/slow,
Spring	Football Compose word patterns and melodies Chant rhythmically, marking rests. Play a simple ostinato Tap a beat and clap the rhythm of words Vocabulary/key concepts: pitched/unpitched instruments, steady beat, chant, ostinato	'Dawn' from Sea interludes (20th century classical) Use actions to show beat. Listen actively; responding to music Create a musical movement picture. Vocabulary/key concepts: Orchestra, names for instruments (flute, harp, violin, viola, clarinet)	Musical conversations Compose musical sound effects Improvise using percussion Create, interpret, and perform from simple graphic scores. Vocabulary/key concepts: Compose, improvise, tuned and untuned percussion, graphic score
Summer	Nautilus (Contemporary music) Using movement to show features of music including beat. Create art work in response to a piece of music Vocabulary/key concepts: pitch, tempo, duration	Cat and Mouse Listen and copy rhythms. Create rhythmic patterns Listen and respond to music - Rossini's Cat Duet and Aaron Copland 'Cat and Mouse'. Vocabulary/key concepts: musical mood, dynamics (loud/quiet), pitch (high/low), duration (long/short)	Come Dance with me Create musical phrases Sing and play call and response sections Vocabulary/key concepts: call and response, solo/unison, verse and chorus

Year 2

Year 2 follows units from the Sing Up scheme of work. Children also sing in assemblies and perform in the annual Year 1 and 2 nativity musical. Instrumental lessons provide further opportunities for musical development.

Term	Unit 1	Unit 2	Unit 3
Autumn	Tony Chestnut Develop internal 'metronome' when singing Improvise rhythms Recognise and play echoing phrases by ear Vocabulary/key concepts: steady beat/pulse, melody, echo, improvise, minor third (cuckoo)	Carnival of the Animals (classical) Listen and respond to music, identifying mood and features Talk about music using musical vocabulary Vocabulary/key concepts: Instrument names/families (strings including cello, piano, glockenspiel); pitch (high/low) duration (long/short notes), dynamics (forte/piano), articulation (legato/staccato)	Birdsong Invent and combine simple patterns Follow signals given by a conductor/leader. Improvise solos Vocabulary/key concepts: conduct, compose, improvise
Spring	Grandma Rap Compose 4-beat patterns using crotchets, quavers and rests Chant using crotchets, quavers and rests over a steady beat. Vocabulary/key concepts: crotchet, quaver, rest	Orawa (20th century classical) Improvise, compose and perform Listen and appraise, with focus and attention to detail, recalling sounds and patterns. Identify and describe musical features and comment on the effect. Vocabulary/key concepts: repetition, motif, coda, string instruments	Trains Begin to understand rhythm notation. Create a whole-class composition. Perform changes in tempo & dynamics Follow signals from a conductor. Listen to and discuss music inspired by travel/vehicles. Vocabulary/key concepts: diminuendo, crescendo, accelerando, ritenuto
Summer	Swing along with Shostakovich (20th C classical) Identify 2 and 3 time (waltz and march), moving in time with each Create patterns in 2 and 3 time Vocabulary/key concepts: beat, waltz (triple time), march (double time)	Charlie Chaplin Compose a soundtrack to a clip of a silent film. Understand and use notes of different duration, pitch and dynamics Vocabulary/key concepts: pitch, dynamics, duration, soundtrack, compose	Tanczymy labada (traditional music - Poland) Develop internal metronome Listen and sing Polish music Understand the role of traditional music Play an accompaniment and invent a 4-beat body percussion pattern. Vocabulary/key concepts: accompaniment, traditional/folk music

Year 3

Year 3 follows units from the Sing Up scheme of work. Children also sing in assemblies and perform in the annual Year 3 and 4 musical. Instrumental lessons provide further opportunities for musical development.

Term	Unit 1	Unit 2	Unit 3
Autumn	I've been to Harlem Compose an ostinato. Sing a call-and-response song Play accompaniments to a song. Identify where notes go down and up. Vocabulary/key concepts: Accompaniment, ostinato, pentatonic, unison, round	Boat Songs (Scottish and Bengali folk music) Listen to and sing music from different traditions Compare music, using appropriate music terminology Vocabulary/key concepts: folk/tradition music, time signature (3/4 and 4/4), melody/harmony	Sound Symmetry Explore symmetry of pitch and melody Compose a song based on a symmetrical pattern. Vocabulary/key concepts: symmetry - ternary form (ABA), pitch, melody
Spring	Latin Dance (Cuban Salsa) Compose a 4-beat rhythm pattern. Sing syncopated rhythms Move in time to the beat Identify musical features Vocabulary/key concepts: syncopation, verse/chorus, different instruments	March from the Nutcracker (Classical) Responding to musical themes through movement. Understand the structure of rondo form (A-BA-C-A) Vocabulary/key concepts: classical music, ballet, rondo form, staccato	Y3/4 Class production Developing singing, performance skills
Summer	From a Railway Carriage Create word-based pieces of music Listen and compare how different composers have approached creating word-based compositions Vocabulary/key concepts: collaboration, unison, layers, fugue, round	Just three notes (minimalist music) Invent simple patterns using rhythms and notes C-D-E. Notate, read, follow and create a 'score'. Recognise and copy rhythms and pitches Vocabulary/key concepts: crotchet, quaver, semi-quaver, rest, ostinato, time signature	Samba Body percussion Feel the beat and move in time Identify features of samba and its role in Brazilian culture Vocabulary/key concepts: Instruments of samba, batucada, beat/rhythm

Year 4

Whole-class brass

All Year 4 pupils continue to receive a year-long programme of whole-class instrumental teaching led by a specialist music teacher from Warwickshire Music. Coverage includes:

- Playing and performing musical instruments with increasing accuracy, fluency, control and expression
- Improvising and composing music
- Using and understanding staff and other musical notations

In the spring term, year 4 have additional opportunities to perform in the Year 3 and 4 musical.

They have opportunities to sing in assemblies.

Instrumental lessons give further opportunities for children to develop musically.

Year 5

Year 5 follows units from the Sing Up scheme of work. Children also sing in assemblies and perform in the annual Year 5 and 6 musical. Instrumental lessons provide further opportunities for musical development.

Term	Unit 1	Unit 2	Unit 3
Autumn	Sea Shanties Compose and notate rhythmic patterns Sing a sea shanty, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms Keep the beat Describe musical features Vocabulary/ Key Concepts: 4/4, crotchet, quavers, semiquavers. Major/minor chords	Why we Sing (Gospel) Sing Gospel style music Recognise instruments and voices. identify key elements of Gospel Talk about music using appropriate music vocabulary Vocabulary/ Key Concepts: legato, glissando, crescendo, unison/parts	Songwriting Improvise and compose Listen and appraise, identifying the structure of songs Vocabulary/ Key Concepts: verse, chorus, bridge, intro, outro, chords, melody, accompaniment, lyrics
Spring	Madina Tun Nabi (Islamic music) Improvise freely over a drone Sing rounds and 2 part songs keeping the beat Play a drone and chords to accompany singing. Listen and copy back simple rhythmic and melodic patterns. Vocabulary/ Key Concepts: drone, melody, octave, key signature (G and D), tone, semitone, microtone	Building a Groove Show understanding of how a drum pattern, bass line and riff fit together to create a groove. Identify drum patterns, basslines, and riffs and play them using body percussion and voices. Vocabulary/ Key Concepts: groove, bassline, off beat, riff, legato/staccato	Epoca (Tango) Develop listening skills and an understanding of how different instrumental parts interact (texture) Demonstrate an understanding of the history of Argentine Tango. Vocabulary/ Key Concepts: Tango/neotango, texture, staccato, legato
Summer	Empress of the Pagodas (Ravel) Develop familiarity with a range of music, recognising how music tells a story or creates atmosphere. Compose and notate a piece in ternary form manipulating dynamics and tempo Vocabulary/ Key Concepts: pentatonic scale, ternary, dynamics, tempo	Kisne Banaaya (India/Pakistan) Compose a simple accompaniment Create and perform their own class arrangement. Sing in a 4-part round accompanied with a pitched ostinato Vocabulary/ Key Concepts: a cappella, unison, accompaniment, melody, harmony	Year 5/6 class production Developing singing and performance skills

Year 6

Warwickshire Sings programme

A year-long programme of music teaching run by a specialist vocal teacher from Warwickshire Music Hub. Coverage includes the following areas of the curriculum:

- Singing a range of musical styles, developing fluency, control and expression
- Singing in unison, as a round and in parts
- Improvising and composing music, including composing rhythmic sequences, sung patterns and lyrics.
- Use and understand staff and other musical notations.

In the summer term, Year 6 pupils have additional opportunities to perform in the Year 5 and 6 musical. They sing in assemblies, and instrumental lessons provide further opportunities for musical development.

Part B Co-curricular music

These opportunities enable pupils to sing and play outside lesson time and develop their musical skills beyond the core curriculum.

We have a school choir led by a qualified teacher who has previously led Military Wives choirs. The choir gives children opportunities to develop their singing and enjoy making music together.

Our orchestra provision has strengthened. The orchestral leader now runs an hour-long after-school orchestra session. The orchestra performs in assembly twice a week, at church services and at village events. These regular opportunities help our musicians develop their ensemble playing and confidence in performing.

Our school musical groups include a flute group, clarinet quartet, flute quartet and recorder group. These complement the orchestra and give pupils opportunities to practise and perform in smaller ensembles.

A variety of one-to-one instrumental lessons is available, including woodwind, brass, guitar, drums and piano. The existing offer also includes violin and cello. Lessons are primarily funded by parents, but the school can help to support costs, including support for pupils eligible for pupil premium. We also apply to the Napton Music Festival for grants to support pupils learning an instrument in school.

Whole-school hymn practice continues to be led by teachers and accompanied by the school orchestra. Children learn about breathing, enunciation, projection and volume as they develop their singing together.

Part C Musical experiences

Children have regular opportunities to sing, play and experience live music, both in school and in the wider community.

- The school is involved in the Stowe Valley Arts Festival at the Belgrade Theatre in Coventry, providing an opportunity to take part in a wider arts event.
- The orchestra performs in assembly twice a week, at church services and at village events. Community opportunities include events such as Nosh and Natter.
- Friday assemblies provide opportunities for musicians to perform to the school and parents, both as soloists and in small groups.
- Termly school productions provide performance opportunities: Reception, Year 1 and Year 2 in the autumn term; Years 3 and 4 in the spring term; and Years 5 and 6 in the summer term.
- Year 4 pupils have an annual brass performance to showcase what they have learnt through whole-class specialist teaching.
- The summer music concert gives children opportunities to perform to families and celebrate their musical learning.
- Children sing and the orchestra plays at regular church services, including Harvest, Remembrance, Christingle, Christmas, Easter and Leavers services.
- We aim to invite professional musicians into school so that children can experience live performances and hear a range of instruments.

In the future

- We will continue to develop the choir, orchestra and smaller musical groups, building on the strengthened provision and regular performance opportunities now in place.
- Investment in musical instruments, especially percussion, remains a focus. We also aim to increase the number of music stands to meet the needs of the orchestra and the growing range of instruments being played.
- We will explore an additional annual whole-class instrumental programme to enhance provision, alongside the continuing Year 4 brass programme, and continue to support access to instrumental lessons where cost is a barrier.