Music Development Plan

2026–2029

Updated from 1 September 2026

NURTURE • ASPIRE • COMPASSION • EMPOWER

"We believe that everyone is precious and loved by God. We aspire to let our light shine in all that we do. We nurture and empower one another to flourish. Together we shine in our world by showing compassion and by serving others. Let God's light shine through us."

1. Overview

Plan period	1 September 2026 – 31 August 2029
School music lead	Anthony David
SLT responsibility for music	Anthony David
Local music hub	Music Education Islington
Principal choral partner	St Paul's Cathedral Choral Partnership
Coverage	Reception – Year 6
Review	Reviewed annually as part of curriculum and school development planning

This plan sets out how St Mary's develops music across curriculum teaching, choral provision, instrumental learning, performance and wider musical experiences. It is a strategic document: detailed schemes, repertoire and weekly session planning sit beneath it.

2. Our vision for music

At St Mary's, music is part of how children learn to let their light shine. Through singing, playing, listening, composing, improvising and performing, pupils develop confidence, creativity, discipline, collaboration and a sense of belonging. We want every child to encounter high-quality music and to experience themselves as someone who can participate in, understand and enjoy music.

Our provision reflects the school's values. Nurture means building musical confidence and ensuring that children feel safe to participate and perform. Aspire means providing expert teaching, ambitious repertoire and clear progression. Compassion is expressed through ensemble, worship, listening and making music with and for others. Empower means giving children the technique, knowledge, creativity and confidence to develop their own musical voice.

3. Strategic principles

- Music is an entitlement for every pupil, not an optional extra.
- Singing is a universal entitlement from Year 1 to Year 6 through the St Paul's Cathedral Choral Partnership.
- Curriculum, choral and instrumental learning should reinforce one another and show clear progression.
- Performance is both an outcome of learning and an opportunity to contribute to the life of the school, church and wider community.
- Creativity matters alongside technical competence: pupils should improvise, compose, interpret and make musical choices.
- Disadvantage, SEND or financial circumstance should not prevent meaningful participation in musical life.

4. Curriculum music

Music is taught weekly across the school. The curriculum is informed by our music curriculum and structured school planning, with progression in listening, singing, playing, composing, improvising, notation and

performance. The curriculum is reviewed so that pupils build on prior learning rather than repeatedly encountering isolated musical activities.

Curriculum time

- Key Stage 1: 30 minutes of curriculum music each week.
- Key Stage 2: 45 minutes of curriculum music each week.
- Years 1–6: an additional 20 minutes of specialist choral teaching each week through the St Paul's Cathedral Choral Partnership.

Instrumental progression

Whole-class and curriculum instrumental work includes tuned and untuned percussion and a planned progression through glockenspiel, ukulele and trumpet. Across the plan period, the school will strengthen the progression from introduction and technical confidence towards ensemble playing, musical interpretation, improvisation and performance.

5. Choral provision: St Paul's Cathedral Choral Partnership

From 1 September 2025, St Mary's choral provision has delivered through the St Paul's Cathedral Choral Partnership. 2026 marks our second year in this partnership.

All pupils in Years 1–6 receive 20 minutes of specialist choral teaching each week. This establishes singing as a universal entitlement and gives every child access to specialist expertise regardless of prior musical experience or a family's ability to pay.

The programme develops age-appropriate vocal technique, musicianship, listening, repertoire and performance. Weekly teaching includes physical and vocal preparation, posture, breathing, diction and vocal control, alongside general musicianship, curriculum-linked musical techniques and performance skills. As pupils progress through the school, choral work increasingly reinforces musical concepts such as dynamics, articulation, structure, form and texture.

The partnership also strengthens the relationship between curriculum music, collective worship and the Christian life of St Mary's. Sacred and secular repertoire enables pupils to experience music as learning, worship, culture and shared expression.

6. Co-curricular and instrumental opportunities

The universal choral programme is complemented by instrumental and ensemble opportunities. St Mary's works with Music Education Islington and other appropriate partners to extend pupils' musical experiences beyond core curriculum teaching.

- Instrumental tuition and ensemble opportunities are promoted to pupils and families.
- Where charges apply, subsidies and remissions are used to reduce financial barriers, particularly for pupils eligible for Pupil Premium.
- Instrument hire and tuition support are considered where cost would otherwise prevent participation.
- Pupils are signposted to further opportunities available through Music Education Islington.

7. Musical experiences and performance

Performance gives purpose to musical learning and enables pupils to contribute to the community. Across their time at St Mary's, pupils should experience performing to different audiences and encountering live music in a range of settings.

- Collective worship and school services.
- Christmas and seasonal performances.
- Year-group productions and musical events.
- Church and community performances.
- Curriculum and instrumental showcases.
- External musical events and live-performance experiences where appropriate.

Performance opportunities will be planned with inclusion in mind so that musical participation is not limited to pupils who already demonstrate confidence or who access private tuition.

8. Inclusion and accessibility

St Mary's is committed to equitable musical participation. Curriculum and choral teaching are designed as universal entitlements, with reasonable adjustments and adaptive approaches used where pupils have SEND or other barriers to participation.

- Monitor participation in instrumental tuition, ensembles and performances, including for disadvantaged pupils and pupils with SEND.
- Use subsidy and remission arrangements where financial barriers exist.
- Adapt instruments, notation, rehearsal approaches and performance expectations where appropriate without unnecessarily reducing musical ambition.
- Use pupil voice to understand whether children feel represented, included and confident in the school's musical life.

9. Partnerships

Partnerships enable St Mary's to provide expertise and experiences that a primary school could not provide alone. The school will sustain partnerships where they add clear educational value and broaden pupils' musical entitlement.

Partner	Strategic contribution	2026–29 direction
St Paul's Cathedral Choral Partnership	Universal specialist choral teaching for Years 1–6; vocal development, musicianship and performance.	Embed as the school's sustained choral provision and evaluate progression, participation and impact.
Music Education Islington	Instrumental tuition, workshops, progression routes and performance opportunities.	Maintain and deepen pathways into instrumental learning and wider musical participation.
St Mary's Church and community partners	Authentic settings for worship, service and performance.	Use performance to connect musical learning with faith, community and service.

10. Development priorities 2026–2029

1. Establish a coherent musical journey from Reception to Year 6

Ensure curriculum music, choral development, instrumental learning, creativity and performance form a progressive musical entitlement.

2. Embed the St Paul's Cathedral Choral Partnership

Establish specialist weekly choral teaching for Years 1–6 as the school's sustained choir provision and evaluate its impact on musicianship, vocal development, confidence and participation.

3. Strengthen instrumental progression

Develop clear progression through tuned percussion, glockenspiel, ukulele and trumpet so pupils build technique, ensemble skills and musical understanding over time.

4. Increase creativity and musical agency

Strengthen improvisation, composition, interpretation and pupil-led musical decision-making alongside performance.

5. Protect equality of musical opportunity

Monitor participation so that disadvantage, SEND or financial circumstance do not prevent pupils from accessing instrumental tuition, performances and wider musical experiences.

6. Create meaningful opportunities to perform and serve

Use worship, concerts, church, community events and external partnerships to give pupils authentic audiences and opportunities to contribute musically to others.

11. 2026–27 implementation priorities

Priority	Action during 2026–27	Evidence of progress	Review
Choral provision	Embed weekly St Paul's Cathedral Choral Partnership sessions for Years 1–6 and ensure the programme is understood as the school's universal choir provision.	Regular delivery; pupil participation; evidence of progression in vocal technique, musicianship and performance.	Termly
Curriculum coherence	Review curriculum maps so classroom music, choral work and instrumental progression reinforce rather than duplicate one another.	Revised curriculum documentation; staff can explain progression and connections.	Autumn/Spring
Instrumental progression	Clarify the sequence for glockenspiel, ukulele and trumpet and	Planning and pupil work/performance demonstrate increasing	Termly

	increase opportunities for ensemble work and improvisation.	technical and creative demand.	
Inclusion	Audit participation in tuition and performance for disadvantaged pupils and pupils with SEND.	Barriers identified and addressed; participation gaps reduce.	Spring/Summer
Performance	Map meaningful performance opportunities across year groups, worship, church and community contexts.	Every year group has authentic opportunities to perform and reflect on performance.	Across year

12. How we will evaluate impact

The success of the plan will be evaluated through curriculum review, pupil voice, observation of music and choral provision, participation information, performance evidence and discussion with specialist partners. Evaluation will focus on what pupils can increasingly do, understand and explain, as well as the extent to which they participate confidently in the musical life of the school.

- Do pupils show increasing control, confidence and musical understanding?
- Can pupils explain and apply musical vocabulary and concepts appropriate to their age?
- Does choral provision show progression in vocal technique, musicianship and performance?
- Are pupils increasingly able to improvise, compose, interpret and make musical choices?
- Do disadvantaged pupils and pupils with SEND participate fully in the school's musical entitlement?
- Does music visibly contribute to worship, community, belonging and the school's Christian vision?

13. What success will look like by 2029

- Every pupil experiences a coherent musical journey from Reception to Year 6.
- Every pupil in Years 1–6 benefits from sustained specialist choral teaching through the St Paul's Cathedral Choral Partnership.
- Pupils demonstrate increasingly secure vocal, instrumental, creative and performance skills.
- Instrumental learning shows clear progression rather than repeated introductory experiences.
- Improvisation and composition are visible alongside singing and instrumental performance.
- Participation is broad and inclusive, with barriers identified and addressed.
- Music contributes meaningfully to collective worship, church, community and school life.
- Pupils see music as something they can understand, create, perform and enjoy.

Our test

Does our music provision enable every child to be nurtured, to aspire, to show compassion through shared music-making and to be empowered to find and use their voice?

Let your light shine.