

Music development plan summary: St Paul's Catholic Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Yasmin Khan
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Hertfordshire Music Service
Name of other music education organisation(s) (if partnership in place)	Herts Music Service Charanga Primary Music Matters Rocksteady

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.

At St. Paul's Catholic Nursery and Primary School we provide a high quality music education which enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement. Our aim is to provide a high quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians.

One hour a week is allocated to the teaching of music, which is taught throughout key stage one and two.

All year groups use and have access to music taught through Charanga ([Charanga's Musical School programme](#)) to ensure a well-structured approach. The Charanga scheme is based around a spiral curriculum model, allowing children to link their previous

knowledge from previous years and build on this. Music lessons have a focus on the dimensions of music (pulse, pitch, dynamics, rhythm, texture and tempo) as well as listening to, improvising, singing and composing music, we plan to provide our children with a quality, enriched and engaging music education.

Year 6 are taught the violins by a music teacher from an outside agency (Herts music service linked to HCC).

All pupils from reception to year 6 partake in hymn practice for half an hour each week. This gives pupils opportunities to practice new and known songs, to foster their love of singing.

Pupils also have opportunities to share their learning with their peers and parents/carers at events such as music concerts, plays and assemblies during school time. They take part in music workshops (such as those provided by Primary Music Matters).

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At St Paul's Catholic Primary School the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at St Paul's is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

Through our scheme (Charanga Musical School) and topic work, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others and also have the opportunity to learn a musical instrument.

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music.

Children in KS2 build on the skills acquired in KS1 so that, by the end of year 6, they sing and play with increasing control and self-confidence. They deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

Adaptation

- We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

Assessment

- On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes. Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. At the mid-point of the year and the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area

Resources

- We have a range of percussion instruments.

There is a central store of:

- large percussion instruments
- selections of instruments from other cultures

- xylophones & glockenspiels • keyboards & two pianos
- Music books
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- drums
- Guitars
- Sing Up resources

SEND

- We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

St Paul's offers music tuition outside of what is taught in lesson time on both a one-to-one and small group basis, for both the piano and guitar. These lessons take place in dedicated rooms to learn and rehearse.

Pupil's also have the opportunity to join a band with other children in the school through Rocksteady, giving them the opportunity to play different instruments, learn songs and perform to their peers.

Individual and small group lessons are funded by parents, however for those children who are Pupil Premium, these lessons can be funded by the Pupil Premium provision.

Pupils can join the school choir (free of charge). The choir meets weekly. They have many opportunities to perform throughout the year at school events and competitions. They are able to rehearse in the school hall and practice in assemblies.

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.

There are many opportunities for musical experiences planned throughout the academic year for EYFS, KS1 and KS2. These include music concerts/performances to parents and well-being music performances to peers. Each year group has an opportunity to display their musical talent during their class assemblies, shows and performances (eg. During the Harvest assembly, Nativity play, Year 6 end of year performance etc.). Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

Each week, pupils have the opportunity to sing during hymn practice where they have the opportunity to refine their singing of songs which they will be performing during Mass and other school events.

Each year we hold a summer music concert in which parents are invited to come and celebrate the musical talents of every child. Each class perform along with our choir. We also have termly rock steady music concerts for parents. The choir perform at community Christmas singing events at a local community space.

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming/dance for enrichment morning

In the future

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

In subsequent years, we hope to provide more opportunities for music workshops throughout all key stages, such as those provided by Primary Music Matters.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: provide more musical experiences such as competitions and trips, including those for our school choir. We are working towards securing opportunities for our choir to perform at the o2/Wembley area for their musical development

We hope to introduce a termly musical performance where each year group can showcase their learning to their peers.

We want to further develop engagement in extra-curricular music for Pupil Premium and SEND children.

We are working to develop a dedicated music teaching space for use by ensembles and class curriculum lessons.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. PTA; local charities; fundraising in school from performances etc.)