

Music development plan summary: *St Stephen's Catholic Primary School*



Overview

Detail	Information
Academic year that this summary covers	2024/25
Date this summary was published	20 th November 2024
Date this summary will be reviewed	20 th November 2025
Name of the school music lead	Simon Gosling
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Accent Music Hub

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.

INTENT:

At St Stephen's, we believe that **all** children should be inspired by music and that every pupil has the right to an outstanding music education. We recognise that good quality music education contributes considerable musical and non-musical benefits to pupils, parents and wider communities. We aim for children to develop a love of music, developing intrinsic musical skill, knowledge and understanding.

IMPLEMENTATION:

Organisation and Curriculum Coverage

Music lessons are active and musical sound is the dominant language of the teaching and learning. Throughout St Stephen's, there is a focus on musical learning and progression, encouraging pupils to develop as active musicians and for teachers to be active musicians in the classroom too. Teachers model and demonstrate when required, however care is taken to ensure musical learning is not delayed by lengthy oral/verbal starters, teacher talk and non-musical activities. Desired learning outcomes should be sufficiently challenging and clear.

Attention is paid to eliciting higher quality aural and practical responses which demonstrate better musical quality. In lessons, pupils are regularly encouraged to practise, compose or perform with instruments. Each lesson should create a 'buzz' of interest. Teaching may be individual, small group or whole class or may include skilled tuition from external agencies.

Curriculum

At St Stephen's, we use the Kapow Primary Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

IMPACT:

Music encourages and assists thinking skills such as information processing, reasoning, enquiring and evaluation. Music offers opportunities to develop attitudes and attributes that enhance life skills and that can also support learning in other subject areas e.g. listening, the ability to concentrate, creativity, intuition, aesthetic sensitivity, perseverance, self-confidence and empathy towards each other.

Furthermore, Music aids the physical, emotional and aesthetic development of children. It enables pupils to appreciate aspects of British Values and the contribution of other cultures. It enhances self-confidence and the ability to listen and concentrate. Also, by developing understanding and appreciation of a wide range of different kinds of music, and by developing pupil interests, children will improve their ability to make judgements about musical quality.

Music's contribution to the fuller development can be evidenced in how enthusiastically pupils share their love of various musicians. Music enables pupils to engage in PE through dance and a favourite song can form a starting point for a positive relationship.

Music in EYFS

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Model music curriculum

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' In light of this, St Stephen's supplements its music curriculum via Accent Music Hub who deliver instrument tuition to KS2 for the duration of academic year. This provision is delivered on a rolling programme whereby each cohort will have an opportunity to learn a different instrument each year (this includes Gospel singing in Year 6).

Planning

Our medium term plans shows which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach 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

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.

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. The first and last lesson in each unit is filmed to ensure teachers can assess the children 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 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 instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- glockenspiels
- Guitars
- Ukuleles
- Boom whackers

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: 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.

Our Community

Each year, all pupils are engaged in a musical performance for the wider community, for example, EYFS/KS1 perform a nativity play and each KS2 class hosts a class carol session for parents at Christmas. In addition, Year 6 perform an end of year play for the local community and classes who receive tuition from Accent Music Hub perform or have performances recorded showcasing their skills using guitars and ukuleles. EYFS/KS1 perform a singing summer festival for the wider community and a range of after school clubs including KS2 Choir Club enable pupils to learn, perform and evaluate to audiences in school, at mass or out in the local community.

We currently offer a choir club each week. An increasing number of pupils are involved. This choir have had the opportunity to perform in church during the festive season, summer concerts/assemblies and have even learnt sign language to accompany some of their songs which they have performed.

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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Across all key stages, children have a range of opportunities to take part in musical performances, such as Christmas plays and nativities, UKS2 Summer performance, and Arts focused outcome events.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming etc.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, collective worships, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

In the future

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

- Broaden the range of extra-curricular activities provided for the children to further promote a life-long love of music.
- Review how our curriculum develops our pupil's composition skills and notation of this.
- Continue to develop the school choir and children's performance skills with more opportunities to perform throughout the year, with our local music hub and in the community.

Further information (optional)

We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of teacher videos for each music unit throughout the scheme. Teachers of classes who receive whole class instrumental tuition will take part in the music lessons and develop their subject knowledge through learning a musical instrument alongside the class. Staff are able to access training via National College Online.