

Music development plan summary: St Chad'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	July 2025
Name of the school music lead	Laura Dunne
Name of school leadership team member with responsibility for music (if different)	Tara Polito
Name of local music hub	Dudley Performing Arts
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 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.

How do staff deliver music in our school?

In KS1 music is delivered by teachers or HLTA and in KS2 the music lessons are delivered by the music lead. Children have upto 45 minutes dedicated to music lessons. In addition to this, all children attend a whole school Songs of Praise session every Wednesday (20 minutes), where they are taught new hymns and revisit others; this is led by the music lead.

How is the Music curriculum structured?

- The National Curriculum is followed for KS1 and KS2
- The Expressive Arts and Design is covered through the EYFS Profile

- The Model Music Curriculum is referenced by using and adapting the original Charanga Scheme to meet the needs of our children.
- In KS1 children will learn the recorders and in KS2 they will learn to play the glockenspiel.
- Each child will have the opportunity to perform to the whole school, parents and wider school family at least 3 times a year.

Please refer to our music curriculum progression documents.

What can we expect to see in the classroom in a music lesson?

- Learning through practical music and/or singing in every lesson using musical instruments, multi-media and resources.
- A good understanding of behavioural expectations, in particular in relation to instrument use.
- Diversity/equality is very important so through Charanga children are exposed to a wide range of music from a range of different cultures and backgrounds.
- Children feeling challenged but confident, happy and able to make music.

What does feedback and assessment look like?

Music assessment looks for an incremental improvement of musicality, knowledge, skills, posture and confidence.

Videos are recorded half termly and kept in a folder 'Performing arts' on T drive. These videos are used so children can self-assess and peer-assess their performances.

These are also used for assessment for teaching and learning.

The vast majority of feedback is verbal in music. Structured/balanced peer feedback is encouraged throughout each half term and children are asked to self-reflect on their own performance/achievements/compositions.

Each lesson that record on their 'Know more' sheets a skill that they have learnt during that lesson. At the end of each half term they complete an 'End of unit' quiz' that assesses their knowledge and understanding of styles of music, musicians/composers, music dynamic and progresses onto the reading of musical notes. This assessment is used to inform future lessons and to know if certain pupils need extra support or intervention.

In all music lessons, behaviour is rewarded inline with the schools behaviour system. Class dojos are awarded and fantastic achievements are passed on to class teachers who may have to offer a special award as part of the praise assembly on a Friday.

Children are assessed each term by assessing if they working below, working at or working above their age related expectations.

How do you support or challenge pupils in music?

Children will work in mixed ability pairs or groups. More able students will be stretched to take a leadership role, this may involve fostering the skills of conducting a group or composing new music. Other students of lower ability will benefit from working with more experienced peers. More able students, who learn an instrument outside of the classroom, will have an opportunity to bring it in to school and work alongside our music lessons with their instrument.

SEND are supported and will participate/undertake the same tasks alongside their peers through adaptive teaching and support from their TA or music teacher.

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.

After School Music Clubs:

- KS1/KS2 Choir – available at various half terms throughout the year.
- Lunchtime Choir club – available at various half terms throughout the year.
- Rocksteady Bands
- Musical Theatre - available as a half term club once a year.

The choir is provided and led from the music lead and Rocksteady is a 'paid' service that parents can opt in to. A free place is provided to a pupil premium child free of charge each term.

Parents are informed each year if they wish their child to learn a music instrument through Dudley Performing Arts. This is a chargeable service.

Concerts and performance opportunities

These are our planned performances for this year:

Nativity (EYFS and KS1)

Christmas Carol Service – KS2

The Choir sing at the All Saints church at Christmas - joined by other local primary schools

Easter Performance – Years 3 and 4

Year 6 – End of Year Production

Summer Fair Performances – for all children from KS1 and KS2

Each term Rocksteady Bands perform for the whole school and parents.

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 2024-2025 we aim to provide:

- KS1 to see a pantomime in school
- KS2 to see a musical as part as a school trip.
- Children attend the Onelife Music Retreat day in school and online.

In the future

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

- We aim to encourage children to take up instruments as there is a national shortage
- Develop strong links with secondary schools to aid transition
- Develop oracy in our music lessons.