

St Patrick's Catholic Primary School

MUSIC DEVELOPMENT PLAN 2024/2025



"A central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical"

(Ofsted research 2021)

...to enable all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interest and talents, including professionally.

(Taken from 'The Power of Music to Change Lives: A National Plan for Music Education')

Executive Principal: Mrs Lorraine Stanton

Head of School : Mrs Danielle Kingham

Music Lead Teacher: Mrs Kate Gregson



Our Vision for Music

Intent:

At St Patrick's Catholic Primary School, 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. We are committed to developing 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 aim to provide children with the opportunity to progress to the next level of their creative excellence.

Implementation:

The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments. Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn how to play the recorder and a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing 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. Our wider curriculum offer, allows students to develop personal interests in Ukulele and recorder, and access to concerts and performances at venues such as the Royal Albert Hall, the NEC and Belgrade Theatre, developing pupils cultural capital.

Impact:

Music enables children to develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. Children have the opportunity to discuss and share their own thoughts, opinions and ideas, acknowledging and respecting that these may vary and that this is positive. They can dissect music and comprehend its parts. They can sing and feel a pulse. At St Patrick's children are provided with opportunities to further and support their understanding. These include having visitors with a musical talent and school productions. External interests and talents are also encouraged and showcased in class and assembly, ensuring that everyone is challenged regardless of previous musical experience. Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.



Self-Assessment

Area	Category	Description	RAG score and comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	Green
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include hymn practice)	
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	Green
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	Yellow
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and music lead works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Yellow
		Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	Yellow	
	Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial		
	Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress		
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	Green
		Children learn to play an instrument as part of whole class learning during their time in school	



		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
	Duration	Children are given limited access to learning an instrument.	
		Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year	
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	
		Children sing together all or most weeks as part of a hymn practice or similar	
		Regular hymn practices are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
Choirs		There are currently no school choirs taking place regularly	
		There is at least one school choir which meets regularly led by a skilled teacher	
		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school	
		Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished	
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this	
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities	
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly	



		A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres across Coventry and are signposted as appropriate	
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	
		School applies for bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras	
		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are adapted to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs. Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	
Wider involvement	Hub participation	The school generally doesn't engage much with the Coventry Music Hub or other partner organisations in music	
		There is some level of engagement with Coventry Music Hub with occasional participation in local events	
		The school has strong partnerships with Coventry Music Hub and/or other organisations with regular participation in local events, workshops	
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD	
		Music lead has occasional opportunities to access CPD, other staff only rarely	
		Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
	Links with other schools	There are currently no musical links with other schools	
		Some links are made with MAC schools, and other networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
	Live music	There are currently no opportunities for children to experience and enjoy live music	
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	

Development Plan

MUSIC DEVELOPMENT PLAN	
Key components	<p><i>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</i></p> <p>Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</p>
Classroom teaching	<p><i>Classroom instrumental teaching</i></p> <p>The children benefit from an external music teacher visiting school weekly, offering whole class recorder teaching for children in Year 4 and whole class Ukulele teaching in Year 5.</p> <p>Throughout their primary music curriculum journey, children will learn how to play tuned and untuned instruments, within our music scheme. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.</p>
CPD	<p><i>Music CPD</i></p> <p>Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD.</p>
Performance	<p><i>Performance opportunities</i></p> <p>We are partnered with the Coventry Catholic Primary Partnership and take part in an annual music event “Mousike Ensemble” where a group of schools come together to sing songs linked to a theme from the National Curriculum; learning songs; playing tuned and untuned instruments and showcasing their talents in front of a love audience.</p> <p>As a school we offer lots of live music opportunities and extra-curricular activities throughout the year. Our children take part in weekly hymn practices and also sing with joy in our celebration of the word mission assemblies. Our school choir sings at school events, at the University hospital during Christmas and at a local residential care home. They sing with Armonico at the Royal Albert Hall and at the NEC with Young Voices.</p> <p>Through our partnership with Coventry Music our children come together with schools from across the city to sing at the Cathedral and the Methodist Hall. Once a year our children have access to performing their gifts and talents through St Patrick’s Got Talent event.</p>
Communications	<p>Using the school’s Facebook and X pages and website, we will inform parents of musical opportunities throughout the school year.</p>



Budget, materials and staffing	Our school have one music lead teacher who is offered time out of class to focus on music in school.
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KEY AREAS DEVELOPMENT PLAN

AREA	ACTIONS	DATE TO BE COMPLETED BY	EVALUATION
Curriculum music	<p>Introduce further live music opportunities for the school. Book live music performances through Coventry Music Hub.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, learning walks and teacher questionnaires. Offer CPD where needed.</p>	July 2025	
Whole class instrumental	Look at opportunities for follow up tuition after this has finished.	July 2025	
Instrumental/vocal teaching	Look in to instrumental teaching opportunities and funding for this.	July 2025	
Inclusion	Look at bursary's to support those unable to afford music tuition.	July 2025	
Wider involvement	<p>Book CPD for music leaders.</p> <p>Book live music opportunities.</p>	July 2025	

