

Sacred Heart Catholic Primary School

MUSIC DEVELOPMENT PLAN 2024/2024



"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: Mr Paul Madia

Head of School : Mrs Rachel Ellis

Music Lead Teacher: Mrs Cathy Severs



Our Vision for Music

Intent:

At Sacred Heart Primary School the intention is that children develop their personal creativity, understanding and enjoyment of music through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles and musical genres.

Our objective is to foster a life-long love of music as well as an understanding of the validity and importance of all types of music. We are committed to ensuring children have the opportunity to express their own musical talents and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts, developing their personal creativity and self-confidence.

Underpinning all elements of our school curriculum, is our Romero Child Charter, which aims to develop every child as a whole person, in the image and likeness of God. The opportunities given to children through our music lessons and wider curriculum offer, form an important part of what the charter aims to do – give all pupils the opportunity to thrive and shine to reach their God-given potential.

Implementation:

Our music curriculum is centred around the 'Charanga' music scheme. The music scheme covers all National Curriculum requirements and ensures students sing, listen, play, perform, compose and evaluate. This is embedded in classroom music lessons as well as twice weekly assemblies, weekly hymn practices, various concerts and performances and the wider curriculum offer.

The elements of music are taught in lessons so that children are able to use some of the language of music to discuss it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play a variety of tuned and untuned instruments and in Key Stage 2 receive high quality recorder and Ukulele lessons from an outside agency. In doing so, they develop their understanding of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on the different dimensions of music, which in turn underpins their understanding when listening, playing, or analysing music.

The Charanga scheme also includes composing and performing using body percussion, vocal sounds and technology such as 'Garage Band', which further develops the understanding of musical elements. Our wider curriculum offer, allows students to develop personal interests in guitar, drums, Ukulele and piano, and access to concerts and performances at venues such as the Royal Albert Hall, London Opera House and Belgrade Theatre, developing pupils cultural capital.

Impact:

Whilst in school, children have access to a varied music curriculum, which allows students to discover areas of personal talent, enjoyment and self-expression. Through music lessons and our wider curriculum offer children develop a sense of achievement and self-confidence. Music will also develop an understanding of culture and history through exposure to a wide range of musical styles, genres and composers. Children are able to enjoy music as a listener, creator and performer. They can analyse music and discuss their own understanding using appropriate musical vocabulary. They can sing and feel a pulse. Children will be inspired to pursue their own musical talents and interests as they enter the next Key Stage.



Self-Assessment

Area	Category	Description	RAG score and comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	
		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	
		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	
		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	
		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		
	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	
		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> 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> 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>
External organisations	<p><i>Links with external music organisations</i> Our children are offered a variety of peripatetic instrumentation lessons – weekly guitar, piano, drums and violin lessons (external providers). Children have the opportunity to perform on stage, individually and in an ensemble as part of our Performing Arts Showcase.</p> <p>Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches children how to play a rock instrument, or sing, as part of a band. The band takes part in termly performances where parents and the rest of the school can come and watch.</p>
CPD	<p><i>Music CPD</i> 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> 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.</p>

	<p>Our school choir sings at school events, at the University hospital during Christmas and at a local residential care home as well as singing at mass and celebration events regularly throughout the year.</p> <p>Once a year our children have access to performing their gifts and talents through Sacred Heart's Got Talent event.</p> <p>In May 15 year 6 children attended an afternoon of singing at Warwick university- 'Power in me'</p>
Communications	Using the school's Facebook page and website, we will inform parents of musical opportunities throughout the school year.
Budget, materials and staffing	<p>Our school have one music lead teacher who is offered time out of class to focus on music in school.</p> <p>The school subsidises music lessons for LAC children and PP children (on an individual basis)</p>

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	Music specialist to teach classes.	July 2025	
Singing	Continue with weekly whole school hymn practice, ensuring that music specialist leads regularly.	July 2025	
Instrumental/ vocal teaching	Continue with Rocksteady. Children learn instruments as part of an ensemble and perform. Look in to further instrumental teaching opportunities.	July 2025	
Inclusion	Give opportunities for all children- Rocksteady (bursary for PP children to join), school choir and performances. Continue to subsidise LAC and PP pupils where appropriate.	July 2025	
Wider involvement	Book CPD for music leaders. Book live music opportunities. MAC- musical performances.	July 2025	

