



St. Anne's Catholic Primary School Music Development Plan

<p>Vision and Intent</p>	<p>Plato once stated that: “Music is a moral law, it gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.” At St. Anne’s we believe in this message by providing a musical curriculum that allows for every child to have meaningful and purposeful musical experiences in their lessons. Our musical curriculum promotes the logical, spiritual and artistic talents of our pupils. Our key aim for our curriculum is ‘To engage and inspire pupils to develop a love of music and their talent as musicians’.</p> <p>Our students will perform, listen critically, sing, improvise, and compose music, gaining an understanding of musical elements as the fundamental building blocks of music.</p>		
<p>What do we include in our provision at St, Anne’s Catholic Primary School?</p>	<p>Our plan for delivering high-quality music education and supporting children’s progress.</p>		
		<p><i>Where are we now?</i></p>	<p><i>What will we do next?</i></p>
	<p>Curriculum (setting the foundation)</p>	<p>High-quality music lessons</p>	<p>Music is taught as part of our curriculum offer, as a blocked week each term, equivalent of one hour per week. .</p> <p>Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning to build upon year on year progression.</p> <p>Music is inclusive for all learners.</p>

<p>In the classroom and beyond the classroom</p>	<p>High quality music provision</p>		<p>Music is taught consistently for every year group across the year and is within every themed/planned timetable.</p> <p>In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing & Listening, Vocalising & Singing, Moving & Dancing, Exploring & Playing. Invitations to engage with sound are planned for and singing is integrated throughout the day.</p> <p>KS1 music turns musical play into playing musically.</p> <p>Pupils in KS1 are taught by class teachers, so aspects of learning can be revisited throughout the week. Planning is based on the Model Music Curriculum, using Get Set Music scheme. Class teachers are supported with resources/planning throughout each unit. This forms part of the monitoring process.</p> <p>KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music, spotting links between them and seeing the history of music develop.</p>	<p>Develop Early Years practice to include musical questioning.</p> <p>To review music progression maps and curriculum on a page to ensure in line with NC.</p> <p>To develop the use of technology in Music, through the use of iPad.</p>
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		<p>Vocal provision - 30-minute weekly singing assemblies, which focus on enjoyment and being part of a shared ensemble is rooted in skills development.</p> <p>Singing is used to support developing class ethos and to support learning across the curriculum. During Collective Worship time, children get the opportunity to sing and use their voice to praise.</p> <p>In school, we sing at times of celebration and massed events, for example, at church, Christmas concerts, talent shows etc.</p> <p>All staff have access to Get Set Music resources which helps to develop staff CPD in relation to singing and performance.</p>	<p>Including a greater number of songs in different languages/genres.</p>
		<p>Listening Curriculum – Co-curricular</p> <p>Across all year groups, a listening curriculum is implemented by class teachers to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds. Listening to music features in variety of ways, not only in Music lessons but also, for example, during morning tasks, creative writing, RE, Shared Reading and PE. Pupils get a chance to comment and discuss pieces of music in a variety of subjects.</p>	<p>Continue to ensure equal balance between male/female and diverse range of composers/musicians</p>
		<p>Performance opportunities</p> <p>Music outcomes are often shared and performed either live to parents, SLT, Board of Governors and other pupils or recorded and shared with families via 'X' and the school website. For example, our Y4 pupils perform at least twice during the year for</p>	

		<p>staff and parents, Christmas concerts are performed to pupils, staff and Board of Governors.</p> <p>Music/Drama performances – Early Years Christmas Story for Families, Year 1, 2 and 3 - Christmas KS1 and KS2 nativity to parents, pupils, staff and Board of Governors, Our School Choir Christmas performance in Tesco, Weightman’s Solicitors, and Residential Homes , Concerts for parents, staff and pupils – Christmas, Easter and End of Year and Year 6 Leavers production. All classes take part in an End of Year Celebration Assembly in church.</p> <p>Throughout the year, classes have the opportunity to showcase their performance skills in a variety of ways.</p>	
	KS2 instruments- currently Ukulele	<p>Large classroom is used and high quality instruments (tuned and untuned) are available with support from Resonate.</p> <p>Displays to support learning – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names and graphic notation ideas.</p>	Continue annual health and safety check and re-stock as needed.
	Communicating with parents	<p>Music at St. Anne’s Catholic Primary School on school website sets out Intent, implementation and impact and curriculum coverage.</p> <p>Parents are kept up to date with daily news by:</p>	

		<p>Music news on school website.</p> <p>Facebook/twitter updates.</p> <p>Monthly school newsletter</p> <p>Weekly Headteacher letter</p> <p>Visits into school to share with learning and learning outcomes.</p>	
	Transition	<p>Nursery</p> <p>Links made again with St. Anne's Catholic Primary School offering support if desired. St. Anne's Catholic Primary School EYFS use the document Birth to 5 Matters in line with school Early Years planning with a focus on communication, language, physical development, literacy, expressive arts and design.</p>	<p>Transition: plan singing sessions during transition day for Nursery children</p>
		<p>Secondary</p> <p>Pass on information about instrumental learners.</p> <p>Use of infant hall/church for final concerts with parents invited (Leaver's Mass/Leavers Assembly/).</p>	<p>Contact secondary schools and discuss transition unit</p>
	Annual action plan	<p>Each year areas identified to move music on and maintain high priority.</p>	<p>Continue to develop the teaching of Music in St. Anne's</p>

Beyond the classroom	Co-curricular	Instrumental learning	<p>Free instrumental group lessons for KS2 children on a rolling program. Resonate Music Studios :: Resonate :: The Music Education Hub for Liverpool (resonatehub.co.uk) Taught by one specialist teachers through Resonate.</p> <p>Performance opportunities –we use the variety of online concerts on offer through Resonate and local events e.g. ISING, Philharmonic.</p>	Continue to signpost ensemble opportunities outside school community
		Vocal and Ensemble	<p>After school choir for Y2 upwards is free, inclusive and open to all, adult provision offered for any pupils who need 1:1 support.</p> <p>Choir performances at Tesco, Weightman’s Solicitors, local residential homes, church, and the local community.</p> <p>Vocal performances are held at many events and parents are invited to attend all concerts.</p>	Further development of Choir/singing talents across whole school.
		Progression strategy	<p>Buildup of skills is well planned and progression maps identify key learning, vocabulary. These are readily available on our school website.</p> <p>Instrumental learning inclusive for ALL pupils. Adaptions made where needed for SEND/EAL children. Children identified for external groups and parents signposted where appropriate.</p> <p>Instrumental learning is also shared with secondary schools.</p>	

	Enrichment	<p>Live performances</p> <p>Cultural capital experienced through: Hearing live music performed through online concerts hosted by Resonate.</p> <p>Opportunity to perform in a range of venues – for example, Food banks, residential homes, supermarkets, community centres, local churches and in school.</p> <p>Christmas Service in church – all children share in this service.</p> <p>Easter service in school – all children share in this service</p> <p>Continue strong working relationship with Resonate Music Hub</p> <p>Trips/visits planned to local theatres/venues to support musical experiences.</p>	
		<p>Career pathways</p> <p>Continue to identify music careers through learning in classroom and external experiences.</p> <p>Signpost parents to opportunities outside of school.</p>	
		<i>Where are we now?</i>	<i>What will we do next?</i>
Leadership	Executive Principle/ Governors	Supportive SLT who believe in power and value of music education. Free instrumental provision and music specialist teacher and included in annual budgets by Headteacher.	Identify any other opportunity for Music outside the classroom.

	Subject Leader	Enthusiastic subject leader. Access to CPD throughout the year: national – Resonate, network and LCC events (Ofsted sessions, challenge sessions), independent reading of research and thinking.	
	Teachers	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.	Continue with CPD training and termly support for all teaching staff.
	Pupils	<p>Pupils who love music, who value enrichment opportunities and love musical learning.</p> <p>They say:</p> <p>I like when we use the glockenspiels and when we sing because I love listening to everyone's voices.</p> <p>Learning how to play instruments that I've never played on before.</p> <p>I love our daily piece of music and Friday music.</p> <p>I love attending concerts in school and outside, we went to Eurovision, it was amazing.</p> <p>I love playing the different notes in music lessons.</p>	Continue to gather Pupil Voice and act upon the feedback given.
Communities & Partnership	<i>Where are we now?</i>		<i>What will we do next?</i>
	<p>Resonate Music Hub – very strong working relationship. Take advantage of free opportunities and work together.</p> <p>School community – support musical events.</p> <p>Continue to explore other schools and networks for ideas to develop our music offer further.</p>		<p>Find more opportunities to perform within the community, invite community members in to perform to our children.</p> <p>Parents in to support with topics</p>

	Performances at local residential homes, community centres and food banks throughout the year.	Continue to signpost external family events to support parents with musical learning.
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Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	1 st September 2024
Date this summary will be reviewed	21 st July 2025
Name of the school music lead	Kate Brown
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Resonate Liverpool
Name of other music education organisation(s) (if partnership in place)	Get Set Music scheme of work/online resources Resonate Liverpool