

**St Hugh's Catholic Primary School  
Music Development Plan 2024 -25**

**Vision and Intent**

At St. Hugh's Catholic Primary School, we strive to cultivate a lifelong love of music in our students by fostering a musical atmosphere enriched with diverse, high-quality musical experiences that engage and inspire. Our music curriculum emphasises creativity, curiosity, and excitement, helping children develop self-confidence, self-esteem, and collaborative skills. We aim to build a curriculum centred around musical sound, providing a progressive pathway for every child. Musical opportunities will support students' mental health and offer them a means to express their emotions. Our students will perform, listen critically, sing, improvise, and compose music, gaining an understanding of musical elements as the fundamental building blocks of music.

<b>Our plan for delivering high-quality music education and supporting children's progress.</b>		
Curriculum - Where are we now?		What will we do next?
<b>High-quality weekly music lessons</b>	<p>Singing Specialist employed by the school for 1 hour a week (for Key Stage 2).</p> <p>Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning.</p> <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable. Music is taught for 1 hour every week.</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 &amp; Listening, Vocalising &amp; Singing, Moving &amp; Dancing, Exploring &amp; Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day.</p> <p>Structured, 45-minute, music lessons are delivered weekly following a half termly theme and using Charanga.</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 Charanga's   Music Curriculum. Class teachers are supported throughout each unit and with termly CPD lead by the Music Lead.</p> <p>Learning in KS1 includes tuned and untuned percussion.</p>	<p>Continue to develop plans to suit the needs of pupils.</p> <p>Use pupil voice and subject monitoring to develop key focuses in planning.</p> <p>Support Early Years staff to plan topics across the four musical areas on new grid.</p> <p>Develop Early Years practice to include musical questioning.</p> <p>Explore opportunities for music tech and create a knowledge progression for music tech. Implement use across the school.</p> <p>Use music tech appropriately for all pupils, to make their own choices about independent listening.</p> <p>To develop the use of technology in Music, through the use of iPads.</p>

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	<p>KS2 music is taught by class teachers, with exception of singing in Years 4 and 5, and 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>Pupils in KS2 have music lessons for an hour a week, using Charanga's Model Music Curriculum. Learning in KS2 includes using tuned percussion and woodwind instruments. Children who excel in UKS2 have the opportunity to learn a brass instrument from a professional brass tutor.</p>	<p>Increase use of recordings for reflection and self-evaluation.</p> <p>Staff CPD and training on use of iPad/recording and what to use for it.</p> <p>Create, share and embed list of questions to use for reflecting critically on learning.</p>
<p><b>Vocal provision</b></p>	<p>Year 4 and 5 have 1 x 30-minute singing lesson per week with a professional chorister.</p> <p>30-minute weekly singing assemblies, which focus on enjoyment and being part of a massed choir 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>At school, we sing at times of celebration and massed events, for example, at church, Christmas concerts, Easter talent shows etc.</p> <p>All staff have access to Charanga resources which helps to develop staff CPD in relation to singing and performance.</p>	<p>Including a greater number of songs in different languages</p> <p>Implement a termly choir club for KS2</p> <p>Implement a singing club for KS1</p>
<p><b>Listening Curriculum – Co-curricular</b></p>	<p>Using Charanga's Music Curriculum, all KS1 and KS2 pupils are exposed to, and discuss, 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, RE, and PE.</p>	
<p><b>Performance opportunities</b></p>	<p>Music outcomes are shared and performed live to parents, SLT, Governors and other pupils through termly music performances.</p> <p>Music/Drama performances: Early Years and Y1 Christmas performance; Y2 and KS2 Christmas performance; various classes performing to Chatham Nursery; Y4 and Y5 performing as part of a 'super-choir' at Liverpool Metropolitan Cathedral twice a year; in class performances to peers; class assemblies and collective worships.</p>	<p>Record in-lesson performances to share with other classes, as well as promote best practice across the school.</p>

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<b>Music resources</b>	<p>Large upstairs room designated for brass musical learning.</p> <p>High quality instruments (tuned and untuned) are available with names and images to support knowledge for children and staff, including a recorder for each child in KS2</p> <p>Charanga Music Curriculum (plus all other resources available on the Charanga website)</p>	<p>Continue annual health and safety check and re-stock as needed.</p> <p>To develop working walls 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>
<b>Communicating with parents</b>	<p>The music page St Hugh's Catholic Primary website sets curriculum coverage.</p> <p>Letters, emails and texts.</p> <p>Visits into school to share with learning and learning outcomes.</p>	<p>Develop a 'Music News' area on the main page of the school website</p>
<b>Transition</b>	<p>Nursery - We are part of a federation with Chatham Nursery School, who 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>During transition days, music is used as a tool to promote a safe, calm and welcoming environment for the children.</p> <p>Secondary - Pass on information about instrumental learners</p> <p>Leaver's Assembly</p>	<p>Transition: plan singing sessions during transition day for Nursery children</p> <p>Contact secondary schools and discuss transition unit</p>
<b>Annual action plan</b>	<p>Use of data to identify key areas of development</p>	<p>Continue to develop the teaching of Music in St Hugh's</p>
<b>Co-curricular</b>		
Instrumental learning	<p>Parents are sign-posted to free instrumental group lessons provided by Resonate Music Hub - <a href="https://resonatehub.co.uk">Resonate Music Studios: Resonate: The Music Education Hub for Liverpool (resonatehub.co.uk)</a> Taught by three specialist teachers through Resonate.</p> <p>15 x pupils in Y5 and 6 who are working at GD (or nearing GD) are offered free specialist tuition on a brass instrument.</p> <p>Performance opportunities –termly concerts.</p>	<p>Ensure all teacher are aware of, and signpost, ensemble opportunities outside school community</p> <p>To explore opportunities for musicians to provide live performances in school</p>

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<b>Beyond the classroom</b>		
<b>Vocal and Ensemble</b>	<p>Choir for Year 4 and Year 5 children (forms part of the curriculum, but performance opportunities expand beyond the classroom)</p> <p>Vocal concerts for all Year groups termly, parents are invited to attend all concerts.</p>	
<b>Progression strategy</b>	<p>Buildup of skills prior to first access instrumental learning. Includes exploring untuned percussion in EYFS, glockenspiel teaching in KS1, recorder teaching in KS2 and brass for some UKS2 pupils. Includes rhythm notation teaching (Y1) and beginning of staff notation referring to pitch in Y2 in preparation of woodwind instruments in KS2.</p> <p>Instrumental learning inclusive for ALL pupils. Adaptions made where needed for SEND/EAL children.</p>	<p>In school ensemble opportunities to be mapped out as part of provision. To identify children for external groups and parents signposted.</p> <p>Instrumental learning to be shared with secondary schools.</p>
<b>Enrichment</b>		
<b>Live performances</b>	<p>Cultural capital experienced through:</p> <p>Opportunity to perform in a range of venues – for example, nurseries, churches, the Metropolitan Cathedral and in school.</p> <p>Christmas Service– all children share in this service.</p> <p>Easter service in school – all children share in this service</p>	<p>Hearing live music performed through online concerts hosted by Resonate.</p> <p>To develop a strong working relationship with Resonate Music Hub</p>
<b>Career pathways</b>	Continue to identify music careers through learning in classroom and external experiences.	Signpost parents to opportunities outside of school.
<b>Executive Headteacher Governors</b>	Incredibly supportive Headteacher who believes in power and value of music education. Instrumental provision, Charanga resources and music specialist teacher are included in annual budgets by Headteacher.	Identify any other opportunity for Music outside the classroom.
<b>Subject Leader</b>	Experienced subject leader with a music background. Access to CPD throughout the year: national – Resonate, SIL, independent reading of research and thinking.	
<b>Teachers</b>	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.

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<b>Pupils</b>	<p>Pupils who love music, who value enrichment opportunities and love musical learning.</p> <p>Pupils have said:</p> <p><i>'I enjoy singing because I can sing along to instruments' (Y1)</i></p> <p><i>'I enjoy music because it makes me feel alive!' (Y2)</i></p> <p><i>'My favourite thing is playing instruments, because I know that if I don't give up I will get better' (Y3)</i></p> <p><i>'I like the performances because I get to show my parents my talents' (Y4)</i></p> <p><i>'I enjoy being able to practice with my friends – especially trumpets -because we can help each other get better with the notes we use' (Y5)</i></p> <p><i>'I like learning about different genres of music – it helps me to pick what styles of music I like and to have a better connection to music' (Y6)</i></p>	<p>Continue to gather Pupil Voice and act upon the feedback given.</p>
<b>Communities &amp; Partnership</b>	<p>Charanga</p> <p>Resonate Music Hub (professional brass tutor).</p> <p>School community – support musical events.</p> <p>Performances at venues in local area.</p>	<p>Resonate Music Hub – very strong working relationship. Take advantage of free opportunities and work together.</p> <p>Invite community members in to perform to our children.</p> <p>To ensure all staff are able to signpost external family events to support parents with musical learning.</p>
<b>Detail</b>		<b>Information</b>
Date this summary was published		1st September 2024
Date this summary will be reviewed		July 2025
Name of the school music lead		Thomas Mair
Name of school leadership team member with responsibility for music (if different)		Andrea Flood
Name of local music hub		Resonate Liverpool
Name of other music education organisation		Charanga & Resonate Liverpool