

**Music Development Plan 2024-2026**  
**Sacred Heart RC Primary, Gorton**

**Overview**

<b>Detail</b>	<b>Information</b>
Academic year that this summary covers	2024-2025
Date this summary was published	2024
Date this summary will be reviewed	2025
Name of the school music lead	Mrs Katy Enright
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Manchester
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**

Here at Sacred Heart, our children participate in a weekly session taught by a class teacher using a scheme of work called “Charanga”.

Charanga provides teachers with week-by-week lessons for each year Key Stage, from Nursery to Year 6. We also have a dedicated planning cycle for our Butterflies Class (SEN).

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music: Listening and Appraising, Musical Activities, Warm-up Games, Optional Flexible Games, Singing, Playing instruments, Improvisation, Composition, Performing.

As well as making sure we teach the concepts of pulse, rhythm, pitch, dynamics, temp, timbre, structure, texture and notation.

Charanga enables our children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

The planning is informed by the model music curriculum (March 2021). In KS2 lessons are taught for longer sessions and taught alternate half terms.

Lessons are a minimum of 40 minutes and are taught by class teachers. The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Primary Music scheme has been designed as a spiral curriculum with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught musical notation and how to compose 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. As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term. Music is taught as a discrete lesson usually lasting 40 mins. We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Planning - On Charanga, our medium term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS. The medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2. Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. Our Butterflies class have a cycle of planning to follow which develops some of the key elements of musical knowledge.

Assessment - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes. Assessments are used diagnostically by teachers to evaluate learning and inform future teaching. At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

Resources - We have a range of percussion instruments. There is a central store of:

- percussion instruments
- glockenspiels
- songbooks/ CDs

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students.

Further Curriculum Learning:

We regularly hold weekly singing assemblies/ and attend Mass in each Key Stage One and Two, where we continue to develop our love of music in a shared space, coming together.

We Can Play Scheme:

Children in KS2 have the opportunity to learn an instrument (ukulele), as a whole-class ensemble taught by music specialists from Manchester Music Service as part of the "We Can Play" programme.

"Join In" Programme:

LKS2 have had specialist teaching from The Chethams School of Music department in the "Join in" scheme, which is weekly, interactive zoom sessions, with professional musicians leading the lesson, with children fully participating.

As a Catholic school, music is an important part of our faith and music brings together our children and staff as one family. It also allows us to make connections with our parish.

## **Part B: Extra-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.

Pupils in Key Stage 2 have the opportunity to be in the choir who meet weekly and are led by music specialists or musicians on staff.

We have strong links with our Parish, Sacred Heart. Our choir will often sing at Mass and special events.

The choir regularly sing within the community and at The Dell, Gorton Parks nursing homes.

Ukulele club takes place weekly led by a music specialist.

Parents are encouraged to access local music hubs for music outside of school.

## **Part C: Musical experiences**

### Musical Experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music. Music is incorporated into a variety of activities and events within school, such as weekly Collective Worships, weekly Worship through Song sessions, classroom routines and special celebrations. Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use Music in real life and academic contexts e.g. History, PE.

We have been fortunate enough to perform at the RNCM Showcase, The Big Sing and Sing Arounds.

We have worked collaboratively with musical workshops such as The Sixteen Choir and Manchester Camerata project.

## In the future

See our school Music Action Plan 2024 for further details.

Embed the new Charanga Curriculum within teaching and ensure teaching of music is effective from EYFS to Yr 6.

CPD – plan CPD for classroom teachers to increase confidence in teaching music in the classroom using Charanga.

Links with external music organisations – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert.

Performance opportunities – broaden the range of performance opportunities for children in school and beyond for parents to attend: class music assemblies for parents showcasing music curriculum, Nativities and Key stage productions.

Offer Extra Curricular Clubs for music related skills – choir, recorder club. School orchestra/ ensemble – build uptake of instruments to work towards a small school orchestra. Attempt a music ensemble paid for by children to be run by a visiting music teacher.

Additional funding from hub/charities/fundraising – proactively try to find additional funding for music (e.g. local charities; fundraising in school from performances etc.)