

# Music development plan: Holy Cross Catholic Primary School

2024-2025



## Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	27 <sup>th</sup> September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs Jennifer Allen
Name of school leadership team member with responsibility for music (if different)	Mrs Sandra Power
Name of local music hub	Thurrock
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

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Music is taught weekly at Holy Cross Catholic Primary School and the full curriculum coverage is published on the school website. Our curriculum map is published on our website alongside our skills and knowledge progression on –

### [Holy Cross Music](#)

At Holy Cross, we follow the Charanga Music Scheme and teach it each week using discrete lessons and through weekly hymn practice. This is an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Each Unit of Work at Holy Cross comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities - Warm-up Games, Singing, Playing instruments, Improvisation and Composition
3. Performing

At Holy Cross Catholic Primary School we enable 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.

At Holy Cross Catholic Primary School, musical teaching and learning is not neat or linear. The strands of musical learning 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. Mastery within music at Holy Cross, means both a deeper understanding of musical skills and concepts and learning something new.

We provide weekly opportunities for pupils to learn new musical instruments through years 4 and 5 accessing weekly music lessons in guitar and ukelele. Children in years 3 and 4 incorporate learning the recorder through their weekly lessons. In addition, children across the schools are invited to access peripatetic lessons and Rockband sessions with a high uptake across the school.

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 (2014). 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.

Knowledge organisers - Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key sticky knowledge.

Planning - Our medium term plans shows 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 Music curriculum is adapted for our SEND pupils following our SEND policy and approach, which can be found on the SEND section of our website –

[SEND at Holy Cross](#)

### **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 teaching and by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development. 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 on Target Tracker / Sonar.

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

- percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- keyboards & a piano
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- ukeleles

## **Part B: Co-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.

Through our partnership with Thurrock Music Academy, we provide weekly opportunities for pupils to learn new musical instruments through years 4 and 5 accessing weekly music lessons in guitar and ukelele. Children in years 3 and 4 incorporate learning the recorder through their weekly lessons. In addition, children across the schools are invited to access peripatetic lessons and Rockband sessions with a high uptake across the school. The lessons vary from guitar, keyboard, violin and singing. An increasing proportion of pupils are involved.

During the course of the year, pupils in Key Stage 2 also have the opportunity to perform with our school choir at Holy Cross Catholic Church and for fundraising at local garden centres, shopping centres.

## Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

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.

Across all key stages, children have a range of opportunities to experience live musical theatre performances through Rockband performances and theatre performances and to take part in musical performances, such as Thurrock Music Festival, Christmas plays and nativities, Year 6 Summer performance, and Arts focused outcome events.

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. Music is incorporated into a variety of activities and events within school, such as weekly assemblies, singing assemblies, classroom routines and special celebrations.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition. Parents and carers actively support music making, through support at events and through home learning.

## In the future

This is about what the school is planning for subsequent years.

Pupil Premium - update the register of Pupil Premium children engaged in extra-curricular music activities; review budget and ensure equality of provision for children who cannot afford to access paid-for provision.

CPD and capacity planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery.

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: Young Voices, Spring Music

Showcase Concert – for visiting music teachers' students, choir and music ensemble; class music assemblies for parents showcasing music curriculum music; Nativities and

class/key stage productions. School orchestra/ ensemble – build uptake of instruments to work towards a school orchestra.

Musical engagement with feeder secondary schools– look for opportunities to work with feeder secondary school for transition.

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