



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



St Joseph's Catholic Primary School Music Development Plan 2024–25

Academic Year	2024–25
Date Published	September 2024
Date to be Reviewed	June 2025
Music Lead in School	Claire Lester
Music Leadership in HFCMAT	Laurie Smith
Music Hub	Love Music Trust/Edsential

Our HFCMAT Vision

Our belief is that music learning works best when young people are actively involved in making music. All students across our schools will experience music as a normal, everyday activity. Students will make music through singing, performing, composing and listening to music. Our students will participate in musical performances as both performers and audience members. We want to help more young people from disadvantaged backgrounds to be able to access music making and have the opportunity to learn an instrument encapsulating our Trust principle that *a child's start in life need not determine their future.*

Our HFCMAT Goals

1. All students will experience excellent music teaching in the classroom, with a focus on practical music making, developing instrumental skills, musical knowledge and an understanding of how music works.
2. All students will have the opportunity to learn an instrument, with whole class instrumental tuition during curriculum music, opportunities to take this further through peripatetic lessons and to take part in bands, ensembles and choirs before school, during lunchtime and after school.
3. Students participate in a series of musical events throughout the year, from assemblies, concerts, Mass, whole school musicals, trips, and Trust wide events.



Part A – Curriculum

The music curriculum in HFCMAT schools is unashamedly ambitious. It has been meticulously planned to ensure we have considered ambition in terms of our students’ musical development rather than the range of musical opportunities on offer. The principal aim of the music curriculum is to develop students’ musical understanding.

The three main strands of the curriculum are as follows: listening and responding, performance and composition, all of which are underpinned by a sound and comprehensive knowledge of the interrelated dimensions of music.

Each of these strands are interrelated and are ordered accordingly. By listening to an existing performance or recording of a piece of music it provides an essential grounding prior to any performance of that music. Once a child has listened and performed a particular style of music, this can then help inform and inspire the composition of their own new music.

Our HFCMAT primary curriculum builds on skills and each topic is clearly planned to continue the musical development of the child. Throughout KS1 and 2 students develop their musical habits through a broad range of topics, each one designed to build on skills learnt in the last one. By the end of KS2 students are equipped with the musical skills needed to succeed in their musical journey in KS3. An overview of our curriculum at St Joseph’s can be seen below.

	Autumn Term	Spring Term	Summer Term
EYFS	Everyone - Charanga Concert	Our World Charanga- Glocks Singing Thea	BBC schools Jack and the beanstalk 'No Place Like' BBC 10 Pieces
Year 1	Rhythm in the way we walk Charanga Concert	BBC schools Little red riding hood/ Famous people BBC Ten Pieces 'Mars' by Holst -Ocarina	Round and round - Charanga- Ocarina Singing Thea
Year 2	Hands, Feet, Heart -Charanga Concert	BBC schools GFOL/ Guy Fawkes Singing Thea	Charanga - I wanna play in a band- Glocks BBC Ten Pieces The Lark Ascending- Ocarina
Year 3	Let your spirit fly - Charanga- Glocks Singing Thea	3 little birds - Charanga- Glocks BBC schools - Treasure Island- optional	BBC Ten Pieces Vivaldi- Winter (Ocarina) Concert
Year 4	Mamma mia - Charanga- Glocks Singing Thea	BBC schools - Rockin Romans - optional BBC Ten Pieces Delia Derbyshire Dr Who	Black bird - Charanga Recorders concert
Year 5	Livin on a prayer - Charanga- Glocks BBC - Viking Saga songs/ angl saxon songs- optional	The Fresh Prince of Bel Air - Charanga- recorders	BBC Ten Pieces Igor Stravinski- Firebird Singing Thea concert
Year 6	Happy - Charanga - Glocks BBC Ten Pieces Hans Zimmer Earth- Recorders	'Classroom Jazz' Charanga- Recorders	Concert

All students have 1 lesson per week in KS1 and 2 and regularly take part in whole school singing in assemblies and through directed singing in partnership with the Diocesan music program. This is to ensure we are meeting the requirements of the National Curriculum and the aims of the model music curriculum. Throughout the KS1 and 2 curriculum students develop both singing and instrumental skills on glockenspiels, recorders and ocarinas, our provision is further enhanced with Edsential whole class music provision on ukule. A full progression map of the skills learnt can be seen below.

	Building Blocks			Strands of Learning				
		Pulse	Rhythm	Melody and Notation	Active Listening	Composing and Improvising	Performing	Singing
Developing a sense of pulse and rhythm	EYFS							
	Year 1	Keep a steady pulse in a group and be able to pick out 2 different tempos in music NC1.3/NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/NC1.4	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music rhythm grids NC1.1/NC1.2/NC1.4	Identify musical features in a range of high quality live and recorded music; replicate different rhythms heard NC1.3/NC1.4	Improvise simple rhythms based on given stimuli (eg rhythm grids) NC1.2	Play basic rhythms on untuned percussion instruments and body percussion NC1.2	Sing simple songs and folk tunes with and without accompaniment or backing tracks NC1.1
	Year 2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (4/4 and 3/4) NC1.3/NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crochets, quavers and minims) NC1.2/NC2.1/NC2.3	Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crochets and minims NC1.1/NC1.2/NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Sing simple songs and folk songs in rounds NC1.1
Adding to melody, pulse and rhythm	Year 3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/NC2.3	Perform rhythms that are longer than 2 bars using crochets, quavers, minims and their rests NC2.1/NC2.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crochets, quavers, minims and rests) NC2.1/NC2.2/NC2.3/NC2.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/NC2.5/NC2.6	Create basic 3 note tunes and simple rhythms using crochets, quavers, minims and their rests NC2.2	Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Sing songs and rounds whilst accompanied by ostinatos from the group NC2.1
	Year 4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4, and 4/4 time signatures using different tempos and playing against different rhythms NC2.1/NC2.3	Perform pieces with at least 2 rhythms happening together, recognise and clap back rhythms using single quaver rests NC2.1/NC2.3	Perform and compose using 5 pitched notes or 4 chords NC2.1, NC2.2/ NC2.3/ NC2.4	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ parts at the same time NC2.1/NC2.3/NC2.5/NC2.6	Improve and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Perform 5+ note melodies or 4+ chords and more complex rhythms on tuned instruments NC2.1	Sing pieces in 2 parts that have contrasting melodies and counter melodies NC2.1
Developing as a musician	Year 5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/NC2.2/NC2.3/NC2.4	Whilst listening, pick out and perform syncopated and off beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/NC2.5/NC2.6	Create 4 bar melodies (in different tempos and time signatures that can be performed and include some off beat rhythms NC2.2/NC2.5/NC2.6	Perform 5-8 note melodies or developed chord progressions (eg 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1
	Year 6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/NC2.3	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and in 3 different tempos NC2.1	Perform and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4	Talk about the key features of music including: tempo; metre, instrumentation and melody. Understand the key features of at least four different types/genres of music NC2.1/NC2.3/NC2.5/NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, temps and time signatures NC2.2/NC2.5/NC2.6	Perform confidently and accurately individually and as part of a group NC2.1/NC2.4	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/NC2.4

Special Educational Needs & Disabilities

At St Joeseph's, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes. The **'Supporting Every Student in Music'** document outlines potential barriers that students with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers.



“Next to the Word of God, the noble art of music is the greatest treasure in the world” . Martin Luther

EMPIRE THEATRE PRESENTS



"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." Plato

Assessment in Music

Assessment in music lessons at St Joseph's is continual, **formative** and focussed on supporting students to develop their musical skills. Teachers are supportive and encouraging during practical activities and in the moment feedback will often be the most effective form of developing students musical skills. Teachers often have formative, developmental dialogue, hearing what is going on in their classroom and adapting their teaching to suit the needs of the students. We believe that feedback should require the student to do more, not the teacher. We do not expect extensive written feedback to appear in KS2 verbal feedback does not need to be recorded, and there does not need to be photographic evidence of students playing musical instruments. This will distract the teacher from being able to give feedback which is actually helpful to the student on their musical journey.

Summative assessment should only be done for every 10-15 hours of music lessons. We expect this to be done once per term. At this point it would be good to capture students' work in an audio or video format. Summative assessment should be focussed on the intent of the curriculum and used by staff in schools and at Trust level to determine if students are learning the curriculum as we intended them to. This gives us the opportunity to test if our curriculum has worked - can students do what we had planned? If not, what do we need to change for next time? This ensures our curriculum is not set in stone, but a constant ongoing and evolving plan, clearly focussed on developing our students musical skills.

Curriculum Next Steps:

- Our new curriculum will take a number of years for students to reach year 6 with the development of skills that we are aiming for. As this becomes more established across the school we want to develop our curriculum so it goes beyond the level of the National Curriculum and seeks to address social disadvantage by addressing gaps in knowledge, skills and experiences to enhance the curriculum.
- Continue to develop the compositional skills of our students
- Work collaboratively with the Trust director of music to develop staff in their musical understanding.
- Give all students in the school the opportunity to learn a musical instrument in their music lessons.
- Develop staff confidence and musical understanding to ensure all students are able to secure good progress in music.
- Ensure summative assessment fully informs our curriculum and that our curriculum evolves and develops to meet the needs of our students

Part B – Co-Curricular Music

Students at St Joseph's are able to further their musical and instrumental skills by having an additional instrumental lesson each week. Instrumental tuition is currently available on the following instruments:

WOODWIND (flute, clarinet, oboe, saxophone, bassoon)

BRASS (trumpet, cornet, euphonium, tuba, french horn, trombone etc...)

GUITAR (electric, bass, acoustic)

STRINGS (violin, viola, cello, double bass)

PERCUSSION (drum kit, orchestral percussion)

PIANO and VOICE

Students can receive a 20-minute lesson on their chosen instrument each week, with the lessons taking place during the school day.

In addition to the lessons taking place in school time, our students will also have free access to the Wirral Schools' Music Ensembles that take place during evenings and weekends. More details of these groups can be found at www.edsential.com. Learning to play a musical instrument has many proven benefits, such as;

- Improving hand eye coordination & fine motor skills
- Improving maths, reading and comprehension skills
- Encouraging responsibility, perseverance and discipline
- Encouraging self-expression
- Building self confidence
- Providing a constructive outlet for stress





Music is an extremely important part of school life at St Joseph's and our students have many opportunities to enhance their musical experiences outside of the classroom. There is a thriving school choir, whole school singing and termly concerts arranged for students to show their musical talents to the wider community. These activities take place during lunchtime and are popular with our students.

Our school choir regularly perform both in school and in the local community, supporting liturgical celebrations, concerts and also perform at the HFCMAT Christmas celebration at Metropolitan Cathedral in Liverpool. We regularly perform at the Oxton Lights Switch on, Secret Gardens and the New Brighton Arts Festival.

Co-Curricular Next Steps:

- Provide opportunities for students from disadvantaged backgrounds to access instrumental tuition
- Increase the number of students taking part in extracurricular activities
- Increase the number of students learning to play an orchestral instrument
- Increase the variety of musical styles and genres within our extra curricular provision

Part C – Musical Experiences

Throughout the year our students have the opportunity to perform at a number of live music events and musical experiences, a calendar of the events planned for this academic year are below.

We are proud to work in partnership with the Liverpool Empire and our students have taken part in workshops and performances as part of this. Students have also had the opportunity to see live theatre performances as part of our partnership.

September – Care for Creation Festival

November – Rehearsals across all schools for Trust Christmas celebration at Liverpool Metropolitan Cathedral

December – HFCMAT Carol Service / St Joseph’s Carol Service/Nativity/Oxton Christmas Lights Switch on/Oxton Markets

March – Rehearsals across all schools for Trust Easter celebration / End of Term concert / Performance in collaboration with the Liverpool Empire

April – Trust Wide Easter song recorded

June – World Music Day

July – HFCMAT Summer Arts Festival/Year 6 transition activities/Theatre Club Musical

Musical Experiences Next Steps:

- Develop our partnership with our hub ‘Love Music Trust’ to give our students wider opportunities to play in musical ensembles that differ to those on offer at school
- Develop opportunities for the parents and wider community to get involved in music making
- Develop links with secondary schools to inspire students to take up a musical instrument

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go for support beyond the school. Please find this [here](#).



JOSEPH'S PRIMARY SCHOOL

