

# Music development plan summary: Our Lady of Fatima Catholic Primary School

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Mr John-Paul Shanahan
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Music Service – Services for Education
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 in class every week and is informed by the model music curriculum (March 2021). Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology

appropriately and have the opportunity to progress to the next level of musical excellence

- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music.

**Planning** - teaching is supported by specialist planning through the Kapow curriculum scheme of work. Each class teacher uses the scheme and adapts it to ensure every child, including those who are disadvantaged, can access and enjoy music within our school. Sequencing and progression are clear and vocabulary is consistent and also progressive. Lessons are a minimum of 45 minutes and are taught by class teachers.

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. As well as being taught discretely, we encourage music to have a place and a purpose across the curriculum, from songs about periods in history, to maths raps to help recall times tables.

**Inclusion** - 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. This also celebrates the diverse nature of our school and highlights and celebrates children's heritage from other countries.

**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.

**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.

**Assessment** - Ongoing Assessment for Learning (AfL) practices within class and following Rosenshine's Principles ensure positive outcomes and progress. Video and audio footage is taken at the end of a unit of work to ensure teachers can assess the children's 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. 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. Formative and summative assessments are recorded on our assessment tracker.

**Resources** - We have a range of resources.

There is a central store of:

- large percussion instruments
- xylophones & glockenspiels
- keyboard and piano
- Christmas Production packs
- CDs and electronic music library
- music stands
- recorders
- guitars

## 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.

Our Ensemble group meet weekly after school. They are provided with regular opportunities to perform using our links with the youth orchestra.

## 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.

This musical learning is further supplemented by musical experiences:

- . weekly, whole school assemblies,
- . singing in hymn practice at least every fortnight,
- . singing during Mass on average once a fortnight
- . children from Reception to Year 6 are included in an annual musical showcase performance, where all the instruments learned in lessons and songs learned are celebrated with the whole school and parents,
- . singing at Masses and Sacramental celebrations outside of school,
- . Christmas Nativity plays and concerts with singing for the whole school,
- . Holy Week and Easter services with liturgical singing for the whole school,
- . themed assemblies throughout the year where the whole school and parents gather and the school choir will perform,

Online workshops with the City of Birmingham Symphony Orchestra.

Overall, we provide a variety of opportunities for our children to have musical experiences.

## In the future

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

- . Choir – establish a school choir
- . Pupil Premium – review budget and explore opportunities for musical tuition for Pupil Premium children who cannot afford to access paid-for provision.

- . CPD and capacity planning – plan further CPD for classroom teachers to increase confidence in delivery.
- . Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.

## Further information (optional)

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 to for support beyond the school.