

## Music development plan summary: Our Lady of Pity RC Primary School

### Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	February 25
Date this summary will be reviewed	July 25
Name of the school music lead	Helene Lockett
Name of school leadership team member with responsibility for music (if different)	Laurie Smith (HFCMAT)
Name of local music hub	Edsential
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.

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 Our Lady of Pity can be seen below.

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 and djembe drums as well as a vast selection of untuned percussion instruments. Our provision is further enhanced with Edsential whole class music provision on ukulele. A full progression map of the skills learnt can be seen below.

### Special Educational Needs & Disabilities

At Our Lady of Pity, 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.

### Assessment in Music

Assessment in music lessons at Our Lady of Pity 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 normally on Balance. 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 Our Lady of Pity 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 and children are encouraged to work towards medals and grades:

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

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

GUITAR (electric, bass, acoustic)

STRINGS (violin, viola, cello, double bass)

PERCUSSION (drum kit, orchestral percussion)

## PIANO

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.edsentia.com](http://www.edsentia.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 Our Lady of Pity and our students have many opportunities to enhance their musical experiences outside of the classroom. There is whole school singing and concerts arranged for students to show their musical talents to the wider community. Our school choir regularly perform both in school and in the local community, supporting liturgical celebrations, carol singing, concerts and also perform at the HFCMAT Christmas celebration at Metropolitan Cathedral in Liverpool.

### 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 - start a recorder club

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

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.

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. Parents are often invited in at various points in the year for year group concerts or assemblies as well as the use of social media to share success.

November - Rehearsals across all schools for Trust Christmas celebration at Liverpool Metropolitan Cathedral and Christmas events.

December - HFCMAT Carol Service / Our Lady of Pity Carol Service/Nativity/Charitable carol singing

March - Rehearsals across all schools for Trust Easter celebration

April - Trust Wide Easter song recorded

May – First Communion Choir

June – Year 6 West End Show

July – Junior Music Evening, Year 6 Musical

- Develop our relationship with Edsential 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.

## In the future

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

- We would like to become a lead music school providing our staff and others with useful CPD
- Develop extra-curricular opportunities for children and their parents
- Continue our rich musical ethos in school through the access to a variety of instruments and facilitating lessons

**Further information (optional)**