

St Joseph's Catholic Primary School- Music Development Plan

Year: 2024 – 2025

Music co-ordinator: D Yohannes

Governor responsible for Music: Mgr Matthew



'LEARNING TO LOVE, LOVING TO LEARN'

<p>Current position Focusing, Developing, Established or Enhancing</p>	<p>Target position What is the next development step?</p>	<p>Resources / Lead person What do you need to achieve this?</p>	<p>Success Criteria How will you know you have succeeded?</p>
Leadership			
<p>Established.:</p> <ul style="list-style-type: none"> • Our school has a named governor who takes a special interest in music provision and is supporting strategic development. • Teaching and learning are monitored and evaluated by the subject leader and SLT • Supportive head teacher who believes in power and value of music education. • Instrumental provision and music specialist provision included in annual budgets by head teacher • Experienced subject leader and music specialist from Wandsworth Music, • Achievement of Music Mark • Pupils are pro-active and enjoy taking on leadership roles by leading singing and instrumental performances 	<p>Enhancing:</p> <ul style="list-style-type: none"> • Music is explicitly referred to in the school improvement plan. • There is a long-term strategic vision for music that is in line with the National Plan for Music Education. 	<ul style="list-style-type: none"> • The Music co-ordinator will continue liaising with SLT and governor responsible for music to ensure that music provision continues to be a high priority for the school. 	<ul style="list-style-type: none"> • Music features in reports to governors to highlight achievements and areas for development • The place of music in the school, and its relationship with other areas of learning in and out of the curriculum, is well articulated
Timetabling			
<p>Enhancing:</p> <ul style="list-style-type: none"> • All pupils have a timetabled weekly music lesson of at least 1 hour per week. This is supplemented by additional music activities including weekly whole school singing assemblies, and optional 1:1 instrumental lessons and choir 	<ul style="list-style-type: none"> • Regular monitoring and reviewing through learning walks and pupil voice to ensure that music lessons are consistently taught and pupils are making progress 	<p>The music subject leader coordinates timetabling, projects and concerts with teachers, and music specialists</p>	<ul style="list-style-type: none"> • Supportive teachers who understand and believe in the importance of music.

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Curriculum Planning			
<p>Established:</p> <ul style="list-style-type: none"> • 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 ensures that every child can access and enjoy music within our school. • 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., drawing on insights from the model music curriculum. • In our EYFS music is delivered through holistic practice as an integral part of early development and opportunities to engage with sound are planned for every day and singing is integrated throughout the day. • In KS1 & KS2, we use the Charanga Music Scheme of work, which is clearly sequenced and progressive and fulfils the statutory requirements of the National Curriculum (2014) and ensures 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 school fully funds weekly trumpet lessons for our Year 4 pupils. These lessons are provided by music specialists from Wandsworth Music and they culminate in termly performances for parents and pupils. • St Joseph's applies annually to participates in the annual ENO 'Finish this' project for our Year 5 pupils in the Autumn term, to further develop pupil's composition skills • St Joseph's fully funds termly singing projects, which focus on different year groups each term as follows: Autumn term Year 3&4 Spring term Year 5&6 Summer term Year R,1&2 	<p>Enhancing:</p> <ul style="list-style-type: none"> • There is a high-quality and ambitious music curriculum in place that builds on prior learning. • The curriculum clearly reflects the intent, implementation and impact for music education. • Curriculum planning reflects the cultural diversity of the school community. • All teaching staff encourage the development of pupils' performance • Increased use of glockenspiels 	<ul style="list-style-type: none"> • The music coordinator creates, shares and embeds a list of questions to use for reflecting critically on learning. • The music coordinator will signpost and lead CPD for teachers to continue to develop planning to suit needs of pupils and to use glockenspiels more regularly in lessons • Use pupil voice to develop planning. 	<ul style="list-style-type: none"> • Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding. • Pupils get better at music because teaching always involves critical listening to pupils' musical responses, spotting what needs to be improved, and seeing through the improvements, improving their skills and understanding • Pupils love music and value enrichment opportunities and enjoy musical learning. • Pupils get better at music because teaching sets out clear steps of progression

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Inclusion			
<p>Established:</p> <ul style="list-style-type: none"> Differentiation for all abilities is built into planning. Pupils with SEND are supported by technology, tools and adapted instruments. The school ensures that PP pupils have access to funding support for instrumental lessons via the school. 	<p>Enhancing:</p> <ul style="list-style-type: none"> Curriculum lessons draw on the skills and talents pupils have developed in out of school activity. Engagement in extracurricular musical opportunities is representative of the school population and all pupils are able to access. 	<p>The music coordinator will help with identification of additional support and make provision available to stretch those who are more able, those who may be having additional instrumental /vocal lessons and help those who need more assistance</p>	<ul style="list-style-type: none"> 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.
Classroom Instrumental Learning (CIL)			
<p>Enhancing:</p> <ul style="list-style-type: none"> The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term Instrumental learning is embedded in Year 4 with trumpet lessons and pupils are encouraged and supported to continue with progression pathways (e.g. peripatetic instrumental lessons, 	<ul style="list-style-type: none"> Monitor and review this area to ensure that the enhancing position is maintained and further developed. 	<ul style="list-style-type: none"> Music co-ordinator liaises with Wandsworth Music and peripatetic trumpet teachers to ensure smooth continuity of instrument lessons and taking stock of trumpets 	<ul style="list-style-type: none"> Additional instrumental and vocal learning is available to all pupils
Instrumental Tuition (1-1 & small group)			
<p>Enhancing:</p> <ul style="list-style-type: none"> High levels of pupil engagement (10%+ of pupils in KS2 accessing piano lessons in school) with one free funded place for PP child & high needs SEND pupils proportionately represented . The school tracks and monitors engagement in enrichment, ensuring that there is a large proportion of students able to engage in music in and out of school. Provision is targeted, demonstrating wider impact. 	<ul style="list-style-type: none"> Pupils are encouraged to take external assessments and examinations in music and in instrumental playing where appropriate 	<ul style="list-style-type: none"> Music coordinator liaises with Progress4Youth, who provides weekly 1-1 and small group piano sessions on Fridays during curriculum time. 	<ul style="list-style-type: none"> The school is working closely with a number of instrumental tuition providers and pupils are signposted to additional instrumental tuition
Choirs & Singing			
<p>Established:</p> <ul style="list-style-type: none"> Pupils can access a choir. This is through a weekly after school club where vocal skills are developed through diverse, challenging repertoire with harmony and part singing. The music coordinator leads weekly liturgical music sessions for the whole school where children drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship. 	<p>Enhancing:</p> <ul style="list-style-type: none"> All staff in the school are able to support singing. Singing and vocal work is embedded into the life of the school and into every child's experience 	<ul style="list-style-type: none"> Music coordinator to continue to review the repertoire and work with staff and pupils to evaluate and improve the singing offer. 	<ul style="list-style-type: none"> Singing and vocal work is embedded into the life of the school and into every child's experience

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Instrumental Ensembles/ Groups			
<p>Established:</p> <ul style="list-style-type: none"> • The school funds Whole Class Ensemble Tuition (WCET) which are delivered by Wandsworth Music and provides children in Year 4 with the opportunity to learn the trumpet during curriculum time, free of charge for a full academic year. • The school also offers tailored music programmes through Wandsworth Music for continuation beyond the initial year of WCET. • WCET lessons embrace multiple aspects of musical learning, which both support instrumental learning and enhance musical development. Aspects of musical learning include; musically relevant warm-ups, exploring pitch, rhythm and pulse, listening and appraising, singing, notation, and technical and practical aspects appropriate to the chosen instrument. • 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, through specialist tuition. • Musical skills and interests are extended through regular extra-curricular activities, such as our guitar after school music clubs and local opportunities are signposted 	<p>Enhancing:</p> <ul style="list-style-type: none"> • To get a higher proportion of students involved with continuation with instrumental ensemble lessons 	<ul style="list-style-type: none"> • WCET teachers and music coordinator to promote and signpost continuation lessons beyond Year 4. 	<ul style="list-style-type: none"> • Pupils learning the trumpets are developing technical skills such as embouchure (lip shaping), breath control, and finger dexterity and are able to producing clear and beautiful notes, communicating to listeners with a sense of fun and enjoyment.
Progress, Assessment and Celebration			
<p>Established:</p> <ul style="list-style-type: none"> • Our school's scheme of work allows for clear progression. There is recorded evidence that pupils make progress in music. Pupils are given the opportunity for self-assessment and peer-assessment. • Assessment of pupils' learning and progress focuses on the quality and depth of pupils' musical understanding and involves them in peer and self-assessment 	<p>Enhancing:</p> <ul style="list-style-type: none"> • There is evidence and data to support the impact of the music curriculum in children making significant progress throughout their time in school. The school tracks and monitors engagement in enrichment, including those taking part in music service activity, ensuring that a large proportion of pupils are able to engage in music in and out of school. 	<ul style="list-style-type: none"> • Teachers ensure termly assessment of pupil's progress • The Music coordinator analyses music data and reports this to governors 	<ul style="list-style-type: none"> • All pupils make good musical progress through the key stages and achieve high musical standards • Assessment approaches are integral to musical learning; the distinction between assessment for learning and assessment for reporting is clear and understood • Records of pupils' progress and attainment are simple, manageable and, above all, useful so that teachers and pupils know strengths and key areas for improvement.

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Performances			
<p>Enhancing:</p> <ul style="list-style-type: none"> • All pupils have regular opportunities to perform to an audience, in and out of school. This includes termly class assemblies with singing performances to parents and the whole school, choir performances i.e., for the residents at the local care home or the Mayor's carol concert and termly trumpet performances. • Regular performances are a central part of musical progression. A performance opportunity (in school, to parents and other children) will also be scheduled at the end of each vocal project. This is a chance for children to showcase what they have learnt to the rest of the school and more importantly to their parents. • In addition, there may also be invitations and opportunities to participate in borough concerts, such as the annual Brighter Sounds & Winter Sounds concerts. 	<ul style="list-style-type: none"> • Monitor and review this area to ensure that the enhancing position is maintained and further developed. 	<p>The music coordinator will timetable termly class assemblies and support teachers and classes with the performance aspect of music, i.e. technical / sound support</p>	<ul style="list-style-type: none"> • Regular performances and performance opportunities in and out of the school are hallmarked by pupils demonstrating skill, appropriate accuracy, expression, feeling, sensitivity and sophistication individually and collectively • Pupils are able to perform expressively and develop musicianship.
Resources			
<p>Established:</p> <ul style="list-style-type: none"> • A range of instruments is available, including a whole-class set of instruments for KS2. This includes trumpets for Year 4 and a class set of glockenspiels. • Teachers have access to equipment and technology required to fulfil the MMC. There is adequate space for playing instruments, and screen and speakers for high-quality recordings and demonstrating technology. Displays include exemplary student work. 	<p>Enhancing:</p> <ul style="list-style-type: none"> • There are dedicated spaces for music within the school such as a well-resourced classroom, attractive and informative displays of role models from a range of cultural backgrounds, as well as pupil examples. There are suitable breakout spaces for small group work and peripatetic lessons. Pupils can access instruments or technology beyond lesson time to explore their interests. 	<ul style="list-style-type: none"> • The music co-ordinator will do an annual audit of the music resources, including taking a register of the trumpets and create a designated whole school music display. 	<ul style="list-style-type: none"> • Music is well resourced to enable pupils to develop and progress musically

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CPD			
Established: <ul style="list-style-type: none"> • All staff delivering music receive regular training and support to embed the learning from their CPD, building expertise. 	Enhancing: <p>Whole school CPD enables all staff to support children’s performance skills and use them for other learning. Staff share their expertise more widely (e.g. through local network meetings)</p>	<ul style="list-style-type: none"> • Music Leads attend WM CPD sessions (e.g. vocal project, network meetings) • The Music co-ordinator will continue with CPD training and support for all staff delivering music 	<ul style="list-style-type: none"> • There is a commitment for providing CPD opportunities and programmes in music that have a positive impact on the quality of pupils’ learning and achievements
Community and Partnerships			
Established: <ul style="list-style-type: none"> • The school makes the most of a wide range of opportunities from the Wandsworth Music Hub, working as an active partner. The views of pupils and parents have been considered when developing music provision. 	Enhancing: <ul style="list-style-type: none"> • The school is a leading school in the local community and with their Music Hub. There is a coordinated programme of community events, planned in partnership and parents/carers and the wider community are actively involved in school music making. 	<ul style="list-style-type: none"> • Music leader to collaborate with other organisations such as ENO, and the Wandsworth Music Hub to initiate further collaborative music opportunities 	<ul style="list-style-type: none"> • The school works in partnership with other key organisations locally and even further afield to share knowledge, good practice, resources and learning opportunities

DfE Survey Data 2023/4

No. of vocal groups/ choirs in the school: 2

No. of instrumental ensembles in the school (no voices): 1

No. of instrumental ensembles in the school (including voices): 1