



School Music Development Plan

St Cuthbert's Catholic Primary School



Intent

Music is a universal language that allows the pupils of St. Cuthbert's to express themselves as composers, performers, improvisers and communicators. We aim to inspire a love of music that not only develops a subject-specific skill set that exploring the interrelated dimensions offers, but also challenges children to consider their understanding of history, art, technology and culture; thus, reinforcing our global and local themes as a school community. Our curriculum endeavours to expose pupils to the works of great musicians and composers (historical and current), and to develop an appreciation of quality listening and appraising. We are passionate that music belongs to every pupil of every ability.

Our musical opportunities – whether it be curriculum time, instrumental lessons, whole-school singing or extra-curricular activities – nurture pupils' talent and creativity, but most importantly, teaches our children to use their voices, take part and celebrate their unique gifts.

Detail	Information
Academic year that this summary covers	2024/2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Beth Funnell
Name of local music hub	Resonate Music Hub
Name of other music education organisation	Charanga

Area of provision	What we are currently doing well at in this area:	Areas for development and action to be taken
Curriculum		
<p>We have embedded a high quality, ambitious music curriculum throughout our provision, covering progression within the Development Matters, The EYFS Framework (expressive arts and design) and the national curriculum. This includes planned assessment throughout the year to track progress, using a range of methods including Evidence Me.</p>	<p>Timetabled high quality music provision in Early Years (2YO – Reception) threaded throughout provision and in weekly lessons from Y1-Y6 during Autumn 2, Spring 2 and Summer 2. As well as musical opportunities integrated into each class throughout the day. We use our own curriculum, supported by Charanga and Resonate, which incorporates elements of the Model Music Curriculum.</p>	<p>To allow further CPD for class teachers, enabling them to feel confident in assessment.</p> <p>Class teachers to gather video evidence of each year group on EvidenceMe, with the pre-learning, termly key focus and post-learning evidenced and assessed.</p>
<p>We have an embedded, high quality music curriculum within Early Years, which covers the progression within the EYFS Framework. This is threaded throughout continuous provision to enhance independent learning opportunities.</p>	<p>Timetabled high quality music provision in Early Years (2YO-Reception) threaded throughout provision. We use a clear and comprehensive Nursery Rhyme Spine that is progressive throughout the EYFS year groups with a focus on rhythm and rhyme, with a daily focus on sharing rhymes. Children have access to a range of musical instruments in both indoor and outdoor provision to enhance learning opportunities.</p>	<p>To develop parental engagement with nursery rhymes to develop musical knowledge at home.</p> <p>To allow further CPD for class teachers, enabling them to feel confident in delivery and assessment.</p> <p>To source opportunities for Early Years to have a comparable musical experience.</p>
<p>Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil needs ensuring that provision is adapted and accessible to all.</p>	<p>Charanga is a very clear and comprehensive scheme of work which covers all the National Curriculum and Model Music Curriculum requirements in a full and progressive way. Our children are active learners and opportunities are</p>	<p>Meet with the SENCO to discuss children in relation to their access of music - sound sensitivity, fine motor control, hearing impairments, previous musical experience etc. <i>Review July 2025.</i></p>

	provided for them to explore music in learning which is bespoke and open ended.	
Our curriculum includes listening to examples of musical genres from a wide range of cultures and traditions.	Examples of our focus songs: In the Grove (Y1 – Spring) – Blues and Latin Hands, Feet, Heart (Y2 – Autumn) – South African Three Little Birds (Y3 – Spring) – Reggae Blackbird (Y4 – Summer) – Local Area Dancing in the Street (Y5 – Summer) – Motown You've Got a Friend (Y6 – Spring) – 70s Ballard	Collate a list of reference materials to further supplement the wide-ranging repertoire for each year group.
We have timetabled curriculum music of at least one hour each week of the school year (KS1 to KS2).	Music lessons are scheduled into our weekly timetable on a half-termly basis.	Continue weekly Hymn Practice, assemblies, cultural and religious celebrations to supplement music lessons with a variety of hymns and musical genres.

Co-curricular		
We have provided all children with access to instrumental opportunities.	<p>Year 4 access whole class instrumental lessons, with opportunities available for children to further enhance their musical talents by attending Resonate Musical School. Music lessons are provided for children on a whole class, small group and 1:1 basis (according to both need and ability) with our visiting specialist musician.</p> <p>KS1 and KS2 children have the opportunity to attend instrumental lessons each week, provided by Resonate's team of specialist teachers.</p>	<p>Continue to liaise with Resonate to discuss further opportunities for awards and accreditations.</p> <p>https://www.musicmark.org.uk/join/schools/ https://www.culturepool.org/ https://www.artsaward.org.uk/site/?id=64</p>

<p>We have provided access to singing opportunities within and across the curriculum and singing assemblies, cultural and religious celebrations for students in Reception – Y6</p>	<p>All children from Reception – Year 6 attend weekly Hymn Practice. They are exposed to and immersed within a variety of genres, styles and textures of music. The children positively engage in the music through leading the session, actions, implementing harmony, two-part singing and accompaniment.</p>	<p>Introduce an End of year concert / performance / celebration of musical talent 2025.</p> <p>Invite local musicians to school in order to inspire musical talent.</p>
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<h2 style="text-align: center;">Enrichment</h2>		
<p>We have established a school choir and vocal ensemble who are invited to perform at planned local events in support of our church, charities and local community groups.</p>	<p>Choir (Y1 – Y6) gather at lunchtime on a weekly basis. They are a highly enthused group with impressive musicality. Pupil Voice is influential and steers the range covered on a termly basis. Their curiosity in artists, genres and musical accompaniment is vast and varied.</p>	<p>To attend Resonate's iSing in Summer Term 2025 with our choir – an annual event.</p>
<p>We ensure that parents are aware of the opportunities available to students both in school and in the local area.</p> <p>We have established a school brass ensemble.</p>	<p>Our school's music coordinator offers an afterschool music club, specialising in Brass, to support children who would like to further enhance their skills that they're learning during music classes. Children with a keen interest and/or particular talent are invited to attend.</p>	<p>For our Autumn 2024-2025 After School Clubs – a questionnaire to be sent out to staff and families to seek adults with an interest in music who would be willing to further supplement our After School Provision providing additional musical opportunities for our children.</p>
<p>We have dedicated and appropriate space for lessons, rehearsals and practice to be facilitated in school.</p>	<p>Choir is based in a classroom during lunch time. Instrumental lessons are accessed in our Intervention Room, with access to all instruments for these sessions.</p>	<p>From Autumn 2024 the pods can be used to support in facilitating lessons, rehearsals and practices.</p>

<p>We have school performances and celebrations threaded throughout the school and liturgical year.</p>	<ul style="list-style-type: none"> -Mass (Class & Whole School) -Stay and Pray -Collective Worship -Assemblies (inc. Leavers Assembly) -Christmas plays -Nativities -Stations of the Cross -Easter Story 	<p>Approach Resonate to discuss opportunities to involve our guitarists and ukulele players in our performances and celebrations – ensembles and individual contributions.</p>
<p>We have organised opportunities for the children to enjoy live performance as they become available to us. We embrace a variety of musical genres and styles to allow students to access a diverse cultural experience.</p>	<p>Our children have access to live music (online and in person) throughout each term, provided by Resonate online concerts online and Liverpool Philharmonic KS1 and KS2 concerts.</p>	<p>To source opportunities for Early Years to have a comparable musical experience.</p>

Other Musical Opportunities		
<p>Our music coordinator attends high quality CPD and shares learning and resources to the staff team. This is disseminated in a timely and supportive manner.</p> <p>The music lead feels confident that the music being taught in school is consistent with the agreed Scheme of Work and this is continuously monitored and action plans are drafted accordingly.</p>	<p>Our CPD is provided by Resonate Music Education Hub / School Improvement Liverpool. and https://charanga.com/site/</p> <p>CPD of staff: Staff are reflective when identify areas (within the music curriculum) which they feel would benefit from CPD and in turn the music lead will direct staff (according to cohort / KS) to further develop their music knowledge, understanding and confidence according to their findings when evaluating their subject globally.</p>	<p>To share with staff music related CPD opportunities available to them across the school year. This will allow for CPD to be strategically planned for.</p>
<p>Our Budget sufficiently covers costs for instrumental resources, staffing (internal and visiting), curriculum subscription, live music opportunities and staff CPD.</p>	<p>Sufficient budget is allocated to ensure the quality of music provision across the school is maintained.</p> <p>Budget is allocated to:</p> <ul style="list-style-type: none"> - Charanga - Replacement and maintenance of musical instruments - Peripatetic teachers - Enrichment activities – iSing & SingUp - Schools Concerts Package - Early Years Outdoor Music Provision - Ace Play – Musical Panels (EYFS & Playground) - Transport to concerts, events and 	<p>Continue to liaise with staff and visiting music teachers to discuss any resources required to ensure the quality of provision.</p>

	celebrations - CPD (music lead & staff)	
We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year, in addition to receiving weekly updates and signposting to wider opportunities across the city	Resonate, our local hub , provides resources, tutors, curriculum support, events, projects, network meetings and training for our staff.	Attend planned network meetings in 2025 (online)
There is an innate culture of appreciating and valuing music throughout our school and this is continually invested in and celebrated.	Our Leadership Team promote music as being a central aspect of our schools' faith, curriculum and culture. Music is celebrated and supported in all key stages, time and resources are carefully allocated and opportunities to progress in music are well planned.	Gather Pupil & Staff Voice during Autumn and Summer term and action plan in accordance to responses gathered.

Other aspects of musical success in our school:

Number of PP students accessing instrumental and vocal co-curricular opportunities:	10
Number of SEND students accessing instrumental and vocal co-curricular opportunities:	4
Number of students accessing our school choir (boys/girls/SEND/PP/LAC):	boys - 0 girls - 31 SEND - 2 PP - 2 LAC - 0
Number of students accessing our school ensembles (boys/girls/SEND/PP/LAC):	boys - 8 girls - 8 SEND - 3 PP - 7

	LAC - 0
Number of students accessing instrumental/vocal lessons:	31
Number of students performing once a year (boys/girls/SEND/PP/LAC):	Boys - 116 Girls - 129 SEND - 42 PP - 127 FSM - 106
Number of students accessing live music:	245
Number of looked after children accessing any extra music sessions:	0