



# St Patrick's Primary School

## School Music Development Plan



*Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils performing. The sheer joy of music-making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school. – Model Music Curriculum*

### **Vision and Intent**

At St. Patrick's Catholic Primary School, we believe that music is a unique and powerful form of communication that can reap lifelong benefits for our pupils. As such, music is very much at the heart of our school community and our provision is designed to inspire creativity, excitement, success and joy. Our ambitious, practical, carefully-sequenced curriculum, combined with our diverse, high-quality range of enrichment opportunities, provide all our students with regular opportunities to perform, appraise, sing, improvise, and compose music, and to develop an understanding of the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. We provide a safe and inclusive environment focused on children's wellbeing, giving children the skills and opportunities to express themselves musically and helping children to develop self-confidence, self-esteem, and collaborative skills through music.

School: St Patrick's Primary School

Date written: July 2024

Music co-ordinator: Phil Larkin

Review date: July 2025

Head teacher: Joanne Lewis

Area of provision	What we are currently doing well at in this area:	Area for development:	Deadline date:
<b>Curriculum</b>	*Evidence of practice.		
<p>We have embedded a high quality, ambitious music curriculum throughout our school that meets and exceeds the requirements of the National Curriculum. This includes termly summative assessment and ongoing formative assessment throughout the year to track progress, using a range of methods.</p>	<p>All pupils have access to an established, high-quality Music curriculum that prioritises music-making and the development of musical skills. Our ambitious, practical, carefully sequenced curriculum, combined with our diverse, high-quality range of enrichment opportunities, provide all our students with regular opportunities to perform, appraise, sing, improvise, and compose music, and to develop an understanding of the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>Planning is based on building procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning, based on, but not limited to, the <a href="#">Charanga</a> scheme of work.</p> <p>Our curriculum achieves the key outcomes on page 30/31 of the Government's recent <a href="#">National Plan for Music Education</a> and goes beyond the <a href="#">National Curriculum</a> requirements, providing a rich and engaging experience of music for all pupils.</p> <p>Our carefully planned progression of knowledge and skills starts from Nursery and continues through to Year 6, including developing pupils' instrumental playing and singing with increasing accuracy, fluency, control and expression. Children also listen to and appraise a wider variety of music across different eras, musical styles and cultural origins, developing an awareness of and appreciation for a diverse range of high-quality music. Pupils develop their vocal range and the quality of their singing, including through solos, rounds and harmonies, improve their improvisation skills, and learn to compose</p>	<p>Ensure staff iPad available to collate a bank of video evidence for 2024-25.</p> <p>Review RAG rating system for MTPs across all foundation subjects.</p>	<p>September 2024</p>

	<p>their own music, including through a growing awareness of musical notation.</p> <p>Details of our curriculum can be accessed on the links below:</p> <p><a href="#">Music LTP 2024-25</a></p> <p><a href="#">Music Curriculum Progression</a></p>		
<p>Our curriculum is fully inclusive and can be accessed by all pupils. Every staff member has knowledge of all pupil needs.</p>	<p>Resonate Music Hub described St Patrick's as "the school that sets the bar for inclusive music making." Music is inclusive for all learners. Our curriculum and overall Music provision is designed to be accessible to all pupils and to engage all groups. This is evidenced by the achievement of many pupils with SEND in Music, and also the high standards reached by many other talented aspiring musicians in our school. Instrumental and vocal offers, as part of the curriculum and as co-curricular opportunities, are accessible to all pupils.</p>	<p>Meet with SENCO to discuss children in relation to their access of music - all SEND needs along with any sound sensitivity, fine motor control, hearing issues, previous musical experience etc.</p>	<p>October 2024</p>
<p>Our curriculum includes listening examples from a wide range of cultures and traditions.</p>	<p>Great efforts are taken to ensure children have regular opportunities to listen to and appraise a wide variety of music across different eras, musical styles and cultural origins, developing an awareness of and appreciation for a diverse range of high-quality music. Music lessons feature planned opportunities to listen to and appraise a broad selection of music with a growing appreciation for identifying musical features.</p> <p>Our <a href="#">Music Curriculum Progression</a> document maps out a diverse selection of significant musical figures for each year group to learn about and listen to.</p> <p>Furthermore, we are introducing a listening repertoire across all year groups to expand children's musical appreciation of different</p>	<p>Collate a list of examples of wide-ranging repertoire for each year group. Share MMC suggested listening repertoire with all year groups. Discuss timetabling additional listening and appraising opportunities outside music lessons in staff meeting.</p>	<p>September 2024</p>

	<p>genres, artists, music from different places and historical periods, and different instrumental sounds. This is based largely on, but not limited to, the recommended listening repertoire of the <a href="#">recommended listening repertoire of the Model Music Curriculum</a>.</p>		
<p>We have timetabled curriculum music of at least one hour each week of the school year (KS1 to KS3).</p>	<p>Music is taught throughout the school (from Nursery to Year 6) by Mr Larkin, who is a music specialist, a full-time member of staff and an experienced teacher. In addition, a specialist teacher from Resonate Music Hub teaches weekly whole-class clarinet lessons in Year 4, as well as peripatetic clarinet and flute groups of Year 5 and 6 pupils.</p> <p>Music lessons are timetabled and are taught consistently for every year group every week across the year. Music is taught for 1 hour every week in Key Stages 1 and 2.</p> <p>Music is also incorporated into the Early Learning goals at the Early Years Foundation Stage and is firmly embedded in our Early Years provision. Music is part of the Expressive Arts and Design area of learning, but is used to support all areas of learning, particularly linguistic development, social development and mathematical development.</p> <p>In Early Years, music is delivered through holistic practice as an integral part of early development, with daily planned opportunities to engage with sound and singing integrated throughout the day. In addition, each week there is a focused taught music session in both the Nursery and Reception class, delivered by our music specialist Music Coordinator Mr Larkin.</p>	<p>Ensure sufficient instruments available for whole-class clarinets in Y4 and Y5/6 woodwind groups. Arrange with Resonate Music Hub to provide more instruments and reeds if necessary.</p>	<p>September 2024</p>

<h2>Co-curricular</h2>			
<p>We provide all EYFS/ KS1/KS2 pupils with access to instrumental opportunities through high-quality curriculum music lessons. We also provide KS2 access to instrumental lessons through whole class instrumental music sessions, opportunities to continue on from whole class instrumental sessions (in small groups taught by a visiting specialist musician) and after-school clubs.</p>	<p>All children in EYFS, KS1 and KS2 have regular opportunities to play musical instruments as part of weekly high-quality music lessons taught by St Patrick's teacher and music specialist Mr Larkin.</p> <p>In Year 3, pupils learn to play the recorder through whole-class weekly music lessons taught by Mr Larkin.</p> <p>In Year 4, pupils progress to weekly whole-class clarinet lessons taught by Mr Larkin and a visiting music specialist from Resonate Music Hub.</p> <p>In Year 5 and 6, pupils can opt to continue learning the clarinet or begin learning the flute during school time, taught by a visiting music specialist from Resonate Music Hub. These sessions are in addition to the weekly curriculum music lessons taught by Mr Larkin.</p> <p>From Year 5, pupils are also eligible to join our fabulous violin club, led by Mrs Jones and Melody Makers music specialist Mr Morgan, which runs twice a week throughout the year as an after-school club.</p>	<p>Discuss with HT running additional instrumental / music-making opportunities on a weekly basis before school (8:15-8:45).</p> <p>Signpost promising instrumentalists to Resonate Music Hub sessions (see 'Enrichment' section below).</p>	<p>September 2024</p>
<p>We have provided access to singing opportunities within the curriculum and singing assemblies for students in KS1-4.</p>	<p>Singing is a key element of our curriculum music offer, with a carefully planned progression of skills mapped out throughout the school.</p> <p>Our school choir is open to all KS2 pupils, and takes place as a weekly after-school club that runs all year long. Choristers have opportunities to perform together at concerts both in and out of</p>	<p>Attend iSing and Singtastic events.</p> <p>Arrange choir Christmas</p>	<p>October 2024</p>

	<p>school, as well as singing in the community (e.g. carol singing at local nursing homes, hospitals and carol concerts at Christmas).</p> <p>In addition, we hold weekly singing assemblies, which focus on enjoyment, wellbeing and developing a sense of school community, as well as improving pupils' vocal skills and musical repertoire.</p> <p>At school, we sing at times of celebration and massed events, for example at church, Christmas concerts, Easter, talent shows etc.</p> <p>All staff have access to Charanga and Sparkyard resources, which helps to develop staff CPD in relation to singing and performance. All staff have also received recent external training on leading singing activities in school.</p>	<p>performances in the community and further performances outside school.</p>	
<p>We have identified children who are entitled to pupil premium funding. We have opened up opportunities for these children to access instrumental and vocal tuition.</p>	<p>All pupils have access to a rich, creative curriculum offer. In addition, a high number of children accessing Pupil Premium or those with special educational needs have benefitted from our co-curricular offer, including by joining our school choir, Violin Club or woodwind groups, or through access to our calendar of enrichment opportunities such as visits trips to the Philharmonic Hall to listen to the Royal Liverpool Philharmonic Orchestra and various other professional-level live music experiences in and out of school.</p>	<p>Monitor children who fall into this category in terms of musical progress and also musical interests (e.g. composition, singing, drumming etc.) and plan for additional opportunities around children's interests.</p>	<p>September 2024 and ongoing</p>

Enrichment			
<p>We have established a school choir and violin club with planned performance opportunities.</p> <p>We have also established a school ensemble through our violin club, along with planned performances.</p> <p>We also ensure that further whole-class performance opportunities are available for pupils who are not able to join an extra-curricular club.</p>	<p>We have developed a carefully-planned calendar of performance opportunities, providing all pupils with opportunities to perform music in front of an audience as well as keeping the profile of music high in the school.</p> <p>These performances include, but are not limited to:</p> <ul style="list-style-type: none"> <li>EYFS Christmas performance</li> <li>KS1 Nativity</li> <li>Whole-school Christmas music assembly, with all classes singing and playing instruments, and featuring further performances from our school choir, Violin Club, and Y5/6 clarinet and flute groups</li> <li>Violin Club performances at St Patrick's Day celebration and summer term assembly</li> <li>Year 5 participating in 'Singtastic' concert at the Tung Auditorium</li> <li>St Pat's Got Talent concert, open to the whole school with performances from each year group</li> <li>Several classes along with the school choir participating in the iSing Festival at M&amp;S Bank Auditorium</li> <li>Year 6 summer production</li> </ul>	<p>We will strive to maintain strong numbers for school choir, and increase the number of boys in choir.</p> <p>Ensure music performed reflects a diversity of musical genres and cultures.</p>	

<p>We ensure that parents are aware of the opportunities available to students both in school and in the area.</p>	<p>We signpost families to a range of additional opportunities available to young musicians outside school, including by sharing the links below through email and newsletters, and conversations with pupils and families. Currently, a number of our pupils attend the KS1 Superstarters sessions that take place locally at St Finbar’s Catholic Primary School.</p> <p><a href="#">Superstarters KS1</a></p> <p><a href="#">Superstarters KS2</a></p> <p><a href="#">Superstrings</a></p> <p><a href="#">Let's Play Orchestra</a></p> <p><a href="#">Resonate Youth Philharmonic Orchestra</a></p> <p><a href="#">Resonate Youth Brass</a></p> <p><a href="#">Resonator Sessions - Rock and Pop</a></p>	<p>Share links to additional out-of-school musical opportunities via email and the school newsletter.</p> <p>Gauge interest and discuss whether staff can transport children in the school minibus to Resonate, if numbers are sufficient.</p>	<p>October 2024</p>
<p>We have arranged a space for rehearsals and individual practice in school.</p>	<p>Music lessons generally take place in the classroom, with rehearsals for performances, other instrumental lessons and school choir sessions usually taking place in the school hall. Violin club is hosted in a classroom as an after-school club. Due to current building work, our designated “music room” is inaccessible, however all musical activities have been able to continue.</p>	<p>Arrange for a potential space for children to practise at lunchtimes.</p>	<p>October 2024</p>
<p>We have organised opportunities for the children to enjoy live</p>	<p>We ensure that all pupils are exposed to enriching live music experiences. We have a long-standing</p>	<p>Request funding to access further</p>	<p>September 2024</p>



<p>performance at least once a year. We embrace a variety of musical genres and styles to allow students to access a diverse cultural experience.</p>	<p>relationship with <a href="#">Melody Makers</a>, who have been performing Celtic music for our St Patrick's Day celebrations for many years, including leading music and dance workshops with each year group from Nursery through to Year 6. Additionally, we take all KS1 and KS2 pupils on annual trips to the <a href="#">Liverpool Philharmonic</a> to experience the world-famous Royal Liverpool Philharmonic Orchestra's 'Concerts for Schools'. We have also accessed a variety of <a href="#">Resonate online concerts</a>, including a recent Beatles concert in which our Music Coordinator Mr Larkin performed.</p> <p>Additionally, we organise whole-class trips to participate in musical events in the Tung Auditorium (a Year 5 project with the University of Liverpool) and the M&amp;S Bank Auditorium (iSing Festival led by Resonate Music Hub).</p> <p>Last year, we were visited by Jeff Rich (formerly of Status Quo) who led a drumming workshop for KS1 and KS2 children. We have also enjoyed workshops in recent years from <a href="#">Osun Arts</a>, <a href="#">River Niger Arts</a> and <a href="#">Katumba Drumming</a>.</p> <p>We are excited about developing a new intergenerational musical project this year with <a href="#">Holistic Harmonies</a>.</p>	<p>enrichment opportunities in Music.</p>	
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<b>Extras</b>			
<p>Our Music Coordinator attends high quality CPD and then shares learning and resources with the staff team. The Music Coordinator feels confident that the music being taught in school is consistent with the agreed Scheme of Work.</p>	<p>Music Coordinator attends termly Primary Music Network sessions led by <a href="#">Resonate Music Education Hub</a>. All staff attended CPD last year on leading singing activities in school, delivered by Louise Ellinson of the University of Liverpool. Additionally, our EYFS Lead attended the EYFS Music Network session in the summer term of 2024. Music Coordinator leads internal CPD for staff as well as delivering weekly exemplar lessons in each class to further support staff development.</p>	<p>Revisit staff training on leading singing to refresh staff knowledge.</p>	<p>January 2025</p>
<p>Our budget sufficiently covers costs for instrumental resources, staffing (internal and visiting), curriculum subscription, live music opportunities and staff CPD.</p>	<p>School has budgeted for Service Level Agreement with Resonate Music Hub to buy in a specialist teacher for one afternoon per week, as well as providing discounted subscriptions to Charanga and Sparkyard websites. Investments have been made in purchasing instruments, musical equipment and GarageBand app for school iPads. Additional costs of enrichment opportunities such as live music experiences are absorbed by the 'bought in services' element of school budget and care is taken to consider value for money and the educational benefits of expenses.</p>	<p>Meet with staff and visiting music teacher to discuss any resources needed and ways to raise money via PTA to fund this.</p>	<p>November 2024</p>

<p>We have strong partnerships with our local music education hub, Resonate, attending network meetings throughout the year.</p>	<p>St Patrick's has a close longstanding relationship with our <a href="#">local hub</a> (Resonate Music Hub) who provide support with resources, tutors, curriculum support, events, projects, network meetings and training etc. Our Music Coordinator, Phil Larkin, is actively involved with Resonate projects, including composing a mash-up each year for the annual iSing Festival, which is learned and performed by thousands of pupils across the NorthWest, and performing in live Resonate concerts as a professional musician.</p> <p>Resonate Music Hub has awarded St Patrick's "Resonate Champion School" status due to our continued high quality inclusive music provision.</p>	<p>Attend planned network meetings.</p>	<p>Termly dates TBA</p>
<p>We invest in establishing partnerships with families, Governors, other schools in our area (sharing resources and good practice) and local secondary schools, preparing for transition.</p>	<p>We share information, news about music with families via email, text, Twitter, the school website and our weekly newsletter. We also share successes and celebrate learning through Twitter content, the school website and in school assemblies.</p> <p>Our <a href="#">school website</a> contains relevant details about our Music curriculum, including this year's <a href="#">Music LTP 2024-25</a> and <a href="#">Music Curriculum Progression</a>.</p>	<p>Ensure Music information on the school website is up-to-date.</p> <p>Write termly reports to SLT and Governors.</p>	<p>September 2024</p> <p>December, April, July</p>

	<p>Information about instrumental learners is passed on to secondary schools to support transition between KS2 and KS3.</p> <p>Governors carry out visits and learning walks, meeting with pupils and staff, and the Music Coordinator writes a written report to governors each term.</p>		
<p>We value our partnerships with local arts organisations and we are working towards another Music Mark accreditation.</p>	<p>St Patrick's is a <a href="#">Music Mark</a> school, having been nominated by Resonate Music Hub as recognition for the strength of our Music provision. We will be aiming to renew our Music Mark status this year.</p>	<p>Review Music Mark status and look for further opportunities for external validation.</p>	<p>October 2024</p>
<p>Is there a value placed on music across the school, from SLT downwards, and how does this impact on attitudes of all staff to music? Is there a culture of appreciating and valuing music?</p> <p>Score this from 1 to 4, with 1 being the highest and 4 being the lowest.</p>	<p>Score: 1</p> <p>Our Leadership Team strongly value and promote music as being a central aspect of our school's curriculum and culture. Music is celebrated and supported throughout the school, time and resources are carefully allocated and opportunities to progress in music are well planned. The Headteacher leads weekly whole-school singing assemblies and supports the running of our school choir, while the Deputy Head participates in our after-school violin club twice a week. This positive and enthusiastic attitude is shared by all staff.</p>	<p>Send out questionnaire to staff asking them to complete questions covering their confidence levels, general attitude to teaching music, asking for suggestions as to how we can improve this, etc.</p>	<p>January 2025</p>

**Other aspects of musical success in our school:**

<p>Number of PP students accessing instrumental and vocal co-curricular opportunities:</p> <p>Clarinet / flute groups: 8</p> <p>Violin club: 10</p> <p>School choir: 16</p> <p>Total: 34</p>	<p>Number of SEND students accessing instrumental and vocal co-curricular opportunities:</p> <p>Clarinet / flute groups: 6</p> <p>Violin club: 0</p> <p>School choir: 6</p> <p>Total: 12</p>																																																
<p>Number of students accessing our school choir (boys/girls/SEND/PP/LAC):</p> <table border="1" data-bbox="203 707 1104 1206"> <thead> <tr> <th colspan="3"><b>School Choir (open to all pupils in KS2)</b></th> </tr> </thead> <tbody> <tr> <td>Total number</td> <td>30</td> <td></td> </tr> <tr> <td>Boys</td> <td>8</td> <td>27%</td> </tr> <tr> <td>Girls</td> <td>22</td> <td>73%</td> </tr> <tr> <td>PP</td> <td>16</td> <td>53%</td> </tr> <tr> <td>SEND</td> <td>6</td> <td>20%</td> </tr> <tr> <td>EAL</td> <td>13</td> <td>43%</td> </tr> <tr> <td>LAC</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	<b>School Choir (open to all pupils in KS2)</b>			Total number	30		Boys	8	27%	Girls	22	73%	PP	16	53%	SEND	6	20%	EAL	13	43%	LAC	0	0%	<p>Number of students accessing our school ensembles (boys/girls/SEND/PP/LAC):</p> <table border="1" data-bbox="1135 707 2020 1366"> <thead> <tr> <th colspan="3"><b>Violin Club (all pupils given opportunity to join waiting list from Y5, invitation to pupils with prior violin experience, priority given to disadvantaged pupils)</b></th> </tr> </thead> <tbody> <tr> <td>Total</td> <td>14</td> <td></td> </tr> <tr> <td>Boys</td> <td>1 (+ 2 past pupils)</td> <td>7%</td> </tr> <tr> <td>Girls</td> <td>13 (+ 1 past pupil)</td> <td>93%</td> </tr> <tr> <td>PP</td> <td>10</td> <td>71%</td> </tr> <tr> <td>SEND</td> <td>0 (3 recently left + 2 past pupils coming back, others receiving additional support in class, but not on SEND register)</td> <td>0%</td> </tr> <tr> <td>EAL</td> <td>8</td> <td>57%</td> </tr> <tr> <td>LAC</td> <td>0</td> <td>0%</td> </tr> </tbody> </table>	<b>Violin Club (all pupils given opportunity to join waiting list from Y5, invitation to pupils with prior violin experience, priority given to disadvantaged pupils)</b>			Total	14		Boys	1 (+ 2 past pupils)	7%	Girls	13 (+ 1 past pupil)	93%	PP	10	71%	SEND	0 (3 recently left + 2 past pupils coming back, others receiving additional support in class, but not on SEND register)	0%	EAL	8	57%	LAC	0	0%
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<p>Number of students accessing instrumental/vocal lessons: No 1:1 lessons in school</p>	<p>Number of students performing once a year (boys/girls/SEND/PP/LAC): All pupils perform at least once a year.</p>
<p>Number of students accessing live music: All pupils access live music.</p>	<p>Number of looked after children accessing any extra music sessions (extra funding available): 0</p>

### **Other highlights/successes**

Any other things your school does to support music?

In addition to the information above...

- We welcome back past pupils to continue instrumental learning, with pupils taking leading roles and supporting current pupils in our after-school violin club. Other past pupils have also returned to support with Music lessons on work experience placements.
- We have created an extensive bank of music videos, available to view on our [school website](#), shining a spotlight on talent with well-produced recordings and videos, as well as creating a collection of home learning music videos to engage children at home.

Next steps: In an ideal world, how would you improve music education in your setting?

1. Access to a Music room as a base for Music lessons, group sessions and rehearsals
2. Greater funds available for further enrichment opportunities, instruments and 1:1 lessons