

# Music development plan summary: Sacred Heart Catholic Primary school

## Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	October 2025
Date this summary will be reviewed	July 26
Name of the school music lead	Carrie Gilham
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Hertfordshire Music Hub
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.

Below is a link to the music page of our website which lays out our curriculum, SEND and intent, implementation and impact document. A more thorough version of this document including skills progression can be seen on request.

<https://sacred-heart-catholic.secure-primariesite.net/music-15/>

### **How do staff deliver music in our school and how is it structured?**

Lessons are delivered by class teachers from reception through to year 6 for 4 out of every 6 half terms. Children have at least 30 minutes in EYFS/KS1 and 45 minutes in KS2 of music lessons per week. As well as this, children have a 15 minute singing assembly led by myself, as music lead, weekly. Singing is also a large part of our RE lessons as a Catholic school. EYFS and KS1 both perform in Christmas performances, LKS2 perform an Easter play and UKS2 perform an end of year play. Additionally, Year 6 children perform in a schools partnership Carol Concert and Year 5 in a schools

partnership music festival, both requiring children to learn simple harmonies and part singing. All these concerts and festivals are in addition to our music curriculum.

We have chosen to use the condensed curriculum as set out by the Kapow scheme, which lays out lessons for 4 of the 6 half terms. This has been planned and resourced by experts in musical education and provides the non-specialist class teachers with short burst CPD videos in each lesson. Progression and curriculum coverage is assured through the scheme and checked by myself. The year 3 curriculum also includes whole class musical instrument lessons on the recorder.

Lessons take place in classrooms as well as occasionally outside or the hall if more space is required. We have a class set of glockenspiels and recorders as a large range of percussion instruments organised by timbre for ease of selection.

### **What can we expect to see in the classroom in a music lesson?**

- Learning through practical music and/or singing in every lesson often using our wide range of musical instruments and resources
- A good understanding of behavioural expectations, in particular in relation to instrument use
- Diversity/equality in music is very important to us at Sacred Heart and it is always considered in planning and lesson delivery
- Children feeling challenged but confident, happy and able to make music

### **What does feedback and assessment look like?**

Music assessment looks for an incremental improvement of musicality, knowledge, skills, posture and confidence. Videos are recorded approximately twice a half term (at the beginning and at the end) and kept in a folder in the assessment drive. This can be viewed by the children as a way of analysing their own work but also by class teacher for their assessment and by myself as music lead to ensure there is progression throughout the school.

We use Target Tracker to assess children termly by stating whether they are working below the expected level, working at expected or working above. It also allows us to show those who are at risk of not reaching their age related expectations as well as those working significantly above or below. Year group teachers also have individual statements to assess to help them with their overall judgement.

EYFS is assessed through the Early Learning Goal 'Being imaginative and expressive' and we use the non-statutory Development Matters statements.

The vast majority of feedback is verbal in music. Structured/balanced peer feedback is encouraged as part of our music learning especially in KS2 and children are asked to self -reflect upon performance's/achievements/compositions.

### **How do you support and challenge pupils in music?**

There can be a diverse range of abilities/knowledge and skills in music especially in UKS2 where children might be learning an instrument/taking part in music clubs outside school. We often have some grade 4/5 musicians in year 6 who are capable of working beyond KS2 curriculum. Please see link above for our SEND provision document.

- Tasks are differentiated for independent work. Sometimes in UKS2 this does mean working beyond KS2 curriculum music theory material to stretch those who read music well. Children who are able to play instruments are encouraged to use these in class compositions.
- Where children are working in groups, specific roles are assigned to particular children. Working in mixed ability groups selected by the teacher; more able children will be stretched to take a leadership role, giving children opportunity to foster new skills such as conducting a group or taking the lead with structuring a composition. Other members of the group will benefit from working with a more experienced peer. The teacher will often use group working as an opportunity to take a lower ability group to work with them more individually and lead and develop those who are struggling in a particular area
- SEND children are fully supported and will participate/undertake the same tasks alongside their peers with support from LSAs, music teacher and scaffolding.

## **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.

### **Music tuition, choirs and ensembles**

- Peripatetic lessons in piano (2 teachers) and guitar. Many children also have lessons out of school. There are opportunities for these children to perform in assemblies when they feel they wish to.
- Rock Steady open to any children in years 2-6, where the children work in 'bands' to produce a well-known song. This is an outside agency once a week. The children perform to the whole school and their parents once a term. This is a subscription opportunity.
- Choir for years 4-6 (3 join in the summer term) conducted by music lead. They have recently sung at the Herts Schools Gala at the Royal Albert Hall, Voice in a Million at Wembley Arena and Young Voices at the 02. They also perform at local concerts with the Hertford Symphony Orchestra and small school events such as assemblies, fetes and tea parties. The music lead also runs adhoc lunchtime rehearsals. These can be one off singing or composition projects, extra

production rehearsal slots, and occasionally lunchtime concerts presented by the children. This is free and non-auditioned.

## 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.

### **Musical experiences.**

- Weekly singing assembly with music lead
- Singing in other assemblies at least twice a week.
- Various Masses throughout the year, all of which contain a variety of traditional and modern hymns
- Singing during class RE lessons and worship
- Music genre/composer of the week – the whole school listens to the same piece of music, which changes daily, as they come in each morning and as they enter some assemblies. This is then spoken about in more detail during singing assembly. It may be linked to the history of music, world music or be associated with something relevant happening in the world/school at the time. The genre is on display at all times in the hall, which is changed weekly by the music lead.
- EYFS Christmas performance
- KS1 Christmas performance
- LKS2 Easter performance
- Whole school Pentecost performance
- UKS2 Summer performance
- Year 6 Hertford and Ware schools partnership Carol Concert
- Year 5 Hertford and Ware schools partnership music festival
- Occasional live music or workshops such as this year's African Drumming demonstration and workshop for the entire school by Seneke Sillah, funded by the school.
- There is a school talent show in the autumn term as part of a charity day, which children from all KS2 year groups are invited to audition for.

## In the future

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

- To forge links with the music Hub –
- To try to develop more interest in peripatetic lessons and perhaps have other instruments available (particularly woodwind for those children who wish to develop after recorder lessons in class).
- To ensure music is more of a priority in classes such as year 6 and also all teachers are teaching it weekly for their 4 half terms. It could be that the music lead teaches some of these for them while they teach her class.
- To continue to develop diversity in music to align with our whole school RJED action plan.
- To develop oracy within music, which will be a whole school priority in the coming years.