

## St Finbar's Catholic Primary School Music Development Plan

How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

<b>Vision and Intent</b>	<p>At St. Finbar's Catholic Primary School, we are passionate about nurturing a lifelong love of music in every child. We strive to create a vibrant musical community enriched with diverse, high-quality experiences that engage, inspire, and empower all learners.</p> <p>Our curriculum celebrates creativity, curiosity, and joy, encouraging pupils to explore and express themselves through music. Through these experiences, children develop self-confidence, self-esteem, resilience, and teamwork—skills that extend far beyond the music classroom.</p> <p>We offer a carefully sequenced curriculum centred on musical sound, providing a clear, progressive pathway for every child to grow as a musician. Musical opportunities are woven throughout school life, supporting pupils' mental well-being and offering them a powerful outlet for emotional expression.</p> <p>Throughout their musical journey, pupils will perform, sing, listen with intent, improvise, and compose. In doing so, they will deepen their understanding of the key musical elements that form the foundation of all music, enabling them to become confident, reflective, and creative musicians.</p>		
	<b>Our plan for delivering high-quality music education and supporting children's progress.</b>		
		<i>Where are we now?</i>	<i>What will we do next?</i>
	<b>Curriculum</b>	High-quality weekly music lessons	Music Specialist employed by the school for 1 day a week (for Year 3 to 5).  Continue to develop planning to suit needs of pupils.

<p><b>What do we include in our provision at St Finbar's Catholic Primary School?</b></p> <p><b>In the classroom and beyond the classroom</b></p>	<p><b>(setting the foundation)</b></p> <p><b>High quality music provision</b></p>		<p>Planning is based on procedural, declarative and tacit knowledge with a spiral curriculum with small, incremental steps in learning.</p> <p>Music is inclusive for all learners.</p> <p>Music is taught consistently for every year group every week across the year and is within every timetable. Music is taught for 1 hour every week.</p> <p>In Early Years, music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the four musical areas: Hearing &amp; Listening, Vocalising &amp; Singing, Moving &amp; Dancing, Exploring &amp; Playing. Invitations to engage with sound are planned for every day and singing is integrated throughout the day. Each week there is a focused taught music session.</p> <p>KS1 music turns musical play into playing musically.</p> <p>Pupils in KS1 are taught by class teachers, so aspects of learning can be revisited throughout the week. Planning is based on the Model Music Curriculum. Class teachers are supported with</p>	<p>Use pupil voice and subject monitoring to develop planning.</p> <p>Support Early Years staff to plan topics across the year</p> <p>Create a knowledge progression for music tech. Implement use across the school.</p> <p>Use music tech appropriately for all pupils, to make their own choices about independent listening.</p>
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			<p>coaching throughout each unit. This forms part of the monitoring process.</p> <p>KS2 music continues to build learning in small, incremental steps. Pupils develop their playing with increasing accuracy, fluency, control and expression. Listening develops aural memory and children develop an understanding of the history of music, spotting links between them and seeing the history of music develop.</p> <p>Pupils in KS2 have music lessons for an hour a week with the music specialist using the large upstairs hall. Learning in KS2 includes units using brass instruments eg Blues, Jazz.</p>	<p>To develop the use of technology in Music, through the use of ipads.</p> <p>Increase use of recordings for reflection and self-evaluation.</p> <p>Staff CPD and training on use of iPad/recording and what to use for it.</p> <p>Create, share and embed list of questions to use for reflecting critically on learning.</p>
		Vocal provision -	<p>30-minute weekly singing assemblies, which focus on enjoyment and being part of a massed choir rooted in skills development.</p> <p>Singing is used to support developing class ethos and to support learning across the curriculum.</p>	<p>Including a greater number of songs in different languages</p>

		<p>During Collective Worship time, children get the opportunity to sing and use their voice to praise.</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 Kapow resources which helps to develop staff CPD in relation to singing and performance.</p>	
	Listening Curriculum – Co-curricular	<p>Across all year groups, a listening curriculum is implemented by class teachers to expose children to a wide range of genres, historical periods, music from different places and different instrumental sounds. Listening to music features in variety of ways, not only in Music lessons but also, for example, during morning tasks, creative writing, RE, Shared Reading and PE. Pupils get a chance to comment and discuss pieces of music in a variety of subjects.</p> <p>Pupils also have the opportunity to listen to live performances from local performers – such as ukelele groups etc.</p>	Continue to decolonise and ensure equal balance between male/female and diverse range of composers/musicians

		<p>Performance opportunities</p>	<p>Music outcomes are often shared and performed either live to parents, SLT, Board of Governors and other pupils or recorded and shared with families via 'Chatter' and the school website. For example, our brass and guitar concerts are performed to pupils, staff and parents, Christmas concerts are performed to pupils, staff, parents and Board of Governors. Easter and end of year talent concerts are opportunities to showcase learning and to develop their performance skills.</p> <p>Music/Drama performances – Early Years Christmas Story for Families, Year 1, 2 and 3 - Christmas nativity to parents, pupils, staff and Board of Governors, Year 3 and Year 4– Christmas performance in Tesco and Alfred Stocks Residential Home , Year 2,3,4,5 and 6 Guitar club concerts for parents, pupils and staff, Year 3,4 and 5 Brass Concerts for parents, staff and pupils – Christmas, Easter and End of Year and Year 6 Leavers production. All classes take part in a Easter concert which takes the form of a talent concert, local performances (such as a Eurovision concert) or other topical events.</p> <p>Throughout the year, classes have the opportunity to showcase their performance skills in Mount Carmel Church, particularly at Christmas and Easter.</p>	
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		Upper Music Hall resources	<p>Large upstairs hall designated for brass musical learning.</p> <p>High quality instruments (tuned and untuned) are available with names and images to support knowledge for children and staff.</p> <p>Displays to support learning – clear elements board with appropriate language, skills board to identify learning for session, rhythm display with school terminology, staff notation with pitch names and graphic notation ideas.</p>	<p>Continue annual health and safety check and re-stock as needed.</p> <p>To develop a music timeline in the large upper hall.</p>
		Communicating with parents	<p>Music at St Finbar's Catholic Primary School on school website sets out Intent, implementation and impact and curriculum coverage.</p> <p>Parents are kept up to date with news by:</p> <p>Music news on school website. <a href="https://www.st-finbars.co.uk/">https://www.st-finbars.co.uk/</a></p> <p>Chatter</p> <p>Monthly school newsletter</p> <p>Visits into school to share with learning and learning outcomes.</p>	

		Transition	<p>Nursery</p> <p>Links made again with St Finbar's Catholic Primary School offering support if desired. St Finbar's Catholic Nursery School use the document Birth to 5 Matters in line with school Early Years planning with a focus on communication, language, physical development, literacy, expressive arts and design.</p>	Transition: plan singing sessions during transition day for Nursery children
			<p>Secondary</p> <p>Pass on information about instrumental learners.</p> <p>Use Upper Hall for final concerts with parents invited (Leaver's Concert).</p>	Contact secondary schools and discuss transition unit
		Annual action plan	Each year areas identified to move music on and maintain high priority.	Continue to develop the teaching of Music in St Finbar's
	<b>Co-curricular</b>	Instrumental learning	Free instrumental group lessons for all children who wish to continue through Superstarters for Key Stage 1. St Finbar's are the Resonate Hub school for Superstarters. <a href="https://www.resonatehub.co.uk">Resonate Music Studios :: Resonate :: The Music Education Hub for Liverpool (resonatehub.co.uk)</a> Taught by three specialist teachers through Resonate. Key Stage 2 have the opportunity to further their musical skills	Continue to signpost ensemble opportunities outside school community

	<b>Beyond the classroom</b>		<p>at Resonate Key Stage 2 hub at Belvedere School.</p> <p>Year 3, 4 and 5 one hour group brass instrumental learning with a brass specialist once a week.</p> <p>Performance opportunities –termly concerts.</p> <p>Guitar Concert – group/individual performances as well as orchestra performances (Brass Concerts)</p>	
		Vocal and Ensemble	<p>Superstarters – after school choir and instrumental tuition for children in Y1 and Y2. Inclusive and open to all, adult provision offered for any pupils who need 1:1 support.</p> <p>Choir performances at Tesco and Alfred Stocks Residential Home.</p> <p>Choir for all children, inclusive and open to all.</p> <p>Vocal concerts for all Year groups termly, parents are invited to attend all concerts.</p>	Encourage Year 2 leavers to continue with Superstarters for Key Stage 2 at Bellerive FCJ Catholic College Hub.
			<p>Brass – in school ensemble sessions for all pupils in Y3, Y4 &amp; Y5, every week with a brass specialist.</p> <p>Y2 to 6 Guitar Club – small group guitar tuition</p>	Continue to develop Year 6 leavers assembly by getting them to compose their own songs



		Progression strategy	<p>Buildup of skills prior to first access instrumental learning. Includes glockenspiel teaching (Y1,2 in preparation for brass and guitar). Includes rhythm notation teaching (Y1) and beginning of staff notation referring to pitch (Y1 and Y2) in preparation for Brass instruments)</p> <p>Instrumental learning inclusive for ALL pupils. Adaptions made where needed for SEND/EAL children.</p> <p>In school ensemble opportunities mapped out as part of provision. Children identified for external groups and parents signposted.</p> <p>Instrumental learning shared with secondary schools.</p>	
	<b>Enrichment</b>	Live performances	<p>Cultural capital experienced through:</p> <p>Hearing live music performed through local community groups.</p> <p>Opportunity to perform in a range of venues – for example, Food banks, residential homes, supermarkets, community centres, local churches and in school.</p> <p>Christmas Service in church – all children share in this service.</p>	

			<p>Easter service in school – all children share in this service</p> <p>Access Coverdale Puppets featuring musical rhymes and songs.</p> <p>Continue strong working relationship with Resonate Music Hub</p>	
		Career pathways	<p>Continue to identify music careers through learning in classroom and external experiences.</p> <p>Signpost parents to opportunities outside of school.</p>	
<b>Leadership</b>		<i>Where are we now?</i>		<i>What will we do next?</i>
	<b>Executive Principle/ Governors</b>	Incredibly supportive Headteacher who believes in power and value of music education. Free instrumental provision and music specialist teacher and included in annual budgets by Headteacher.		Identify any other opportunity for Music outside the classroom.
	<b>Subject Leader</b>	Experienced subject leader. Access to CPD throughout the year: national – Resonate, Music Mark events (Ofsted sessions, challenge sessions), independent reading of research and thinking.		
	<b>Teachers</b>	Supportive teachers who understand and believe in the importance of music. Inquisitive and always ask for support in ensure the best for their pupils.		Continue with CPD training and termly support for all teaching staff.

	<b>Pupils</b>	<p>Pupils who love music, who value enrichment opportunities and love musical learning.</p> <p>They say:</p> <p>I like when we use the glockenspiels and when we sing because I love listening to everyone's voices.</p> <p>Learning how to play instruments that I've never played on before.</p> <p>We get to do solos and time to play musical games.</p> <p>I love to play the cornets and to sing.</p> <p>I love playing altogether in concerts.</p> <p>I love playing the different notes in Music.</p> <p>Singing assemblies are the best as we are always learning new songs.</p>	Continue to gather Pupil Voice and act upon the feedback given.
<b>Communities &amp; Partnership</b>	<i>Where are we now?</i>		<i>What will we do next?</i>
	<p>Resonate Music Hub – very strong working relationship. Take advantage of free opportunities and work together.</p> <p>Guitar Club is co-ordinated by We Create Music <a href="https://wecreatemusic.co.uk/">https://wecreatemusic.co.uk/</a></p> <p>School community – support musical events.</p> <p>Continue to work closely with Bellerive FCJ Catholic College <a href="https://www.resonatehub.co.uk/superstarters-ks2/">https://www.resonatehub.co.uk/superstarters-ks2/</a>.</p>		<p>Find more opportunities to perform within the community, invite community members in to perform to our children.</p> <p>Parents in to support with topics</p>

	Performances at local residential homes, community centres and food banks throughout the year.	Continue to signpost external family events to support parents with musical learning.
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Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	1 <sup>st</sup> September 2024
Date this summary will be reviewed	20 <sup>th</sup> July 2026
Name of the school music lead	Catherine Osborne
Name of school leadership team member with responsibility for music (if different)	Catherine Osborne
Name of local music hub	Resonate Liverpool
Name of other music education organisation(s) (if partnership in place)	We Create Music (Guitar lessons) Resonate Liverpool