

**St Cuthbert's
Catholic High School**

Live life in all its fullness

**Music
Development
Plan**

Overview and Rationale

This plan is for the information of all teachers and staff, visiting tutors, St Helens Music Hub, and other relevant members of the school community.

Rationale:

At St Cuthbert's High School, we believe that the music curriculum should provide students with the opportunities to engage with a range of musical styles, through listening and appraising, composing, and performing. We strive for them to become involved in movement and drama through music.

'Speaking to one another with psalms, hymns, and songs from the spirit. Sing and make music from your heart to the Lord' – Ephesians 5:19

This plan has been devised in response to the government's document.

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire students to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As students progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.' – **(Department for Education, National Curriculum)**

This plan has been devised in order to:

- Benefit the teaching and learning of music in our school.
- Provide a coherent approach to the teaching of music across the department.
- Review the existing plan for music considering the new Model Music Curriculum
- Create a core curriculum for all aspects of music for all class levels.
- To support and develop extracurricular opportunities for our students.
- To give access to instrumental/vocal lessons

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs A Dixon
Name of school leadership team member with responsibility for music (if different)	Mrs J Grimes
Name of local music hub	St Helens

Part A: Curriculum Music

INTENT

Vision:

In Music we want our students to have a well-rounded personality. We explore skills and interests which are then transferred to support them in their development as a person. Research has shown that students who study Music develop all areas of their brains, enhancing their skills in other areas. Students are able to have a better understanding of things and are able to solve problems in a timely and effective manner and can express themselves wholeheartedly. We look to build their confidence, self-regard, their leadership and relationships with themselves and others. It is worth noting too, that that music education at our school aims to build other skills and qualities in students, such as confidence and resilience.

Aims:

We endorse the aims of the Model Music Curriculum and National Curriculum to:

- Access to lessons across a range of instruments.
- A school choir and/or vocal ensemble.
- School ensembles.
- Space for rehearsals and individual practice.
- A termly school performance opportunity.
- Opportunity to enjoy live performance e.g. St Cuthbert's concerts, live performances of colleges.
- Enable the child to develop his/her musical potential and to experience the excitement and satisfaction of being actively engaged in musical creativity.
- Nurture the child's self-esteem and self-confidence through participation in musical performance.
- Foster higher-order thinking skills and lifelong learning through the acquisition of musical knowledge, skills, concepts, and values
- Enhance the quality of the child's life through aesthetic musical experience.
- Foster a sense of community by singing together and performing.
- Provide students with an opportunity to perform using their musical talents e.g. concerts

IMPLEMENTATION

Curriculum Planning

Model Music Curriculum/Sequencing

All teachers are familiar with the sequencing of units and how they fit within the new content objectives of the model music curriculum.

Teachers are encouraged to teach music using alternative methodologies and resources that match their own musical abilities and strengths, we also encourage students to build on their previous musical skills and further develop their instrumental skills on a chosen. We Teachers in the Music Department work together to plan and adapt their individual plans to cover the INTENT and ensure all students in the class are supported.

To guarantee continuity, progression, and consistency from class to class, teachers refer to our Music Curriculum Booklet, which can be found on our website. Every teacher and the sequencing of the lessons follow endpoints and the Curriculum Map. Collaborative planning and informal and formal meetings between class teachers will be utilised to assist in planning.

Music Curriculum Map- KS3

Year 7	Half Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Introduction to Music: Bassline introductory Music skills.	Singing - How to use your voice. - What are the different types of voices. - Warming up your voice. - Singing in unison.		Singing - What are the elements of music? - How can we use some of these in singing? - Singing in multiple parts.		Notation - What is music notation? - Reading music in the treble clef - Develop knowledge of note values.	
Year 8	Half Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	What are the Blues? Where does it come from? Introduce Boom Boom by John Lee Hooker. What is Call and Response? What is the instrumentation of Blues Music? What is improvisation?	What is Call and Response? What is the Instrumentation of Blues Music? Develop a line/chords on John Lee Hookers 'Boom Boom' Analyse the song using interrelated dimensions.		What is the 12 bar Blues? How does it work? Learn to play the 12-bar blues on Guitar/Keyboard/Ukulele.		Sharps and Flats in Notation What is the Blues Scale? How does it fit with the 12 Bar Blues? In pairs work together to compose a 12 Bar Blues with improvisation.	
Year 9	Half Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Introduce 'The Decades' How did Music impact 50s – 2010s. Revisit how to read notation and notate a piece of music.	1950s - Who was Elvis Presley? - What was the difference between white/black artist in America at the time and how did Rock and Roll Bridge that gap? - Learn how to play Hound Dog as a class band.		1960s - What was the British Invasion? - Who are the Beatles? - Learn to play 'I Wanna Hold Your Hand' as a class band.		1970s - The Rise and Fall of Disco - Analyse a Disco song using the interrelated dimensions. - Introduction of synth in music - Learn to play a Disco song as a class.	

Teachers are familiar with the interrelated dimensions of music - a sense of pulse, duration, tempo, pitch, dynamics, structure, timbre, texture, style - to be taught.

All three strands – **Listening, Performing and Composing**, should be comprehensively covered but emphasis will be given to performing and given the current climate of Music, a strong focus on Music Technology.

All children at KS3 are actively engaged in music education at St Cuthbert's.

students are given the opportunity to engage with instrumental and vocal lessons with a member of staff, where they learn to read music and develop skills on their chosen instrument.

Opportunities are provided to enhance children's lives through music by performing in concerts, Vocal Group, school shows and other events.

Listening

Children are provided with opportunities to listen and respond to music during their lessons. These pieces are taken from the Model Music Curriculum repertoire list to cover as large amount of music as possible. Teachers ensure that students experience a wide range of musical styles, traditions, and cultures as evident in the selection of pieces for the core curriculum.

The teacher provides opportunities for active listening and responding e.g. through questioning, prompting, suggesting, listening to short examples repeatedly and responding in some of the following ways:

- Talking about ...
- Listening for specific instruments and/or specific features
- Writing in response to music or Composing
- Singing or playing along with music
- Musical games and/or action songs

Children are provided with opportunities to work in different groupings, e.g. whole group, small groups, pairs, individually.

Children are provided with opportunities to work collaboratively/co-operatively.

Children are provided with opportunities to offer varying and creative solutions to presented problems.

A broad range of materials is provided for listening and responding e.g.

- Recorded music on video, CD, or music technology.
- Tuned and untuned percussion instruments.
- Melodic instruments such as piano, ukulele, guitar
- Performance of a group, ensemble, band, choir, orchestra visiting the school or at another venue.
- Recorded music is selected from a wide range of sources, all listed on the Model Music Curriculum.

Performing

In the Performing strand all the following are emphasized:

- Active enjoyable participation
- Development of skills, understanding, knowledge
- Fostering of children's attitude and interests
- Development of creativity.
- Performing on different instruments
- Performing and developing vocal skills
- Performing in a solo or an ensemble setting.

Approaches to music literacy include pictorial representation of rhythm, graphic scores stick notation and traditional notation.

Children are provided with opportunities to play a variety of instruments at appropriate times in class. These sessions are structured so that students have a key focus of embedding skills not just playing.

Composing

Children are encouraged to compose music as part of the Composing strand through.

- Composing simple chord structures on piano
- Composing melodies to a given chord sequence
- Developing improvisation skills
- Composing and arranging by using technology e.g. BandLab.

We recognise that there is a natural linkage across the strands of the music curriculum e.g. while students are engaged in a Performing and Composing lesson, they will also be Listening and Responding.

Assessment

Assessment plays a crucial role in the teaching and learning of music by identifying the skills students already possess and highlighting areas that need revisiting, mastery, or advancement. It evaluates children's overall musical ability, interest, and participation levels, as well as individual aspects of each musical strand.

Teacher observation and verbal feedback serve as the primary assessment tools this happens every lesson where students can act on this straight away or in the next lesson. This ensures a comprehensive and dynamic approach to student development in music.

Other assessment tools used are.

- Key Assessment Tasks
- Knowledge Tests
- Performance at a particular school event e.g. Christmas Concert

Assessment is recorded in a tracker and this is communicated to parents in the end-of-term report as an export of the tracking document.

SEND

At St Cuthbert's, all students participate in music within the classroom. Teachers will, if required, vary the pace, content, and methodologies to ensure learning and success for all students. Every effort will be made to simplify the language and technology for students with SEND. Equally, where a teacher recognises a musical talent within a student, this will be nurtured as far as possible, and the teacher will communicate this with the parents/guardians so that they may nurture the talent e.g. after school class in Extra Curricular groups.

Equality of Participation and Access

Equal opportunities are given to all students regardless of gender, ethnic background or socioeconomic status across all strands and activities. Music class may be used as a means of integrating different cultural backgrounds, which may exist in the class at the time.

Timetable and KS3 frequency

Time is allocated on a two-week timetable with classes at KS3 receiving 1 60-minute lesson per fortnight. The curriculum is well sequenced to develop skills in this time, and this is something we look to develop in the future to have 1 per fortnight.

Health and Safety

Teachers are constantly aware of health and safety when conducting lessons. When planning, and during Music lessons, consideration will be given to the following:

- Hidden dangers when students are moving around the classroom.
- Storage facilities
- Access to, and transport of, equipment and instruments
- Ventilation of the classrooms
- Amount of space for students to sit/stand when doing choral or instrumental work.
- Appropriate volume levels when using audio equipment and instruments.

Individual Teacher's Planning and Reporting

This whole school plan, core curriculum and the curriculum documents for music, provide information and guidance to individual teachers for both their long- and short-term planning.


These will be reviewed in collaboration with the department during weekly collaborative planning sessions.

Staff Development

- Teachers have access to reference books, resource materials, instruments, equipment, and websites dealing with music.
- Staff are consulted about the purchasing of instruments and materials for music.
- Information about in-service courses, school visits, and musical events are communicated to all by ADI.
- We are always looking at opportunities for staff with expertise in the areas of music to share their ideas with other staff members e.g. co-operative teaching.
- Time is allocated at staff meetings (collaborative planning) to discuss aspects of the music curriculum.
- Links have been made with St Helens Hub for bespoke CPD sessions.
- The Head of Faculty attends network meetings when available.
- Subject Alliance with Music Teachers Association and a Music Mark School.

Part B: Co-curricular music Enrichment


The Music department has a rich history of running extracurricular clubs, this is constantly being reviewed and developed by ADI.



EXTRA-CURRICULAR

EXPRESSIVE ARTS

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LUNCH			Drama Club Drama Studio EPN		
AFTER SCHOOL 3.00-4.00PM	Brass Band with Mr. Chadwick in Music	Drama Intervention	Cuthie's Singers/ Show Rehearsal in Music	Pop/Rock Band in Music Music Intervention	



Music Practice can take place when rooms booked with Mrs. Dixon

Instrumental Lessons and Visiting Tutors

We have several tutors visiting the school to teach a wide range of instruments.

- Drums – Mr Howard
- Guitar – Mr Sudworth
- Brass – Mr Chadwick
- Vocal – Mrs Wilson
- Piano – E&M
- Strings – Ms Johnson

Community Links

The staff at St Cuthbert's are very open and encouraging to any member of the local community who wishes to share their musical talent/skill with the students and will facilitate this where possible. Community members are invited to attend school events. We have done joint concerts with our local Primary School, St Annes, and also perform within the community e.g. Christmas Light Switch on.

St Helens Music Service

Many of our students attend the Music Service extra- curricular clubs and these are shared with students.

MUSIC SERVICE ENSEMBLES AT ST HELENS TOWN HALL

2024-25 FREE!

TUESDAY... ROCK & POP BAND 4.30PM - 5.50PM	WEDNESDAY WIDER OPPORTUNITIES BAND 4PM - 5PM	WEDNESDAY INTERMEDIATE WIND BAND 4PM - 5PM	WEDNESDAY INTERMEDIATE STRINGS 4PM - 5PM
WEDNESDAY MUSIC THEORY CLUB 4PM - 5PM	WEDNESDAY YOUTH WIND ORCHESTRA 5.15PM - 6.30PM	WEDNESDAY SINFONIA 5.15PM - 6.30PM	WEDNESDAY MUSIC THEORY CLUB 5.15PM - 6.30PM

ST HELENS COUNCIL MUSIC SERVICE
INSPIRING MUSICAL CREATIVITY FOR EVERY CHILD AND YOUNG PERSON IN THE M06X AREA

Twitter: @sthelensmusic
Facebook: @sthelensmusicervice

01744 677946
musicservice@sthelens.gov.uk
SCAN THE QR CODE BELOW TO JOIN AND REGISTER TODAY

Part C: Musical Experiences

Performance Opportunities

Dependant on the year there are many different opportunities for students to perform in school.

Christmas Concert – This is where students have the opportunity to perform a solo or in an ensemble, or both!

Summer Concert – This is where students have the opportunity to perform a solo or in an ensemble, or both!

School Shows – students are encouraged to perform in school shows, no matter their ability, everyone gets a part.

Other opportunities – Concerts with schools, Christmas light switch on, remembrance service, liturgies supporting our Catholic Ethos.

Part D: In The Future

The Music department has always had high expectations of all students and their musical goals. We aim to continue to inspire the students at St Cuthbert's School and help them "Achieve Things They Never thought They Could"

Below is our key focus for the department for the future.

- Develop music technology in the Department
- To increase participation in instrumental and vocal lessons.
- To develop numbers in extra-curricular groups.
- To develop further singing opportunities within the curriculum.
- To develop links with local schools and put on collaborative events.
- To timetable Music once every week for 1 hour.
- Further Music Equipment and rooming.

IMPACT

The success of this whole school plan will be monitored and assessed; we will know if the plans have enhanced students learning if:

- Children have a positive attitude and appreciation of music.
- Children have an interest in expression through music.
- Children engage in listening and responding, performing, and composing music.
- Children have explored sound including vocal sound, body percussion, instruments, and environmental sounds.
- Children have listened and responded to music from a wide variety of genres and cultures in a variety of ways.
- Children sing songs appropriate to their vocal range from a wide variety of genres and cultures.
- Children play a variety of instruments.
- Children improvise and create music using a variety of sound sources.
- Children talk about and evaluate their work

Roles and Responsibilities

Curriculum Leader of Expressive Arts: Ashley Dixon (Lead on BTEC Music and KS3 curriculum)

Teacher of Music: Eleanor Parkinson (Teacher of KS3 Music)

Timeframe

This plan will be implemented immediately.

It will be necessary to review this plan on a regular basis to ensure optimum implementation of the music curriculum in the school.