

St Francis Roman Catholic Primary School

Music development plan summary 2025-2026



Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Mrs A O'Dwyer (Head Teacher)
Name of school leadership team member with responsibility for music (if different)	Mrs A O'Dwyer (Head Teacher)
Name of local music hub	Manchester
Name of other music education organisation(s) (if partnership in place)	ALFA Music One Education

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.

At St Francis we use an external provider – Alfa Music support delivery of the music curriculum across the entire school including EYFS. Alfa Music provide a full progressive and sequential curriculum that supports teachers to develop their own subject knowledge and skills. Music is through the inter-related dimensions: performing, listening, composing, the history of music.

Our aim is for pupils to become increasingly aware, accepting, and critical of a range of musical genres from various cultures and time periods and recognise the positive impact it can have on their lives.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

Pupils with SEND, are at the heart of what we do. We strive to remove barriers to learning for pupils. Adopting a positive and proactive approach ensures that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music. a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. We review any reasonable adjustments needed, adaptations before during or after lessons and any differentiation needed for specific pupils as per the Code of Practice.

We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

We review planning within the scheme to make sure that learning is cyclical; pupils return to the same skills and knowledge again and again during their time in primary school. That there is increasing depth; each time a skill or area of knowledge is revisited it, is covered with greater depth and that prior knowledge is used. Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' Our year 4 class learn the guitar, and this is delivered by an external provider – One Education. The teaching follows an established progression map. This document is based on a Common Approach 2022, a Music mark resource that sets a holistic curriculum for the teaching of musical instruments. This supports the development of listening and internalising, making and

controlling musical sounds, creating and developing musical ideas, playing music, playing music with others and performing and communicating.

At St Francis the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

The music curriculum ensures students sing, listen, play, perform and evaluate. These components are embedded in classroom activities, as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.

The elements of music are taught in the lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. The key knowledge and skills for each year are mapped to ensure progression between years. This ensures that children develop their musical skills systematically, building their knowledge of music from one year to the next.

Students learn how to play an instrument. In doing so, they are able to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction'. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

Assessment:

Children's standards and achievements in music are assessed using progression documents, the expected vocabulary use and through performances. Our external music teacher supports teachers in identifying those children who are working below expectation so this can inform next steps.

On-going assessment for learning takes place within class and group sessions, including the sharing of and reference being made to scheme end points as well as self and peer assessments of understanding, outcomes and progress. Videos of end of end of unit performances s

Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders within the monitoring cycle to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Knowledge organisers provide a summary of our intent for each unit of learning. They detail the key tier 3 vocabulary that children will learn, alongside some key sticky knowledge.

Impact:

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. The Music curriculum also enables children to develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. As a result, pupils are ready for the key stage 3 music curriculum.

Informing Parents:

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment documentation.

MUSIC TEACHING TIMETABLE	
Thursday	
Choir	8.30-9am
Nursery	1pm
Reception	10.30-11am
Year 1	11-11.30am
Year 2	9-9.30am
Year 3	10-10.30am
Year 4	2-2.30pm
Year 5	2.30-3pm

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.

At St Francis, we have a well-established choir led by Mr Charles, who accompanies the singers on guitar. The choir performs at a variety of events throughout the year, including school assemblies and Masses.

The whole school takes part in a range of musical performances, including Carol services and end-of-year productions. These live performances provide valuable opportunities for pupils to showcase the skills they have learned and to inspire other children.

Our feeder secondary school also provides opportunities for pupils to perform in joint concerts alongside children from other local primary schools.

In addition, a good number of our pupils are members of the local church choir.

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.

The Year 5 pupils took part in a production at the local secondary school, joining several other primary schools to create a full performance. They rehearsed in school beforehand and then came together with the other schools to put on the final show.

Our Year 6 pupils sang at the Emmaus Trust Mass, individually and as part of a larger ensemble.

All pupils take part in weekly communal singing during whole school assemblies.

In the future

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

- We are looking to bring in music tuition for pupils taught by peripatetic music teachers through the Manchester Hub. Pupils eligible for PPG will be offered subsidised lessons.