

Music Development Plan Summary January 2025

We value music because it plays a major role in a student's spiritual, moral, social and cultural development. Music provides a special time when people come together to interact, participate, socialise, communicate and to have fun which is invaluable with the students we have at St. Catherine's School and College (known as St Catherine's throughout the rest of this plan).

It can therefore significantly contribute to the education of the whole person, being a form of expression and communication of feelings and ideas. We encourage our students to enjoy music in its many forms. Our aim is to foster a sensitivity to, and understanding of music, through an active involvement in listening, performing, composing and appraising, in accordance with the National Curriculum.

The National Curriculum for music aims to ensure that all students:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At St. Catherine's the intention is that students gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a wide variety of periods, styles, traditions and musical genres. Our objective at St. Catherine's is to develop an enjoyment & curiosity for the subject, an understanding and acceptance of the validity and importance of all types of music, and respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring students understand the value and importance of music in the wider community, and go on 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. This is embedded in the classroom activities as well as assembly concerts and performances, the learning of instruments, and the joining of school band or music club. The elements of music are taught in the classroom lessons so that students can use some of the language of music to understand it how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument from our main groups available including guitar, keyboards, ukulele, Boomwhackers & percussion. In doing so the students understand the different principle of each method of creating notes, as well as how to read basic music notation and tablature notation for guitar, ukulele and possibly bass. They also learn how to compose focusing on different

dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Composing or performing from a graphic score is also done using percussion and vocal sounds which develops the understanding of musical elements without the added complexity of notation.

The students have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates a range from which a student may access fundamental abilities.

These include achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Students can enjoy music, in as many ways as they choose- either as listener, creator or performer. They can breakdown music and understand its parts. They can sing and feel a pulse.

The WJEC entry level pathways and OCR GCSE courses that we offer at St. Catherine's could lead to the possibility of further advanced study of Music at college or degree level. Students who pursue this path could in turn, find career opportunities as studio technicians, professional players, composers or arrangers. It is hoped that ultimately the impact of studying Music at St. Catherine's gives each student a life-long love and enjoyment of the subject with the hope that they could continue to develop new and further skills.

Overview

Detail	Information
Academic year that this summary covers	Sept 2024-2025
Date this summary was published	Sept 2024
Date this summary will be reviewed	Sept 2025
Name of the school music lead	Mark Thompson
Name of school leadership team member with responsibility for music (if different)	Sarah Thompson, Principal
Name of local music hub	IOW Music Hub
Name of other music education organisation(s) (if partnership in place)	Platform One – local Music College for BTEC & Music Degree

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.

Fundamental skills and knowledge are taught to the students through a carefully planned programme throughout each student's time at St. Catherine's. All children gain a simple understanding of musical notation, playing an instrument, composition, listening and analysing music. Objectives and keyword vocabulary are displayed on the board every lesson for immediate visible reference. Each lesson is one hour, once a week for KS1 & KS2. This is for the "School" 3 tier system of St. Catherine's. For those older students in 6th Form who choose GCSE Music it is 3 hours a week.

Each group is mixed ability. We teach music to all the students whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of the students.

1. Assessment

Assessment follows a variety of different methods. The teacher and teaching assistant will informally monitor and assess throughout any creation or rehearsal process in lessons, giving oral feedback, and instant methods of ways to improve. Recordings are made on a handheld Zoom recorder of students' work over a topic or term which is further evidence of achievement. In the WJEC course, there are formal evaluation documents for each piece of Music work completed. These evaluations are potentially submitted with the recordings as part of the requirements of the Entry Level Pathways course.

A Music tracker is used to generate potential levels at the beginning of a year for new students and maintain progress levels for present students. Each piece of work assessed level is recorded in the teacher's planner over the course of the year. This work and progress is then reported at the end of summer term.

Targets are also set out on the front sheet of each year in each student's music folder. These are reviewed by the teacher over each term. Each level is also noted so that each student may see how they are progressing in relation to their individual levels.

The assessment of WJEC Entry Level Pathways and OCR GCSE Music courses are based on the assessment criteria of each of these boards depending on the different disciplines. The practical disciplines of performance and composition are internally assessed 2 – 3 times with different staff, against the criteria, collated and submitted for moderation.

2. Planning and resources

Units of work are written to link in with class topics or themes, where appropriate and have a specific musical focus. Copies of all plans are held in the Music teacher's teaching file and on the school intranet. Planning in music in three phases (long-term, medium-term, and short-term).

The children study music topics in conjunction with other subjects. This is especially true of St. Catherine's "Super Learning Days" for RE when different religions are studied one day per half term. Whole school and 'world' events that support PSHE/SMSC and British Values are also taken into account in the planning of music.

The medium-term plans give details of each unit of work for each term. The music teacher is responsible for keeping and reviewing these plans.

There is a 3 year rolling programme of topics to study contained in the Music Curriculum Overview Plan. Some of the plan ideas come from the Musical Contexts lesson plan scheme which covers from KS1 to KS3. The teacher adopts some of this material to use in lessons with the students.

For WJEC there are some general topics to guide what students should study. In OCR GCSE Music these are very specific Areas of Study course requirements.

Resources are the responsibility of the music teacher as well as maintain the equipment and potential updates for our MAC computers.

The music room is equipped with a wide range of musical instruments including 2 full size electronic drum kits, guitars, amplifiers, Gamelan, trombone, trumpet, flute, clarinet, Boomwhacker sets, many djembe drums and a large variety of percussion.

Also available are 2 pianos – as well as one in the hall, school dining room and in the chapel.

Some sound production facilities and recording facilities which include:

6 Portable electronic keyboards, five of which have Midi facilities. There are also a few spare keyboards in the music store.

Audacity software as on the Music room PC. Handheld black Zoom recorder which is excellent for recording prepared or “ad hoc” performances. A green diary has all the recorded track information and dates.

Access to a computer linked to an interactive white board and offering full access to the internet.

7 Apple mac computers with ‘Garageband’ software for WJEC composition tasks.

CD and video/DVD recorders.

3. School and Sixth Form

In KS 1 stage lessons there is movement to begin every lesson. Some singing may occur at certain points. Simple rhythmic notation values are introduced such as crotchets, minims, semibreves and quavers. These are taught using mnemonics so that they are memorable with visual pictures to support this.

There is also the playing of musical instruments such as keyboard, Boomwhacker tubes and percussion. The C major scale is studied with notation and letter names. Simple composition is introduced using note letters and graphic scores. There are also various group pieces which are learnt and performed together in class which are generally led by the Music teacher.

In KS 2 students learn to identify instruments, families of instruments, and musical genres. They analyse the musical elements of tempo, timbre, texture, dynamics, rhythm, pitch, duration & structure to a basic level. They also learn to play ukulele and guitar and study how to read notation and tablature for these instruments. There are both performances to classmates, and parents. They undertake group work and solo work, engage in active listening, play percussion instruments and compose in small groups. They respond to and analyse and reflect on their own and others’ music, and their own compositions.

Students who study the WJEC Entry level Pathways course in Music study the following topics over 3 years: Ternary Form, Ostinato, Chinese Music, Samba, Film music, Dance music, Classical music, Ukulele & WW2 music & Blues music. The students learn group pieces and solo pieces in each topic and provide a composition for certain ones as set by the teacher. To fully complete the course a student must submit 2 solos, 2 ensemble pieces, 2 compositions and 12 completed

listening papers. They can achieve any of these units at Entry Level 2 or the higher Entry Level 3. The students at this stage can achieve any of these units as a stand-alone award as not all of our students are able to achieve all of these award areas.

In 6th Form students can choose to study Music. In OCR GCSE Music students are entered for a 2-year course. The requirements of solos, ensembles, compositions and listening cannot be entered separately as they can be in WJEC Entry level. At GCSE the students study 4 Areas of Study:

- Conventions of Pop
- Rhythms of the World
- Film Music
- The Concerto through Time

They need to complete a Solo & Ensemble performance as well as a composition coming from a brief set by the student and a composition in response to a Set Brief as determined by OCR every September. The coursework journey is set out as:

Yr 1 – Solo performance & Student brief composition recordings & documentation

Yr 2 – Ensemble performance & Set Brief composition recordings & documentation.

By January of Yr 2, the teaching of the units should be complete and a period of Revision begins including a mock exam. Students will be practicing questions and answers at this stage in preparation for a listening & appraising Music exam at the end of Yr 2 in June.

The OCR GCSE Music course is assessed internally and externally. The performances & compositions are all internally assessed and then sent for moderation by an external moderator. The final exam is externally marked. The coursework accounts for 60% of the marks with the other 40% coming from the final listening exam.

4. Progression

The tracker used in Music are based on the different Step 1-4 statements from the Progress and Tracker sheets developed from the ISM “The National Curriculum: an assessment and progression framework”. Each statement has a RAG rated level of achievement depending upon how well a student has approached the statement. Refer to Assessment policy.

For certain students at St. Catherine’s this Step progression tracker has statements which are too demanding. The tracker for these students who are just under the Step 1 level were assessed using previous P level descriptors.

It must be noted at all times that the students at St Catherine's are neurodivergent and it is therefore not appropriate to assume normal progression through the National Curriculum. The school offers a modified curriculum that is both sympathetic to the students' needs, as well as supplying a broad, balanced and differentiated curriculum.

This can be especially true of singing in the classroom as some students find this too stressful for their sensory needs. Singing in class is therefore done depending on the dynamics of each particular group.

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.

Students can apply to learn guitar, bass, voice, keyboard, ukulele and drums. These lessons are weekly for 20 minutes and to individual students. Planning for peripatetic music lessons is the responsibility of each peripatetic teacher. Resources are provided by the school but organised by the teacher. The current drum tutor is able to offer drum tuition awards through Trinity music.

There is also the opportunity for students to join the choir during the Autumn term. This is in preparation for Christmas. This is usually very popular with students. The Choir tends to be invited to sing on different ferry services towards Christmas as well as singing at the local Co-op and Church Christmas fayre.

Students can also form bands of their choosing. This usually takes the form of rock bands some of which have been successful in that they have played at the Bestival during the summer of 2018. Performance opportunities are always available during the Summer Fair & end of term assemblies. "Band" is currently taking place on a Friday afternoon in the Music room as part of the wider school club provision. There are currently 5-6 students taking part and being led by Ms. Jackie Fox, another school Music teacher at St. Catherine's.

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.

Students have the opportunity to perform during assemblies, usually towards the end of term. Please see above.

There is also a performance stage area which is organised during the Summer Fair for groups and individual students to perform to a wider, public audience.

In the future

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

Trips to see concerts especially an orchestra so that GCSE students can experience the full power of when a large group of instruments are played together.

Inviting visiting musicians to hold workshops & sessions.

Further information (optional)

Local partners with St Catherine's School:

IOW Music Hub, Quay Arts, Newport

Platform One Music College, Newport