

GUARDIAN ANGELS' RCPS Music Development Plan

Detail	Information
Academic year this summary covers	2024/2025
Date this summary was published	August 2025
Date this summary will be reviewed	July 2026
Name of the music lead	Miss M Kambalis
Name of headteacher	Mrs JE Davies
Name of local music hub	Bury Music Hub

At Guardian Angels' RCPS, we believe that a high-quality music education will provide children with opportunities to explore and develop their own values and beliefs whilst understanding that music is great representative of other cultural traditions. This is a summary of how our school delivers music education to all our pupils across three areas- curriculum music, co-curricular provision and enrichment – and what changes we are planning in the future. This information is to help show pupils and all stakeholders what our school offers and who we work with to support our pupils' music education. It also outlines the leadership and advocacy of music at the school.

CURRICULUM

<i>Where we are now</i>	<i>What we will do next</i>
High Quality Music Lessons	
The curriculum is managed through our own bespoke scheme using a range of resources including Charanga and BBC Ten Pieces. The scheme builds upon prior learning with the music progression skills ensuring that all children are increasingly challenged as they move through the school. The scheme links to our EYFS curriculum goals and objectives of the 2014 national curriculum. We also encourage cross-curricular links, ensuring music is taught as a holistic part of the curriculum where possible. Several objectives, particularly those related to singing are also taught through other school experiences, such as, hymn practises, class assemblies and opportunities to perform in church or the wider community. A regular hymn practice is delivered by the Music lead so that all children receive first quality teaching. Singing as a community is celebrated during collective worship; additional hymn practise is timetabled for the whole school before Masses. EYFS – through discrete music session and Continuous Provision opportunities when children choose their learning independently. Focus lessons within the strand of 'Understanding of the World'. Children will explore, experiment, practice, repeat and consolidate musical ideas and	Continue to develop planning to suit needs of pupils. Use pupil voice to develop planning. Utilise pupils in school who play instruments to play alongside hymn practises and our weekly praise assemblies. Increase use of recordings for reflection and assessment.

skills through singing, movement and through playing a variety of instruments. Key Stage One –A focus Music lesson is taught for one hour within a two week timetable, throughout the year. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include Listening and Appraising activities for children to use musical vocabulary to talk about pieces of music. Lessons then focus on skills linked to an over-arching topic whether that be singing, learning an instrument or improving and composing. Key Stage Two – A focus Music lesson is taught for one hour within a two week timetable, throughout the year. Links are made throughout the year, during the teaching of other subjects across the curriculum. Lessons will include Listening and Appraising activities for children to use musical vocabulary to talk about pieces of music. Lessons then focus on skills linked to an over-arching topic whether that be singing, learning/mastering an instrument or improving and composing. Links across the curriculum are encouraged and often made explicit for children to understand where music can fit into all areas of the world. Teaching and Learning is supported with use of a range of resources including the use of BBC Ten Pieces, specifically bought instruments and the opportunities to take instruments home to master. Special Educational Needs Teaching staff recognise the individual needs of children within the music curriculum. Teaching staff recognise their responsibilities as ‘every teacher a teacher of SEND’ and adapt their lessons and planning appropriately. Children with SEND have work modified, resourced and differentiated in line with their individual needs. Alternative methods of recording are offered as appropriate. SSAs and TAs support, under the direction of the class teacher, children and groups as needed. All staff value the individual contributions of all children and music is assessed using a variety of strategies. . .	Music is taught by all teaching staff so non-music specialist, Subject leader to provide support. Broaden Instrument Access – Provide opportunities for every child to learn an instrument, with schemes for loaning or sharing instruments. Strengthen Assessment & Progress Tracking – Develop clear ways to track musical growth in listening, performing, and composing, ensuring all pupils are challenged (particularly those who already play/ are studying an instrument).. To utilise and embed ‘musical technology’ – making use of chrome music lab across both key stages. - Making use of Incredibox to aid in ostinato patterns to back music. Create a knowledge progression for music tech. Implement use across the school.
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Co-Curricular	
Where we are now	What we will do next
Vocal Provision	
The Federation subject lead is a vocal specialist and has ensured all of the schemes of work include vocal opportunities within them. They deliver a weekly key stage praise assembly which all staff attend for CPD. The focus is not only enjoyment and preparing for the songs to be sung in church but to ensure good vocal technique and control. Music lead leads weekly choir sessions that have performed at a range of events including nursing homes, Bury Market, Jersey Girls Ice Cream Parlour as well as holding an annual music night centred around musical that utilised children who currently play instruments. All staff have access to a variety of vocal resources provided by the subject lead. All the children sing at times of celebration and massed events eg Christmas and Easter services and feast days. They also perform locally within the community at special events such as Christmas fayres. In collaboration with The Royal Opera House and Bury Music Hub the choir and year 5 classes have rehearsed and performed abridged versions of Carmen, Hansel and Gretel, The Magic Flute and original musical play Esio Trot. Year 4 classes across the federation took part in 'Adopt a Player', held by the Halle orchestra, in which led a series of 4 sessions before a collaborated performance at St Gabriel's High School (Our feeder High School).	To ensure staff through support feel confident to deliver vocal work independently, through devised workshops help by music lead.
Peripatetic Music Lessons	
We are simply delighted that Instrumental tuition is taught by specialist music teachers from the Bury Music Service and all have been teaching at Guardian Angels' for many years. This strong relationship ensures continuity of teaching for our children, aiding both progress and enjoyment. Bury Music Service offer instrument lessons from Year 3-6 in Flute, clarinet, saxophone, piano, keyboard, violin, viola, trumpet, tenor horn, French horn, trombone, guitar, ukulele, drumkit and tuned percussion. Lessons are charged at £11.00 per week, which includes the loan of an instrument. This is reduced to £8.00 for the first term and an increment of £2.50 for terms 2 and 3. For those children eligible for Pupil Premium, lessons are offered at a reduced rate and some are fully funded. When ready children are encouraged to work	To increase the uptake of instrumental lessons in KS2. Invite Bury Music staff to visit classes after their initial whole school performance and demonstrate further, perhaps a targeted instrument per year group.

towards music exams and music medals offered by SFE, ABRSM and Trinity College London.	
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Enrichment	
<i>Where we are now</i>	<i>What we will do next</i>
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Musical Experiences	
Music outcomes are often shared and performed either live to parents in class assemblies. During Celebration assemblies, children have an opportunity to share their instrumental talents with the rest of the school (whether they learn in school or outside school). In addition to this, Y4/5 take part in both an advent and Lenten service at our church where they sing hymns within the service to the congregation. EYFS, KS1 also perform a Christmas nativity with all children performing several songs. Ks2 classes each learn and perform songs at both their Christmas and Easter services. At the end of the year, Y6 perform a musical which is choreographed, rehearsed and performed to a high standard with staging, lighting etc. The choir and Year 5 have performed abridged versions of Carmen, Hansel and Gretel, The Magic Flute and original musical play Esio Trot in collaboration with both Bury Music Service and The Royal Opera House. The choir have rehearsed and performed at various venues such as Jersey Girls, Tesco and on Bury Market. Year 4 classes across the federation took part in 'Adopt a Player', held by the Halle orchestra, in which led a series of 4 sessions before a collaborated performance at St Gabriel's High School (Our feeder High School).	Continue to look for external performance opportunities, alongside nursing homes, Jersey Girls e.c.t Continue to host an annual end of year Summer concert to showcase all instrumentalists and the choir. Continue with regular trips to the Tuesday club with our Choir.
Partnership	
<u>Bury Music Hub</u> – we have a very strong working relationship. We take full opportunity advantage of free opportunities (including CPD) and have worked together on several projects. <u>School community</u> We regularly perform at a local farm each Christmas and will continue to visit nearby care homes to sing to the residents.	Continue with all the existing partnerships and look to make more-particularly with St Gabriel's (our feeder High School).

Leadership	
<i>Where we are now</i>	<i>What we will do next</i>
Governors and Headteacher	
We are fortunate to have an incredibly supportive head teacher and Governing Board who believe in the power and value of music education.	Continue to work in partnership with these wonderful and supportive links.
Teachers	
The subject lead is an experienced teacher who has a passion for music within education. He actively pursues many musical opportunities for children at the school- both in school time and outside. He plans music lessons across the curriculum ensuring continuity and progression. He leads the weekly praise assemblies, plays guitar and leads singing during school and class masses and regularly attends CPD via Music Hub meetings and subject leader meetings. Most class teachers are not specialists, but are confident in teaching Music using the bespoke accessible schemes of work. They are supportive and understand and believe in the importance of music. Staff are confident asking for support to ensure the best for their pupils.	To continue to review and amend the bespoke scheme of work and use pupil voice to include the views and interests of the children. Ensure there is lots of support for all staff teaching music.