

Music development plan summary: *St Robert Bellarmine RC Primary School*

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Mrs J Liggat
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Sky Music Hub
Name of other music education organisation(s) (if partnership in place)	

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 Robert Bellarmine, through a high quality music education, we aim to inspire a love of music in our children and an understanding of how music reflects and has shaped our history and heritage and contributes to the culture, creativity and richness of societies all over the world. It is designed to engage, inspire and challenges pupils equipping them with the knowledge and experiences to understand, perform and create music. Our intention is to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learn about music and musicians across cultures and through history.

The central purpose of a good music education is for pupils to make more music, think more musically and consequently become more musical.

We aim for the music curriculum content to be remembered in the long term as our basic principles are that learning only takes place if there is a change in the long-term memory.

Our music curriculum takes a mastery approach. By which we mean pupils master key concepts before moving on to the next topic.

Spiritual and moral curriculum values are embedded within the teaching of music. When learning instruments the children in KS2 have the opportunity to spend a year developing skills in brass and later on Djembe drums. This helps with the principles of resilience and perseverance when challenges are presented in refining skills.

The 'key knowledge' that we want our pupils to know and remember forms the basis of our long-term planning for progression. This includes the 'substantive concepts' of: performance, composition, appreciation and understanding of the history of music.

These concepts are integrated in a spiral curriculum so that the children revisit them in different contexts deepening their knowledge and understanding of them in each year group as they progress through school. And, they are taught them through the inter-related dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.

Curriculum breadth for music outlines the core knowledge for each topic around which teachers have developed a coherent and deliberately sequenced curriculum to promote the development of pupils' knowledge and understanding by building upon prior knowledge.

Curriculum depth in music allows for children to grow in their knowledge by first remembering more, progressing to knowing more which they can then draw on as they compose, reason and explain their own music.

We understand how important academic and subject specific vocabulary is in the acquisition of knowledge. Consequently, teachers ensure that this is planned for and taught rigorously throughout music topics.

We determine progress as 'remembering more and knowing more'. We believe that when new knowledge and existing knowledge connect in pupils' minds, this gives rise to understanding.

We look for children, as their knowledge and understanding develops, to show that they can make connections, draw parallels and use increasingly sophisticated explanations which draw upon their music knowledge.

Our Enacted Music Curriculum

Our curriculum design is based upon evidence from cognitive science. Rosenshine's Principles of Instruction are fundamental in the day-to-day teaching of lessons. The main principles that underpin this are:

- regular reviews and the revisiting of prior learning
- continual checking of understanding through effective questioning
- strong teacher modelling and guided practice
- carefully sequenced lessons that use 'chunked learning', allowing new learning to be retained
- precise feedback for our children

In addition, we also understand that learning is invisible in the short term. Cognitive science tells us that in order for pupils to have a greater depth of understanding and sustain mastery they must first master the basics, which takes time.

A coherent and deliberately sequenced music curriculum ensures that we practise things repeatedly so children get better at them, and we revise things on a regular basis so that they don't forget them.

Our Learnt Music Curriculum

The impact of our curriculum can be measured through two main questions

How well are our pupils coping with the curriculum content?

How well are they retaining previously taught content?

The vast majority of pupils have sustained mastery of the content, that is they remember more and are fluent in it. Activities are planned for pupils to combine this remembered knowledge and fluency with the opportunities to compose, reason and demonstrate their depth of understanding. We regularly monitor pupils to ensure that they are on track to reach the expectations of our curriculum.

National Curriculum Content – Substantive concepts – declarative and procedural knowledge and disciplinary knowledge.

- Declarative knowledge - the subject specific content of music which is taught through research and practice and the content we want the children to know and remember.
- Declarative knowledge covers a range of topics including History of music, and music appreciation. Declarative knowledge can broadly be defined by music genre, knowledge of musicians and composers and musical disciplines
- Procedural knowledge - represents the skills of a composer/musician and is the understanding of how music is made. It is its journey from appreciation, to ideas, composition, rehearsal, performance and evaluating.
- Procedural knowledge teaches children how to approach the learning of music and the stages they must go through in order to create an effective and informed musical composition.

Disciplinary knowledge - is taught through the inter-related dimensions of music; pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation and it is the interpretation of how they can be used and combined. It is also the critical evaluation of musicians' work; and the language of music used and having the ability to appreciate a piece of music.

[SEND | St Robert Bellarmine Catholic Primary School](#)

All classes from Reception to Year 6 receive Music specialist teaching throughout the year and so music is offered to all.

Nursery - use of Charanga for staff to deliver an introduction to Music - Music/movement/singing/making music.

Listening and appraising - Introduction to a range of music genre via Charanga

Reception - **S Payet** to deliver Music - sounds all around, celebrating, minibests and travelling around

Listening and appraising - Saint Saens Carnival of the animals, Mendelssohn The Wedding March and Mozart Eine Kleine Nacht Musik

Year 1 S Payet and B Coughlin Songs about me - body percussion, Singing and performing, The Seaside, playground and singing games

Listening and appraising Model Music Curriculum - Year 1 Foundation Listening

Year 2 S Payet and P Connell Pitch, notation and composing, patterns and melodies, call and response singing

Listening and appraising Model Music Curriculum - Year 2 Foundation Listening

Year 3 S Payet and A Davies Singing and playing recorders, Composing, notation

Listening and appraising Model Music Curriculum - Year 3 Foundation Listening

Year 4 J Hughes Learning to play a brass instrument and introduction to the stave, playing a brass instrument, playing as a band and band performance

Listening and appraising Model Music Curriculum - Year 4 Foundation Listening

Year 5 S Payet and R Devine The Planets Suite, composing, musical notation, pitched and unpitched instruments

Listening and appraising Model Music Curriculum - Year 5 Foundation Listening

Year 6 D Bowen Learning to play the African drums, developing aural memory

Listening and appraising Model Music Curriculum - Year 6 Foundation Listening

[Music | St Robert Bellarmine Catholic Primary School](#)

[Music Long Term Plan](#)

After school music clubs are offered to all children in the selected year groups:-

Brass band Y4-Y6

Pop club – Y1 & 2 Y3-Y6

Guitar club Y5&6

There is a music specialist teacher delivering in Reception, key stage 1 & 2 class using the 2021 model music curriculum. Recently we have begun using the refreshed SKY Music Scheme of Work across school, this has been developed to incorporate the recommendations of the Model Music Curriculum.

- Early Years (Nursery) weekly music enrichment using Charanga.
- Two pop clubs (Y1 Y2 Y3 Y4,5&6) weekly afterschool.
- Brass band club - (Y4,5&6) weekly after school.
- Guitar club - (Y5&6) weekly after school.
- Visiting music teacher lessons on guitars and brass instruments .

- Ongoing performance and concert opportunities in school and the wider community.
- Member of senior leadership as Music lead, Music Specialists to deliver to classes
- Music technology available on each child's personal chrome book.

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.

Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND - Chrome books, Charanga, Sky Music Hub, Maestro
Classroom instrumental teaching - Recorders (Y2 & Y3), Brass (Y4) and African drums - (Y6)

Progression from classroom instrumental teaching - staff notation - beginning with note names, then notes on a stave with names, to notes on a stave to aural memory

Visiting music teachers - S Payet (Rec, Y1, Y2, Y3, Y5), J Hughes (Y4 - brass) and D Bowen Y6 - drumming)

Pupil Premium student engagement - all PP children are engaged in class Music and EYFS, KS1 and KS2 performances and have access to the after school activities and ensemble groups.

Succession planning and CPD - S Payet provides CPD for class teachers annually

A large part of the Music Curriculum is delivered by specialists during PPA time.

Music curriculum budget £9,160 per annum

S Payet - curriculum delivery £4,079 per annum

Service level agreement 2023-2024 provision

- (i) J Hughes - Brass – whole class and extended schools club
- (ii) D Bowen – Djembe – whole class
- (iii) M Heery - Guitar – extended schools club

School	Tutor	Hr	Rate	Tuition	Instrument	34 Sessions
St Robert Bellarmine Catholic Primary School	Bowen, David	1.00	4	Whole Class	Djembe	£1390
St Robert Bellarmine	Hughes, Joan	1.00	3	Extended Schools	Club	£1030

Catholic Primary School						
St Robert Bellarmine Catholic Primary School	Hughes, Joan	1.00	4	Whole Class	Brass	£1390
St Robert Bellarmine Catholic Primary School	Heery, Matthew	1.00	3	Extended Schools	Guitar	£1030

Charanga subscription £234 per annum

Listening and appraising timetable (document can be linked)

Key role model studies eg Tim Rice and Andrew Lloyd Webber, The Beatles, Elvis

CPD drawing from links with staff from SKY Music Hub is offered by S Payet to all staff delivering the music curriculum each year.

After school clubs

M Heery - guitar club £3 per session

J Hughes – brass band £3 per session

Mrs J Liggat - Pop club Y1, Y2, Y3 no charge

Mr S Seeckts – Pop club Y4, Y5, Y6 no charge

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.

Choir/ensemble - signing choir, Advent service and Easter service choirs

Whole school singing assemblies - class assemblies, hymn practice

Performance opportunities - Christmas Nativity Nursery and Reception and Christmas Nativity KS1, Advent service (KS2), Easter service (KS2), Mother's Day assembly (Rec), Arts Festival - brass, recorders, pop club, dance and guitars

In association with the Music Hub, Year 4 participate with the Halle Orchestra project – attend with J Hughes.

In the future

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

- to further embed the learning of pitched instruments and staff notation at upper KS2
- develop opportunities for children to participate in extended learning on instruments

Further information (optional)

Transition meetings are held about each child moving to High School, Y6 staff are able to discuss strengths and outcomes in all curriculum areas.

School is always keen to engage with any transition opportunities as and when they are offered by our local secondary schools.

Children learning instruments are offered information about the provision of Sefton Music Service after school activities and ensembles.

Transition opportunities arise between EYFS, KS1 and KS2 during Arts performance week and children are particularly engaged with these; watching children perform in other year groups.