



Music Development Plan Summary

2024 – 2025

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Overview

Below is an overview that outlines some of the key information regarding music at St. Antony's Roman Catholic School:

Detail	Information
Academic year that this summary covers	Academic Year 2024 – 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Sophie Quinn
Name of school leadership team member with responsibility for music	Stephen Durham
Name of Local Music Hub	Trafford Music Service

Part A: The Music Curriculum

This section addresses the content taught during lesson time, the duration dedicated to music lessons, and the music qualifications or awards that pupils can attain. An overview of the music curriculum for each year group is available on the [St. Antony's Roman Catholic School website](#). The website also details the time allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

At St. Antony's Roman Catholic School, the music curriculum has its foundations based on the [National Curriculum](#) whilst incorporating elements from the [Model Music Curriculum](#) (March 2021). These elements are integrated into the teaching framework, with adaptations to suit our learners and our specific educational setting.

Within the music curriculum, the golden threads of listening, performing and composition development - encompassing both solo and ensemble playing - are intricately woven throughout. The curriculum is designed with a focus on sequencing these skills to ensure a cohesive and progressive learning experience.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Stage 3	Keyboard Skills		Instruments of the Orchestra	Song Structures	Theme and Variation	Samba Music
	Pop Ensemble Skills		Blues and Improvisation		African Drumming	Reggae Music
	Minimalism	Songwriting	Film Music		Musical Theatre	Live Lounge

Year 7

The development of instrumental skills begins in Year 7, where pupils first engage with keyboards and learn the fundamentals of reading pitch and rhythm notation. This foundational experience equips them with essential musicianship skills for both ensemble and solo performances. Through learning songs and singing along to different melody lines, pupils enhance their understanding of music theory and instrumental techniques.

In the spring term, pupils explore orchestral settings, familiarizing themselves with the various sections and roles within an orchestra. They also create soundscapes, which deepen their comprehension of how different instruments can be combined to produce a cohesive auditory experience. This multifaceted approach broadens their musical skills and fosters an appreciation for the complexities of orchestral compositions. Pupils also have the opportunity to visit a live orchestra at the Bridgewater Hall in Manchester to see the Hallé Orchestra.

During the second half of the spring term, pupils investigate different ways music can be organized, examining song structures such as binary, ternary, rondo, and verse/chorus forms. By performing short songs on the keyboard, they gain a focused understanding of key musical elements, enhancing their overall musical learning experience.

In the first half of the summer term, pupils explore the fundamental elements of music—including dynamics, tempo, timbre, structure, and rhythm—through improvisation. They begin by listening to pieces like Saint-Saëns' *Carnival of the Animals*, analysing how musical elements represent various animals.

By the end of the summer term, pupils refine their vocal skills through singing in canon and rounds, which teaches them about timing and harmony in group settings. They also engage with West African call-and-response and polyrhythmic techniques, introducing them to diverse rhythmic patterns and interactive singing styles. As part of this unit, pupils create West African drumming compositions within an ensemble, utilizing various rhythmic and compositional devices to craft cohesive musical pieces. This hands-on experience not only deepens their understanding of West African musical traditions but also cultivates their creativity, ensemble coordination, and artistic expression.

Year 8

In Year 8, pupils refine their instrumental and vocal abilities while exploring popular music. In the first term, they examine popular conventions and song structures through a diverse repertoire of pop songs. This helps pupils develop their vocal skills both individually and as part of a larger ensemble, focusing on techniques such as melisma, projection, and vocal harmony. Concurrently, they explore chord structures using various instruments, including pianos, keyboards, guitars, and ukuleles. Through solo performances and collaborative projects, pupils enhance their musical skills while fostering camaraderie and artistic expression. This comprehensive approach empowers them to cultivate confidence, creativity, and a profound appreciation for the universal language of music.

In the first half of the spring term, pupils learn about blues and improvisation skills. During this time, pupils explore the rich genre of blues and what improvisation is, immersing themselves in its historical context and key composers such as Robert Johnson, B.B. King, Muddy Waters, and Billie Holiday. Pupils learn essential musical skills, including understanding the 12-bar blues structure, mastering the blues scale, and employing

techniques such as call and response. This foundation allows them to engage in improvisational exercises, where they practice spontaneous creation, developing their creativity and musical expression. By participating in smaller and larger ensemble performances, pupils not only enhance their instrumental proficiency but also cultivate important skills such as active listening, collaboration, and confidence in their musical choices. This exploration of blues music fosters a deeper appreciation for its emotional depth and cultural significance while empowering pupils to express their individuality through improvisation.

By the summer term, pupils learn about the rhythmic richness of African drumming and the distinctive sounds of reggae music. Beginning with African drumming, pupils learn the foundational techniques of traditional rhythms and call-and-response patterns, using the Djembes. This hands-on experience not only develops their coordination and timing but also encourages teamwork and cultural awareness as they perform in ensemble settings. Transitioning to reggae, pupils study its unique offbeat rhythms and lyrical themes, with a focus on the influential works of Bob Marley. Through playing and singing iconic reggae songs, pupils explore key musical elements such as syncopation and groove, enhancing their understanding of rhythm and melody. This progression from African drumming to reggae deepens their appreciation for diverse musical traditions while cultivating essential skills in improvisation, collaboration, and creative expression, empowering them to bring their own interpretations to the music they create.

Year 9

In Year 9, pupils begin the autumn term by exploring minimalism and song writing, immersing themselves in the essential characteristics of minimalist music, such as repetition, gradual transformation, and dynamic layering. Through studying the renowned minimalist composer, Steve Reich's work, pupils learn to create their own minimalist pieces using simple motifs that evolve over time. Simultaneously, pupils engage in song writing workshops where they focus on structure, lyrical development, and melodic creation. By blending these two elements, pupils gain a deeper understanding of how minimalist techniques can inform their song writing, allowing them to craft unique compositions that emphasise texture and atmosphere. This foundational experience nurtures their creativity and equips them with the skills to express their musical ideas effectively.

During the spring term, pupils build on their autumn studies by delving into film music, linking the concepts of minimalism and song writing to the cinematic realm. They analyse how minimalist techniques, such as ostinatos, are often employed in film scores and learn about other film music composition techniques such as the use of leitmotifs that are to enhance mood and tension. Through hands-on projects, pupils create their own film scores based on horror films, utilising digital audio workstations to compose music that complements visual narratives. This practical application not only reinforces their understanding of minimalist principles but also sharpens their skills in musical arrangement, allowing them to convey emotion and storytelling through sound.

In the summer term, pupils' transition into the dynamic world of musical theatre and a collaborative project known as Live Lounge. They explore the key elements of musical theatre, including character development, narrative, and the integration of music and drama. Pupils explore opera as the ground basis for how modern musical theatre developed and they explore different voice types and jobs within the musical theatre industry as part of the careers side of the music industry. As part of the Live Lounge project, pupils choose a piece

of music to perform as an ensemble, embracing a "battle of the bands" atmosphere. This encourages them to apply their knowledge of arrangement and performance techniques while fostering teamwork and creativity. Through rehearsals and performances, pupils not only showcase their individual talents but also learn the importance of collaboration and stage presence. This culminating experience brings together the skills they have developed throughout the year, celebrating their growth as musicians and performers while allowing them to express their artistic identities.

Year 10 & Year 11

In Years 10 and 11, pupils undertake the [Eduqas GCSE Music](#) course, a qualification designed to equip pupils with aural, performance and compositional skills in music. The course has three components, and they are outlined as follows including the percentage of the qualification that it weighs:

Component 1: Performing (30%) - Pupils are required to produce two performances including one ensemble piece lasting for no less than 4 minutes in total. The standard required is Grade 3 in their instrument of choice.

Component 2: Composing (30%) - Two compositions lasting no less than 3 minutes in total for both pieces. One is a free composition in which pupils create their own brief to write their music for and the second is a brief set by the Eduqas board.

Component 3: Listening (40%) - 1hr 15min listening exam covering two different set musical works which pupils analyse and various unprepared listening extracts. This examination will also assess knowledge and understanding of music through the following four areas of study:

AoS1: Musical Forms and Devices

AoS2: Music for an Ensemble

AoS3: Film Music

AoS4: Popular Music

This course offers pupils extensive opportunities to develop their abilities both as solo performers and ensemble musicians. Throughout the course, pupils explore a diverse range of musical genres from and styles, gaining insight into the conventions and the melodic and rhythmic characteristics inherent to each style.

Additionally, pupils benefit from dedicated time and structured guidance to enhance their instrumental proficiency on a chosen song, as outlined by the exam board's specific brief. This focused approach allows pupils to engage in thorough practice and rehearsal, facilitating their musical growth and readiness for assessment. More information about the Eduqas GCSE Music course can be found online here:

https://www.eduqas.co.uk/en/qualifications/music-gcse/#tab_keydocuments

Time Allocation

At St. Antony's Roman Catholic School, we follow a two-week timetable with 1 hour lessons, and so the time allocated for each subject is per fortnight.

Year 7	Year 8	Year 9	Year 10	Year 11
2 hours	2 hours	2 hours	5 hours	5 hours

Special Educational Needs & Disabilities

At St. Antony's Roman Catholic School, a commitment to inclusion and equity is integral to the curriculum. It is imperative that every student has access to the music curriculum and attains successful outcomes. However, it is recognised that certain pupils may require additional, often temporary, scaffolded to reach these outcomes. The [Subject Specific Adaptive Teaching Strategies](#) document outlines potential barriers that pupils with special educational needs and disabilities may encounter in music lessons, along with specific strategies to overcome these barriers.

Links to Local Music Hub

St. Antony's Roman Catholic School collaborates closely with Trafford Music Service. The Trafford Music Service provides bespoke instrument lessons and rental of musical instruments for use in paid instrumental lessons. These lessons include singing, keyboard and piano, guitar, drumming and brass lessons. GCSE music students receive funding for their instrument lessons in order to develop their skills for Component 3: Performing. A link to the music service website can be found here: <https://www.traffordmusicservice.co.uk/>

Music Qualifications

St. Antony's Roman Catholic School offers pupils the opportunity to pursue GCSE Music through the board Eduqas during Key Stage 4. In addition to this, pupils have access to bespoke instrument lessons on an instrument of their choice as part of this course, coinciding with Component 1: Performing.

Student across all key stages have the option to undertake graded music examinations with peripatetic teachers in Trinity or ABRSM, should they choose to engage in this opportunity. A link to St. Antony's Roman Catholic School's KS4 curriculum can be found here: <https://st-antony.com/curriculum/curriculum-information/music/>

Part B: Co-curricular Music

This section addresses the opportunity pupils at St. Antony's Roman Catholic School have to sing and play music outside of lesson time. Within St. Antony's Roman Catholic pupils have access to a number of opportunities to make, create, perform and play music, this is through a variety of ensemble or instrumental groups, as well as co-curricular clubs that allow pupils to make progress in music beyond the core curriculum.

Instrumental & Vocal Groups & Clubs

St. Antony's Roman Catholic School offer vocal groups as well as clubs that are offered free of charge which are open to all pupils across all year groups. Rehearsals and clubs take place in the music department.

- **Lower School Choir**

The Lower School choir is a singing group open to pupils in Years 7 and 8. This is a transitional choir for the lower school so that some of the more vulnerable pupils do not feel overwhelmed. The repertoire includes songs specifically chosen to accommodate multiple-part harmonies, providing a rich and layered vocal experience. This choir are also involved in the Catholic events, such as the masses and the traditional Christmas carol concert at St Antony's church in Trafford Park. This further enforces the Catholic identity of St Antony's Roman Catholic School.

- **The Big Sing Choir**

The Big Sing choir is a singing group which is open to pupils of all year groups. The repertoire includes pop songs and recognisable songs specifically chosen to accommodate students and voices of all ranges. This inclusive group fosters a collaborative environment where pupils can develop their vocal skills and experience the joy of collective music-making.

- **Rock Bands**

Pupils have the opportunity to form their own bands with peers, supported by dedicated teacher guidance. Practice room space is made available to facilitate the development of their ensemble, instrumental, and vocal skills. This structured environment encourages pupils to refine their musical abilities and collaborate effectively, preparing them for performances and further musical pursuits. This group is open to all year groups.

- **Instrumental Skills Drop Ins**

Instrumental drop ins are open to pupils from all year groups, providing an opportunity to learn how to play an instrument or prepare further for music performance assessments outside of lesson time. Both opportunities allow for pupils who wish to use the instruments in a low-risk environment and build their skills. As mentioned previously, there is opportunity for pupils to grow their passions with a more formalised and structured grading system analogous to standard graded music examinations available.

Peripatetic Offer

St. Antony's Roman Catholic School offers peripatetic music lessons delivered by specialist instrumental teachers designed to enhance pupils' musical education through individualised

instruction. This offer provides opportunities for pupils to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one basis.

Instrument Choices:

- **Piano and Keyboard:** Pupils can learn classical and contemporary styles, focusing on technique, reading music, and performance skills.
- **Guitar:** Acoustic, electric or bass guitar lessons are available, covering a wide range of genres from classical to rock.
- **Strings:** Violin, viola, cello, and double bass lessons emphasise technique, musicality, and ensemble playing.
- **Brass:** Trumpet, trombone, and tenor horn instruction focuses on embouchure, breath control, and ensemble playing.
- **Percussion:** Drum kit lessons cover rhythm, coordination, and reading percussion notation.
- **Voice:** Vocal lessons are tailored to individual student needs, including classical, pop, and musical theatre techniques.

Charging and Remission Information

Pupils at St. Antony's Roman Catholic School pay a nominal fee directly to Trafford Music Service for peripatetic music lessons. Information on pricing can be found here:

<https://www.traffordmusicservice.co.uk/about-us/price-list>

However, the school is committed to ensuring that all pupils are able to access this offer and potential remissions are available on a case-by-case basis. The following fee structure and remissions are in place:

- **Subsidised Lessons:** Pupils that are interested in lessons but require some financial support to access these are offered 20-minute group lessons at a reduced rate decided on a case-by-case basis.
- **Free Lessons:** In certain circumstances, such as for pupils that access free-school meals, or those in care, music tuition is offered free of charge. Parents or carers can apply for this support through the school's finance department.
- **Instrument Hire:** Certain instruments are available for hire through St. Antony's, such as violins and trumpets. There is a £100 deposit for the academic year that the pupil hires the instrument to cover damages and general maintenance of the instrument. Other more niche instruments are available for hire through the Trafford Music Service. Information about the price of hiring instruments from the music service can be found in the link above.

Application and Support:

Parents or carers interested in enrolling their child in peripatetic music lessons should complete a digital enrolment form found on the Trafford Music Service website. Parents or carers are given letters with instructions of how to access this online form and can use this website to sign their child up for lessons: <https://www.traffordmusicservice.co.uk/register>

Peripatetic lessons at St. Antony's Roman Catholic School are designed to nurture pupils' musical talents and foster a lifelong appreciation for music. Through these lessons, pupils receive high-quality instruction tailored to their individual needs, ensuring that every child has the opportunity to develop their musical abilities to the fullest.

Part C: Musical Experiences

This section covers additional musical events and opportunities that we organise, such as concerts, shows, trips and events.

Within the academic year there are several additional musical opportunities that take place.

- **Singing as part of Mass**

At St. Antony's Roman Catholic School, part of our commitment to demonstrating our Catholic identity includes celebrating several feast days throughout the school year, with the feast of St. Antony being a significant highlight. During these occasions, the entire school gathers for Mass, where students are expected to sing well-known, traditional hymns at the St. Hugh of Lincoln Church, Urmston. The Lower School Choir forms the core of the musical performance, while the rest of the school joins as the congregation, fostering an atmosphere of respect and worship.

- **Singing as part of Rewards Assemblies**

Pupils across all year groups are encouraged to participate in singing during Reward Assemblies through the Lower School choir and The Big Sing. This platform allows them to showcase their vocal talents and share the pieces they have rehearsed within each of the singing groups. It is an opportunity for pupils to gain confidence performing whilst celebrating their achievements in a supportive environment.

- **Winter Concerts**

There are several events that St. Antony's Roman Catholic School get involved with over the winter period. There is the annual carol service at St Antony's Church in Trafford Park where the Lower School Choir are involved. The Big Sing choir also get involved with the Big Sing, an annual Christmas event occurring at !Audacious church in Manchester, a contemporary church which offers a chance for pupils at St. Antony's to sing along with other schools across Manchester in front of thousands of people. There is also the Winter Concert which offers pupils the chance to perform in front of friends and families within the school. The Winter Concert is a highlight of the school's cultural calendar, fostering a sense of community and pride among pupils, staff, and attendees.

- **The School Productions**

During the Summer, pupils in the Big Sing Choir are asked to make musical contributions, performing pieces they have been diligently practicing throughout the year as part of the school production. This event features a variety of choral and solo acts, allowing pupils to demonstrate their musical progress and creativity alongside the community. The atmosphere encourages participation and celebrates the diverse talents within the school.

- **Trips to Musicals and Performances**

St. Antony's Roman Catholic School offers pupils the chance to attend live musicals and music performances spanning a range of genres. These trips are designed to build cultural capital and enrich pupils' life experiences. By exposing pupils to professional performances, these outings aim to inspire and enthuse them, enhancing their appreciation for the performing arts and motivating them in their own musical pursuits. These trips range from free to a small fee – pupils that come from low- income families are offered subsidised or free tickets on a case-by-case basis.

Part D: In the Future

Although St. Antony's Roman Catholic School has a thriving music department, there are always areas for improvement to make for subsequent years. The following points are some aims for the music department to aim for within the school:

Aim:	By When:
Better funding for students to access music lessons across a range of instruments.	September 2025
Introduce the teaching of new instruments through workshops by the music service or from an external provider during lesson times.	September 2025
More bespoke space for rehearsals of instruments and individual practice.	September 2025
Opportunities for all students to enjoy live performance at least once a year	September 2025