St Antony's Roman Catholic School

Music Development Plan Summary

2026 – 2027

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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 2026 – 2027
Date this summary was published	September 2026
Date this summary will be reviewed	October 2026
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

<table>
<tr><th rowspan="4">Key Stage 3</th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td colspan="2">My Voice and Me</td><td>Elements of Music</td><td colspan="2">Keyboard Skills</td><td>Samba Music</td></tr>
<tr><td colspan="2">Pop Ensemble Skills</td><td colspan="2">Blues and Improvisation</td><td>African Drumming</td><td>Reggae Music</td></tr>
<tr><td colspan="2">Using Music Software</td><td colspan="2">Film Music</td><td colspan="2">Live Lounge Band Project</td></tr>
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Year 7

The development of musicianship in Year 7 is carefully structured as a journey, beginning with the My Voice and Me project in the Autumn Term. Pupils start by exploring their voices as their first instrument, developing an understanding of how to sing with control, accuracy, and confidence. They learn to sing with good intonation in unison before progressing to harmony, rounds, and singing in canon, building their listening skills and awareness of others in an ensemble. This early focus on vocal work establishes core musicianship skills such as pitch, timing, and coordination. The unit of work also culminates in preparation for the Big Sing Christmas concert, where pupils perform songs linked to faith and worship, connecting their musical learning to Catholic Social Teaching and giving purpose to their performance work.

Building on this strong vocal foundation, pupils move into the Spring Term where they deepen their understanding of how music works through the study of the Elements of Music using the acronym MADTSHIRT, which stands for Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm and Texture. Having already experienced these elements practically through singing, pupils now begin to identify, describe, and apply them more consciously through very basic keyboard skills. This shift from performing to analysing and understanding allows pupils to develop a more secure and informed approach to music making.

In the second half of the spring term, pupils take this knowledge further by applying the elements of music through deeper study of keyboard performance. They begin to translate their understanding into instrumental practice, focusing on accuracy, fluency, and timing. Technical skills such as finger position and hand coordination are also introduced, enabling pupils to perform with greater control. This stage of the journey helps pupils see how musical elements function together in real performance contexts, strengthening both their practical and theoretical understanding.

By the Summer Term, pupils are ready to apply their skills in a more independent and culturally rich context through the study of samba music. Drawing on their prior learning of rhythm, structure, and ensemble awareness, they explore the traditions and cultural background of samba, as well as the roles of different instruments within an ensemble. Pupils perform in groups, combining interlocking rhythmic patterns to create cohesive pieces. This final stage brings together the vocal, theoretical, and instrumental skills developed throughout the year, resulting in confident, collaborative performances and a deeper appreciation of music as a shared and expressive art form.

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 music technology and developing their composition skills using industry style software. They are introduced to the fundamentals of using music software, learning how to navigate interfaces, input notes, and organise their ideas effectively. Pupils work with two different platforms, MuseScore and Soundtrap, allowing them to experience both notation-based composition and MIDI based music production.

Through structured tasks, pupils build confidence in composing using these tools, developing their understanding of melody, structure, and texture. Alongside this, they take part in composition workshops, focusing on developing musical ideas and creating effective melodies. By combining practical software skills with creative composition, pupils gain insight into how music is created in professional contexts. This approach supports their independence, nurtures creativity, and equips them with the skills to communicate their musical ideas with increasing confidence.

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

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

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 twice per fortnight.

Targeting Higher Prior Attainers (HPA's)

High prior-attaining pupils will be identified through a combination of prior attainment, baseline assessment, classroom performance and evidence of existing musical experience, with opportunities deliberately planned to provide appropriate stretch, challenge and progression. Within curriculum lessons, these pupils will encounter increasingly demanding repertoire, greater independence in performance and composition, more sophisticated use of notation and musical vocabulary, and opportunities to take leadership roles within ensemble work.

Where appropriate, pupils will also be encouraged to pursue graded examinations, specialist instrumental or vocal tuition, advanced ensembles and external musical opportunities through Trafford Music Service. This ensures that pupils with strong musical aptitude continue to deepen their knowledge, refine their practical skills and develop as increasingly independent musicians, while supporting the ambition of the National Plan for Music Education that all pupils should have opportunities to progress their musical interests and talents, alongside progression routes available through Trafford Music Service.

Special Educational Needs & Disabilities (SEND)

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-antonys.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.

- **School Choir**
  The 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 identify 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.

- **Guitar Club**
  Pupils have the opportunity to upskill on their guitar skills, supported by dedicated teacher guidance. Practice room space is made available to facilitate the development of their skills on this instrument. 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 can 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 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 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. Students from the school choir the 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:
Develop a regular instrumental ensemble or school band to complement the existing vocal groups.	September 2027
Increase uptake of instrumental and vocal tuition, with a particular focus on ensuring access for disadvantaged pupils.	September 2027
Provide pupils with at least one school performance opportunity each term and continue to widen access to live professional music.	September 2027
Improve access to suitable rehearsal and individual practice space within the music department.	September 2028