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Overview

Below is an overview that outlines some of the key information regarding music at Holy Trinity Catholic and Church of England School:

Detail

Academic year that this summary covers

Date this summary was published

Date this summary will be reviewed

Name of the secondary school music lead

Name of primary school music lead

Name of Local Music Hub

Information

Academic Year 2023 – 2024

28th June, 2024

28th June, 2025

Julia Abdy

Ruth Summerskill

Barnsley Music Hub

Part A: Curriculum Music

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.

At Holy Trinity School, the music curriculum has its foundations based on the National Curriculum incorporating elements from the Model Music Curriculum (March 2021). These elements are integrated into our teaching framework, with adaptations to suit our learners and our specific educational setting.

In the primary phase, we use the Charanga scheme in full for Years 1-6. The scheme is also partly used in Reception alongside songs for Easter and Christmas. In Nursery, they focus on Nursery rhymes and various songs.

| Curriculum Overview | | | | | |
|---|-------------------------------------|---|---|------------------------------|---|
| Nursery | | | | | |
| Nursery Rhymes | Nursery Rhymes | Nursery Rhymes | Nursery Rhymes | Nursery Rhymes | Nursery Rhymes |
| Harvest Songs Diwali Listening to music and playing instruments | Nativity & Christmas Songs | Pet Songs | Easter Song Farm Songs | Mini-beast Songs | Seaside Songs |
| Reception | | | | | |
| Nursery Rhymes Unit: Me! | Nativity and Christmas Songs | Unit: My Stories! | Easter Songs | Unit: Everyone! | |
| YEAR 1 - Charanga | | | | | |
| Unit: Hey You! Style of main song: Old School Hip-Hop | | Unit: Rhythm In The Way We Walk and The Banana Rap | Unit: In the Groove Style of main song: Blues, | Unit: Round and Round | Unit: Your Imagination Style of main song: Pop |

| | | | | | |
|---|--|---|---|--|--|
| Unit Theme: How pulse, rhythm and pitch work together. | | Style of main song: Reggae Unit Theme: Pulse, rhythm and pitch, rapping, dancing and singing. | Baroque, Latin, Bhangra, Folk, Funk Unit Theme: How to be in the groove with different styles of music. | Style of main song: Bossa Nova Unit Theme: Pulse, rhythm and pitch in different styles of music. | Unit Theme: Using your imagination. |
| YEAR 2 - Charanga | | | | | |
| Unit: Hands, Feet, Heart Style of main song: Afropop, South African Unit Theme: South African music | Unit: Ho, Ho, Ho Style of main song: A song with rapping and improvising for Christmas Unit Theme: Festivals and Christmas | | Unit: I Wanna Play in a Band Style of main song: Rock Unit Theme: Playing together in a band | Unit: Zootime Style of main song: Reggae Unit Theme: Reggae and animals | Unit: Friendship Song Style of main song: Pop Unit Theme: A song about being friends |
| YEAR 3 - Charanga | | | | | |
| Unit: Let Your Spirit Fly Style of main song: RnB Unit Theme: RnB and other styles | Unit: Glockenspiel Stage 1 Style of main song: N/A Unit Theme: Exploring & developing playing skills | Unit: Three Little Birds Style of main song: Reggae Unit Theme: Reggae and animals | | Unit: The Dragon Song Style of main song: A Pop song that tells a story Unit Theme: Music from around the world, celebrating our differences and being kind to one another | Unit: Bringing Us Together Style of main song: Disco Unit Theme: Disco, friendship, hope and unity |
| YEAR 4 - Full Class Brass Teaching delivered by Barnsley Music Service | | | | | |
| YEAR 5 - Charanga | | | | | |
| Unit: Livin' On a Prayer Style of main song: Rock Unit Theme: Rock Anthems | Unit: Classroom Jazz 1 Style of main song: Bossa Nova and Swing Unit Theme: Jazz and Improvisation | Unit: Make You Feel My Love Style of main song: Pop Ballads Unit Theme: Pop Ballads | Unit: The Fresh Prince of Bel-Air Style of main song: Old-School Hip-Hop Unit Theme: Old School Hip-Hop | Unit: Dancing in the Street Style of main song: Motown Unit Theme: Motown | Unit: Reflect, Rewind & Replay Style of main song: Classical Unit Theme: The history of music |
| YEAR 6 - Charanga | | | | | |
| Unit: Happy Style of main song: Pop/Neo | Unit: Classroom Jazz 2 | Unit: A New Year Carol Style of main song: Classical | Unit: You've Got A Friend | Unit: Music and Me Style of main song and Unit | |

| | | | | | |
|--|--|--|---|---|--|
| Soul Ballad/Pop Unit Theme: Being happy! | Style of main song: Bacharach and Blues Unit Theme: Jazz, improvisation and composition | or Urban Gospel Unit Theme: Benjamin Britten's music and cover versions | Style of main song: 70s Ballad/pop Unit Theme: The music of Carole King | Theme: Create your own music inspired by your identity and women in the music industry | |
|--|--|--|---|---|--|

YEAR 7

| Musical Theatre | Elements of Music | Chinese Music | Music Technology | Film Music |
|--|---|---|--|---|
| Exploring the popular music genre whilst exploring rhythm and melody using vocals through performance. | Exploring the 7 elements of music through a wide range of genres and styles using percussion instruments and keyboards through performance and composition. | Exploring the culture, history and music through different genres whilst exploring rhythm, melody and harmony using glockenspiels and xylophones through performance and composition. | Exploring rhythm, melody, dynamics, tempo and structure through the use of Music Technology. | Exploring the popular music genre whilst exploring rhythm and melody using keyboards through performance. |

YEAR 8

| Britpop | African Music | Patterns In Music | The Blues | Reggae Music |
|---|---|---|--|--|
| Exploring the popular music genre whilst exploring rhythm and melody using keyboards through performance. | Exploring the music from West Africa and the unique instruments, techniques, and rhythms that are used in West African drumming using djembe drums through performance and composition. | Exploring musical patterns whilst exploring rhythm and melody using keyboards and Music Technology through performance and composition. | Exploring the genre, history and music whilst exploring rhythm and melody using keyboards through performance and composition. | Exploring the culture, history and music through different genres whilst exploring rhythm, melody and harmony using keyboards through performance and composition. |

YEAR 9

| Swing Music | The Beatles | Samba Music | Contemporary Folk Music | Rap Music |
|--|---|--|--|--|
| Exploring the genre, history and music whilst exploring rhythm and melody using keyboards through performance. | Exploring the Band, history and music whilst exploring rhythm and melody using keyboards through performance. | Exploring the culture, history and music through different genres whilst exploring rhythm, melody and harmony using Samba kit through performance and composition. | Exploring the genre, history and music whilst exploring rhythm and melody using keyboards through performance and composition. | Exploring the genre, history and music whilst exploring rhythm and melody using keyboards through performance. |

Year 7

The development of singing starts in the first term of Year 7, where students begin by singing as part of an ensemble during class lessons through the genre of Musical Theatre (Matilda). This foundational experience helps them understand the basics of vocal harmony and group performance. Students also explore the elements of music (Tchaikovsky, Beethoven, Mozart) as well as playing various instruments, both as soloists and as part of an ensemble. They delve into the orchestral setting, learning about the different sections and roles within an orchestra (Young Persons Guide to the Orchestra – Britten played by Royal Philharmonic Orchestra) as well as gaining knowledge of other Ensembles e.g. Brass Bands, Wind Bands, String Orchestra's and Jazz Combo's. This multifaceted approach to instrumental development broadens their musical skills and provides a secure foundation of the elements of music to build upon throughout the rest of KS3 and into KS4.

In the second term, students explore different traditions and are exposed to Chinese Music (Heart of Asia – samples music of Ryuichi Sakamoto). This exposure not only broadens their cultural understanding but also enhances their performance skills both as a soloist and part of an ensemble whilst performing on tuned percussion instruments. During this term, students are presented with the chance to compose their own short piece of music in a Chinese style, allowing them to explore the pentatonic scale during the process. This experience fosters a broader appreciation for global musical diversity and the rich tapestry of musical expressions found across different cultures.

By the third term, students further refine their skills by performing on keyboards (Film Music – John Williams and Hans Zimmer) individually playing both a melody and accompaniment part as well as introducing them to the basics of Music Technology, allowing them the opportunity to create their own arrangement of a piece of Classical Music.

Year 8

In Year 8, students refine their instrumental and vocal abilities while exploring a range of popular and traditional musical styles. During the first half term, they explore Britpop Music and through solo performance (Wonderwall – Oasis) and develop their musical skills on keyboards enabling them to cultivate confidence, creativity, and a profound appreciation for the universal language of music. In the second half term they engage with West African call and response and polyrhythmic techniques using Djembe drums (Jalikhunda). As part of this topic, students embark on the creation of West African drumming compositions within an ensemble setting. Through collaborative effort, they utilise a diverse array of rhythmic and compositional devices to craft cohesive musical pieces. This hands-on experience empowers students to explore the rich rhythmic traditions of West African music while honing their skills in ensemble coordination and communication. By experimenting with various rhythmic patterns, dynamics, and improvisational elements, students not only deepen their understanding of West African musical techniques but also cultivate their creativity and artistic expression.

In the second term, students engage in an exploration of sequencing techniques using Digital Audio Workstation (DAW) software to create their own arrangement of Pachelbel's Canon. Through structured instruction and practical application, students develop proficiency in digital audio production, honing their skills in composition and arrangement within a digital environment.

During the third term, students further develop their skills in composition and performance through the study of both Blues (Robert Johnson, BB King) and Reggae Music (Bob Marley, UB40, The Maytals, Eddie Grant). This allows students to develop further their skills on keyboard and knowledge of chords resulting in them being given the opportunity to compose their own pieces in both styles based on chords sequences.

Year 9

In Year 9, the curriculum continues to cover diverse musical genres through solo and ensemble activities. During the first half term, students explore Swing (Glen Miller) music individually performing on keyboards, enhancing their technical proficiency and theoretical understanding of the genre. In the second half term

they explore The Beatles music and are given the opportunity to further develop performance and composition skills, building on prior knowledge from Y7 and Y8.

In the second term, students engage in an exploration of Samba Music and collaborate as an ensemble to prepare a performance of a selected piece. This collaborative endeavour fosters the development of ensemble playing skills and encourages active listening and cooperation among students. Instrumentally, students are provided with opportunities to advance their proficiency as performers by studying various samba instruments and intricate rhythmic patterns. As part of this topic they are given the opportunity to create their own Samba pieces enhancing their knowledge of rhythmic and compositional devices to craft cohesive musical pieces. This hands-on experience builds on the African Drumming project studied in Y8 further empowering students to explore the rich rhythmic traditions of Samba music while honing their skills in ensemble coordination and communication. By experimenting with various rhythmic patterns, dynamics, and improvisational elements, students not only deepen their understanding of Samba musical techniques but also cultivate their creativity and artistic expression.

In the final term, Y9 students explore Contemporary Folk Music (Mumford and Sons, Kate Rusby) and Rap (Sugarhill Gang, Run DMC, Coolio, DR Dre) which allows them to gain theoretical understanding of both genres. This allows students to develop their skills on keyboard and knowledge of chords resulting in them being given a further opportunity to compose their own piece based on chords sequences whilst continuing to refine their skills.

Year 10 & Year 11

In Year 10 starting in September 2024 students undertake a Level 1/2 Tech Vocational Award in Music Practise, a vocational qualification designed to equip students with practical skills in music performance. This course offers students extensive opportunities to develop their abilities both as solo performers and ensemble musicians. Throughout the course, students explore a diverse range of musical genres and styles, gaining insight into the conventions, as well as the melodic and rhythmic characteristics, inherent to each style.

Additionally, students 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 students to engage in thorough practice and rehearsal, facilitating their musical growth and readiness for assessment.

Students in Y11 in September 2024 are half way through undertaking AQA GCSE Music. This ensures students form a personal and meaningful relationship with music by developing and applying the musical knowledge, understanding and skills set out in the specification. They will be encouraged to engage critically and creatively with a wide range of music and musical contexts, and reflect on how music is used in the expression of personal and collective identities.

Time allocated per fortnight:

| EYFS | Year 1 | Year 2 | Year 3 | | |
|---------------------------|----------------|----------------|----------------|----------------|--|
| minimum of 1 x 60 minutes | 1 x 60 minutes | 1 x 60 minutes | 1 x 60 minutes | | |
| Year 4 | Year 5 | Year 6 | | | |
| 1 x 45 minutes | 1 x 60 minutes | 2 x 60 minutes | | | |
| Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | |
| 2 x 60 minutes | 2 x 60 minutes | 2 x 60 minutes | 6 x 60 minutes | 5 x 60 minutes | |

Special Educational Needs & Disabilities

At Holy Trinity, 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. It is recognised that certain students may require additional, often temporary, scaffolding to reach these outcomes.

Links to Local Music Hub

Holy Trinity collaborates closely with Barnsley Music Service who provide cost-effective instrumental teachers to deliver instrumental lessons and programmes to classes in the Primary Phase, fostering whole-class ensemble participation. We currently utilise this in Year 4 where all students learn a brass instrument free of charge. They receive this provision for 45 minutes per week, culminating in taking part in a KS2 festival, run by Barnsley Music Service, along with other schools in Barnsley at a large venue.

Music Qualifications

Holy Trinity currently offers current Y11 students the opportunity to pursue AQA GCSE Music. From September 2024 Y10 will have the opportunity to pursue Level 1/2 Tech Vocational Award in Music Practise. In addition to this, students across all key stages have the option to undertake graded music examinations with instrumental teachers, should they choose to engage in this opportunity.

Part B: Co-curricular Music

At Holy Trinity students 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 enrichment activities that allow students to make progress in music beyond the core curriculum.

Instrumental & Vocal Clubs

Secondary

Holy Trinity offers a range of instrumental and vocal clubs that are offered free of charge and are open to all students across all year groups. Rehearsals and clubs take place in a specialist music area in the music department. Students who have instrumental lessons or are part of KS4 Music classes can also access the instrumental practice rooms during lunchtimes to rehearse individually or in small groups as needed. This allows students to take ownership of their own progress and encourages students to foster appropriate practise routines enabling them to make sustained progress on their chosen instrument.

Choir

Choir is a school-wide singing group open to students from all year groups. The repertoire includes songs specifically chosen to accommodate a wide range of abilities, providing a rich and varied vocal experience. This inclusive group fosters a collaborative environment where students can develop their vocal skills and experience the joy of collective music-making.

Keyboard Club

Keyboard Club is open to students from all year groups, providing an opportunity to learn how to play an instrument. This allows students to use the instruments in a low-risk environment with support from a specialist teacher, ensuring a comprehensive learning experience that promotes skill development and musical proficiency.

Primary

Pupils in Year 5 and 6 have the opportunity to take part in weekly choir rehearsals culminating in singing at the Young Voices event at the Sheffield Arena in January.

Weekly hymn signing takes place in assembly.

Instrumental Music Lessons

Holy Trinity offers instrumental music lessons delivered by specialist instrumental teachers in both primary and secondary phases, designed to enhance students' musical education through individualised instruction. This offer provides opportunities for students to receive tuition in a variety of instruments, fostering a diverse and enriching learning environment on a one-to-one or small group basis.

Instrument Choices

Keyboard: Students 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 lessons emphasise technique, musicality, and ensemble playing.

Brass: Trumpet, trombone, and tenor horn instruction focuses on embouchure, breath control, technique and ensemble playing.

Woodwind: Flute, Clarinet and Saxophone lessons focuses on embouchure, breath control, technique 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 Remissions Information

Holy Trinity uses a mixture of specialist instrumental tutors from Barnsley Music service and private tutors. All charges are in line with the rate charged by Barnsley Music service.

Group Lessons: The charge for group lessons is £57.50 per term – these are paid by parents up front per term.

Individual Lessons: The charge for individual 20-minute lessons is £115 per term – these are paid by parents up front per term.

Subsidised Lessons: Students that are interested in lessons but require some financial support to access these are offered group lessons at a reduced rate of £20 per term – these are paid up front by parents per term.

Instrument Hire: Instruments can be hired through Barnsley Music Service, who charge £15 per term. Any students receiving subsidised lessons can also access instrument hire free of charge.

Application and Support

Parents or carers interested in enrolling their child in instrumental music lessons should complete an enrolment form available from the music department. Information, as well as terms and conditions, can be found on the forms.

Instrumental lessons at Holy Trinity are designed to nurture students' musical talents and foster a lifelong appreciation for music. Through these lessons, students 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:

Primary

Liturgies

There is the opportunity for all pupils (Nursery – Year 6) to perform songs for parents at the Harvest and Mother's day liturgies.

Whole School Production

Pupils in Nursery, Reception, Year 1 and Year 2 rehearse singing, acting and dancing to deliver Christmas performances of the Nativity. They showcase their talents as both soloists and as part of ensembles.

Pupils in Year 3 and 4 work together in singing, acting and dancing rehearsals to deliver an Easter production when they are given the chance to perform before a public audience for 2 performances. They showcase their talents as both soloists and as part of ensembles as well as being given opportunities to be involved in other non-performance roles like stage hands and sound technicians.

Pupils in Year 5 and 6 work together in singing, acting and dancing rehearsals to deliver an End of Year production in the summer when they are given the chance to perform before a public audience for 2 performances. They showcase their talents as both soloists and as part of ensembles as well as being given opportunities to be involved in other non-performance roles like stage hands and sound technicians.

Secondary

Singing as part of Liturgies

Students across all year groups are encouraged to participate in singing during Liturgies. This platform allows students to showcase their talents and share the pieces they have rehearsed within Choir and as soloists. It is an opportunity for students to gain confidence performing whilst celebrating their achievements in a supportive environment.

Christmas Carol Concert

Students are offered the chance to perform before a public audience. This event showcases both ensemble and solo acts, ensuring a high standard of performances as well as featuring Bible readings and the singing of traditional carols with audience participation. Groups and soloists are invited to present their work, providing them with valuable performance experience in the local Church. The Christmas Concert is a highlight of the school's cultural calendar, fostering a sense of community and pride among students, staff, and attendees.

Whole School Production

Auditions for the whole school production take place early in the Autumn term and students involved work together in singing, acting and dancing rehearsals until February when they are given the chance to perform before a public audience for 3 consecutive nights. They showcase their talents as both soloists and as part of ensembles as well as being given opportunities to be involved in other non-performance roles like lighting technicians, stage hands, sound technicians and set designers.

Summer Talent Show

During the Summer term, students are invited to audition for the Talent Show, performing pieces/acts they have been diligently practicing throughout the year in a wide range of performing Arts genres (Music,

Drama, Dance, Comedy). This event features a variety of ensemble and solo acts, allowing students to demonstrate their musical progress and creativity to the community.

Trips to Musicals

Holy Trinity offers students the chance to attend live musicals in conjunction with Drama. These trips are designed to build cultural capital and enrich students' life experiences. By exposing students 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.

Part D: In the Future

Holy Trinity intends to continue to offer all the opportunities that have been available to students in 2023/24:

1 hr music lessons per fortnight in KS1 and KS2 (except Y4)

Y4 full class brass lessons every week

1 hr music lessons per week at KS3

Music offered as a qualification at KS4

Opportunities to learn a musical instrument from a visiting specialist teacher across both the Primary and Secondary Phases (wide range of instruments available).

Opportunities to attend clubs (Choir and keyboard club in secondary, choir in the primary)

Opportunities to be involved in concerts or Whole school Productions every Term

Opportunities to see Live Professional Performances