



**Bishop Hogarth Catholic Education**

**Trust**

# School music development plan

This development plan has been created in line with the DfE's [‘School music development plan: summary template’](#). Schools can use this template to ensure that integral features of its music curriculum are met to help pupils receive a varied and enriching musical education, both inside and outside of the classroom. Schools are expected to publish a summary of the music development plan on their website for staff and pupils to read and understand.

This development plan considers the seven key features of high-quality music provision, as laid out in the national plan for music education:

- Timetabled curriculum music of at least one hour each week of the school year for KS1 to KS3.
- Access to lessons across a range of instruments, including singing.
- A school choir or vocal ensemble.
- A school ensemble, band or group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunities to enjoy live music performances, at least once a year.



## Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-2025
Date this development plan was published	September 2024
Date this development plan will be reviewed	September 2026
Name of the school music lead	Sarah Denley
Name of school leadership team member with responsibility for music	Rob Mitchell
Name of local music hub	Durham Music Service (DMS)
Name of other music education organisations	N/A
Vision and Overall Objectives	
<p>Carmel College's music department will be a vibrant, safe, and inclusive hub of creativity and excellence. We will inspire students to explore diverse musical styles, embrace modern technology, and grow through performance, composition, and collaboration in an environment where every voice is valued.</p> <p>Our vision is to offer every student the opportunity to thrive musically, with a curriculum that celebrates diversity and provides a supportive space for all abilities and backgrounds.</p> <p>At Carmel College, music will be a lifelong passion, a source of joy, and a bridge to new possibilities.</p>	

## Core Components

- One hour of curriculum music per week at Key Stage 3
- The opportunity to study Music at Key Stage 4 and 5. Two hours of lessons a week in KS4 and five hours a week in KS5.
- A rigorous curriculum, designed around musical progression, inclusivity and diversity
- Optional individual or small group instrumental/vocal tuition available to all students through Durham Music Service, subsidised by the school
- A rich extra-curricular programme with equal opportunities
- A programme of regular performance opportunities including liturgies, concerts and shows.
- Development of music as part of whole-school liturgies and spiritual development
- Three dedicated Music teachers delivering the curriculum
- Two dedicated Music classrooms, a computer suite with 15 computers, a recording studio and three practice rooms.
- Financial commitment to subsidising instrumental/vocal tuition for Pupil Premium students
- Collaboration and partnerships within the Trust.
- Whole school singing at End of Year Mass.
- Drum lessons provided by a visiting tutor.
- 62 students are currently taking instrumental/vocal lessons in school.

## Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Does the curriculum clarify how much time is allocated per week for music teaching across all key stages? To ensure all students have the opportunity to study Music at Key Stages 3 and 4.	All students study Music for one hour per week throughout Key Stage 3 All students have the opportunity to continue to study Music at Key Stage 4. Those who do opt for Music receive 4 hours per fortnight of curriculum time.	All students have the opportunity to study Music at Key Stage 3 and Key Stage 4 as part of a broad and balanced curriculum	SLT HOD – Sarah Denley	Ongoing
Has the music curriculum been adjusted to make it more accessible for students	The curriculum and related resources are reviewed annually by Music staff. Here is the KS3 <a href="#">curriculum</a> . The curriculum is accessible for all.	All students are able to access the curriculum	S Denley	Ongoing

<p><i>with specific needs, e.g. SEND?</i></p> <p>To ensure the Music curriculum is accessible to all students, including those with specific needs, including SEND and EAL.</p>	<p>Adapt teaching methods: Use a variety of teaching techniques, such as visual aids, hands-on activities, and technology to cater to different learning styles.</p> <p>Break down tasks: Present learning objectives in smaller, more manageable steps.</p> <p>Provide multiple means of expression: Allow students to showcase their understanding in different ways, such as through performance, composing, or written reflection.</p> <p>The curriculum and related resources are reviewed annually by Music staff.</p> <p>Literacy is a priority for our school and we have disciplinary reading books in the library related to music. We also provide glossaries in the back of the student's books with tier 3 vocabulary and definitions to encourage all students to use them.</p>	<p>and have the opportunity to succeed.</p>		
<p><i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i></p> <p>To ensure students make musical progression in line with government and exam board expectations.</p>	<p>The Music curriculum at Key Stage 3 is informed by the Model Music Curriculum, ensuring students are performing in line with government expectations. We use the listening repertoire for our starter activities. We have also planned the curriculum content in line with the BTEC tech award qualification for KS4 and the BTEC National Extended Certificate for KS5.</p>	<p>Students are fully prepared for musical learning beyond the classroom, as well as being prepared for Level 2 and Level 3 programmes of study.</p>	<p>S Denley</p>	<p><b>Ongoing</b></p>
<p><i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i></p>	<p>All students are expected to achieve a practical outcome, either singing or playing an instrument, in every scheme of work throughout the Music curriculum, alongside the other core skills of listening and appraising, and composition</p>	<p>All students develop their practical and general musicianship, both as soloists and ensemble performers, through singing and</p>	<p>S Denley J Hughes</p>	<p><b>Ongoing</b></p>

<p>To ensure students have the opportunity for practical musicianship, including singing and playing an instrument, during curriculum lessons.</p>	<p>Students explore a range of instruments during curriculum time, including ukulele and keyboard, with keyboard being the primary focus for musical progression.</p> <p>We aim for every lesson to include either singing or instrumental practice outside of written assessment and evaluation lessons.</p>	<p>instrumental performance.</p> <p>All students finish Key Stage 3 with the skills to play the keyboard and sing, therefore ensuring they can access the Key Stage 4 Music curriculum should they wish to</p>		
<p><i>What partnerships support the school's music curriculum, e.g. a local music hub?</i></p> <p>To work in partnership with the local music hub and other arts organisations and individuals to support our Music curriculum.</p>	<p>Students access instrumental/vocal tuition through DMS or through independent teachers. Music staff work closely with tutors to ensure students meet the performance requirements for BTEC Music</p>	<p>All students have the opportunity to develop their skills through an external provider.</p>	<p>S Denley DMS</p>	<p><b>Ongoing</b></p>
<p><i>What qualifications and awards can pupils study for and achieve during the academic year?</i></p> <p>To ensure students are entered for appropriate qualifications that are the most suitable and accessible for them.</p>	<p>We have chosen to pursue the BTEC Tech Award in Music Practice for KS4 and the BTEC National Extended Certificate in Music Performance for KS5. We believe that this is the best and most relevant course for our students.</p>	<p>Students will experience success through studying these courses and are given more practical opportunities to perform in front of an audience.</p>	<p>S Denley J Hughes</p>	<p><b>Ongoing</b></p>
<p><b>Part B: Extra-curricular music</b></p>				

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p>What music tuition offered outside of what is taught in lesson time?</p> <p>To ensure all students are offered the opportunity of instrumental/vocal tuition outside of curriculum time.</p>	<p>Carmel College will continue to use DMS as its main provider of high-quality, affordable instrumental/vocal tuition outside of curriculum time and we also have S Ellerton offering drum lessons.</p> <p>We are committed to ensuring students have access to as broad a range of instrumental lessons as possible, in order to cater for all students' interests and abilities. In 2025-26 we offer tuition across string, woodwind, brass, drum kit, guitar, voice. Students will receive one-to-one or small group tuition, ensuring highly personalised learning.</p> <p>Extra-curricular clubs will offer full group opportunities to develop instrumental skills</p>	<p>More students accessing lessons with DMS at an earlier stage and therefore leading to more students taking the subject at KS4 and KS5.</p>	<p>SLT</p> <p>School has committed to £7933.33 SLA with DMS for the 2025-26 academic year</p>	<p><b>Ongoing</b></p>
<p>What music ensembles can pupils join outside of lesson time?</p> <p>To provide students with a diverse range of extra-curricular ensembles.</p>	<p>In the 2025-26 academic year, our music department will offer students the opportunity to participate in the following ensembles: Junior and Senior Choirs, pit band, liturgy group, bands and small chamber ensembles. We also offer the following drama and music clubs – page to stage.</p> <p>Participation in extra-curricular ensembles and opportunities to perform at in-school events will be offered free of charge and students are regularly signposted towards opportunities to join these ensembles by their Music teachers during curriculum lessons, through posters and on the year group teams.</p>	<p>We hope to increase the number of students participating in school performances</p>	<p>S Denley</p> <p>R Roberts</p>	<p><b>Ongoing</b></p>

<p>Are pupils aware of how they can make progress in music outside of lesson time?</p> <p>To ensure students have the option to progress in music outside of lesson time.</p>	<p>The ensembles above that students can join to develop their skills outside of regular lessons.</p> <p>Opportunities for students to access private/small group tuition on an instrument or voice.</p> <p>Students have access to practice rooms and instruments outside of lesson times and know to ask a teacher if they want to book a room.</p> <p>Students are introduced to online tools such as YouTube tutorials, music theory apps and platforms like GarageBand or Muse Score to develop their skills independently.</p> <p>We communicate with students about their progress and suggest ways to improve outside of lessons (e.g., providing feedback, setting personal goals).</p> <p>Students are encouraged to set personal targets and, where suitable, are given strategies on how to practice effectively at home.</p>	<p>More music practice outside of lesson time can only help and prepare students well for the curriculum content they learn in school.</p> <p>More practical music making outside of school will stand the students in good stead for the practical element of each unit.</p>	S Denley	
<p>Are pupils aware of what music qualifications and awards they can receive outside of lesson time?</p> <p>To ensure students have the option to gain additional music qualifications.</p>	<p>We will work with our instrumental/vocal tutors to ensure students are offered the opportunity to work towards graded performance exams. These include ABRSM, Trinity and Rock School qualifications.</p> <p>Success in these qualifications is celebrated on the school's social media.</p>	<p>We hope to have an increasing number of students interested in completing additional music qualifications and hope this increases our students' chances of gaining university places as UCAS points are attached to these qualifications at Grade 6+</p>	S Denley	<b>Ongoing</b>



<p>What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?</p> <p>To ensure students have access to a wide range of instruments to ensure they can access extra-curricular clubs and instrumental tuition.</p>	<p>Where students do not already own or hire their own instruments, we will provide instruments/equipment for in-school music-making where appropriate, including keyboards, pianos, guitars, drum kits, trumpets, ukuleles, boom whackers, microphones and amplifiers.</p> <p>DMS offer instrumental hire at a reasonable cost.</p> <p><b>Pupil Premium students are eligible to receive free instrumental hire through our PP fund.</b></p> <p>We are committed to maintaining and adding to our musical equipment through our departmental budget</p>	<p>Access to instruments should not be a barrier to accessing musical tuition or extra-curricular opportunities</p>	<p>S Denley</p>	<p><b>Ongoing</b></p>
<p>How can pupils join choirs or ensembles, and what is the charging and remissions information for this?</p> <p>To ensure that there is a large variety of clubs which are accessible and open to all students.</p>	<p>We will provide a wide variety of extra-curricular music clubs, which are open to students from all year groups of any musical experience and are all free of charge.</p> <p>All students will have the opportunity to audition for our Summer Show</p> <p>We will signpost students towards performance opportunities outside of school, such as those provided by DMS and local/national arts organisations by use of displays, social media and communication through Teams.</p> <p>We will seek to apply for any funding available. We secured £750 for keyboards two years ago through UKUMSK Sound Foundation and will aim to do this again this year. Only available every two years.</p>	<p>We will have more students accessing the extra-curricular opportunities available. There will be no financial barrier to these opportunities as they are all free of charge</p>	<p>S Denley</p>	<p><b>Ongoing</b></p>
<p>Where can pupils rehearse or practice individually or as part of a group?</p> <p>To ensure students have access to high quality rehearsal spaces.</p>	<p>We have a recording studio and 3 small practice rooms. There are also two classrooms that the students can use at break and lunchtimes as well as after school.</p>	<p>Students can improve their skills through regular practice opportunities.</p>	<p>S Denley</p>	<p><b>Ongoing</b></p>

## Part C: Musical experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p>What musical experiences are planned for the academic year?</p> <p>To ensure students experience a wide range of aspirational musical opportunities across the academic year.</p>	<p>All students will be made aware of what instrumental tuition we have on offer at Carmel.</p> <p>All students will embrace the rich and diverse curriculum we offer in KS3 music lessons.</p> <p>All students are invited to participate in a wide range of extra-curricular clubs during lunchtimes.</p> <p>All students will experience the opportunity to listen to and participate in music performance, especially singing, through collective worship and liturgies.</p> <p>Trips to Darlington Hippodrome twice yearly to see a musical.</p> <p>Care home visits – Christmas Carol Singing</p> <p>Christmas Liturgy</p> <p>Celebration concert</p> <p>Memorial Concert</p> <p>Open Mic lunchtime</p> <p>Easter Mass</p> <p>Summer Show</p> <p>Careers events – talks with professional musicians and people in the music industry. Links with Teesside university.</p>	<p>We will maximise cultural capital for our students, with students experiencing a wide diversity of performance styles and genres.</p> <p>Students will gain valuable experience and opportunities to develop their own musicianship and ensemble skills, as well as building their confidence as performers by providing them with a range of audiences of different size and makeup.</p> <p>We will raise aspirations for our students musically, by exposing them to music in higher education and professional settings.</p>	<p>Educational visits costs. PP students funded by PP fund.</p> <p>S Denley</p>	<p><b>Ongoing</b></p>
<p>How can pupils get involved with musical performances and concerts in and outside of the school?</p>	<p>We will provide a wide variety of extra-curricular clubs for all students at Carmel College. These students will then be invited to take part in the liturgies, concert and shows.</p>	<p>There will be opportunities for students from a diverse range of musical</p>	<p>S Denley</p>	<p><b>Ongoing</b></p>

To ensure every student has the opportunity to be involved in musical performances and concerts both inside and outside of school.	<p>Any soloist or small groups/bands will also be given the opportunity to perform at the concerts.</p> <p>Students will be signposted to the ensembles set up by the DMS and shown how they can get involved in these outside of school.</p>	backgrounds to perform throughout the school year, both inside and outside of school.		
What charging fees are there for these musical experiences?	<p>To use DMS as our main provider of instrumental tuition, as they offer affordable lessons at a cost of £64 per term; this has been subsidised by Carmel College. Where lessons are provided by S. Ellerton, the cost will be £70 per term. <b>Pupil Premium students are entitled to request free tuition from our PP fund.</b></p> <p>Attendance at extra-curricular clubs and opportunities to perform at in-school events will be offered at no additional charge</p> <p>For musical opportunities and trips that involve an external provider and associated cost, Carmel College will do all it can to keep costs to a minimum. <b>Pupil Premium students are entitled to request financial assistance with trips from our PP fund</b></p>	There should be no financial barriers to students learning an instrument or attending extra-curricular opportunities.	SLT S Denley	<b>Ongoing</b>
What does transition work look like with local secondary schools?	<p>S Denley to coordinate with DMS to get list of pupils who are accessing music lessons in year 6 who will be coming up into year 7. Also, in the first week of September, lessons are advertised with year 7.</p> <p>Music will be well represented at our year 6 open evening ensuring prospective students and their parents/carers are aware of the musical opportunities at Carmel College. They will also be able to see current students performing.</p>	We will have a better understanding of the musical experiences the students have had and therefore be able to tailor and tweak our curriculum to suit each cohort of year 7.	S Denley	<b>Ongoing</b>

	<p>Current year 5/6 to be invited to watch a matinee of the Summer Show to show them what is on offer at Carmel College.</p> <p>Liaise with primary schools to fully understand what musical experiences the students have had before coming to us in year 7.</p>			
Part D: Improvements				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p><u>What improvements can be made to the music curriculum?</u></p>	<p>To improve outcomes at KS3 – we will:</p> <ul style="list-style-type: none"> <li>Continually review the curriculum content to make sure it is relevant and up to date.</li> <li>We will look at resources and update these when needed.</li> <li>Increase time spent on practical musicianship within curriculum lessons.</li> </ul> <p>To improve outcomes at KS4 – we will:</p> <ul style="list-style-type: none"> <li>Review the schemes of work currently being used to ensure students complete the course in a timely manner, as well as having adequate time to complete all internal and external units of work.</li> <li>Maintain high expectations for independent learning through regular homework tasks</li> <li>Ensure intervention is meaningful and impactful in Years 10 and 11</li> </ul> <p>To improve outcomes at KS5 – we will:</p> <ul style="list-style-type: none"> <li>Ensure super curriculum tasks are relevant and fully prepare the students for next steps.</li> </ul>	<p>Students should make more progress and achieve better outcomes at Key Stage 3 and 4.</p> <p>Students with an interest and engagement in Music may be more likely to opt for Music at KS4 and KS5.</p> <p>Students will be more likely to study Music in higher education.</p>	<p>S Denley R Mitchell</p>	<p><b>Ongoing</b></p>

	<ul style="list-style-type: none"> <li>• Ensure intervention takes place at appropriate intervals and diagnostic assessments are used to inform this.</li> <li>• Look to get external band members in to lead a rehearsal to help with activity 1 of unit 1 in level 3.</li> </ul>			
<u>What improvements can be made to extra-curricular music provision?</u>	<p>Continue to monitor who is accessing our extra-curricular through the spreadsheet. Encourage and target individuals to get more students signed up.</p> <p>Encourage more instrumentalists to play in school. Produce an audit to find out what students play instruments and then get some bands set up in KS3. Already have one in year 7 but need to build on this.</p>	<p>The more students involved in extra curricular then the bigger the audiences we will get for shows and concerts.</p> <p>Students will increase in confidence when given more opportunities to perform.</p>	S Denley	<b>Ongoing</b>
<u>What improvements can be made to external musical experiences?</u>	<p>Invite professional musicians, producers, or composers to run workshops, give talks, or provide mentorship. This can offer insight into real-world applications of music education.</p> <p>Looking at getting an orchestra in so the whole of year 7 get to experience this.</p> <p>Partner with local music venues, such as the Hippodrome, orchestras, or music education programs to offer students additional learning experiences, workshops, or opportunities to perform publicly.</p>	<p>Increase in numbers studying music at KS4 and KS5. Students able to see what job opportunities are out there other than just music performers.</p> <p>Students given the opportunity to perform on the bigger stage outside of school.</p>	S Denley	<b>Ongoing</b>