



**CORPUS CHRISTI CATHOLIC
PRIMARY SCHOOL**

ONE BODY, MANY PARTS

MUSIC DEVELOPMENT PLAN 2024/2025

Headteacher: Mrs W Walsh

Music Lead Teacher: Mrs J Clay

Our vision for music



At Corpus Christi we believe that music is a powerful and unique way for children to express themselves. It helps mould both culture past and present and allows children to be part of that. Music gives children the opportunity to listen, learn and create. Through our curriculum we encourage every single one of our children to become a musician themselves through composing and performing a wide of genres both vocally and using instruments (djembes, recorders, ukulele, and glockenspiel to name a few). At Corpus Christi, we support the children to be able to self and peer assess performances during lessons which are delivered by expert music teachers.

We aim to deliver engaging and exciting music lessons here at Corpus Christi. Throughout school we employ the services of specialist music teachers which allows our children to make rapid progress in music from a very early age. The pupils also have the opportunity to join a range of music extracurricular clubs.

Across school, we provide a range of exciting music opportunities. In Years 3 and 4 the children have the opportunity to learn how to play djembe drums which is delivered by two peripatetic teachers and year 5/6 and 6 pupils are learning how to play the melodica which is delivered by a specialist teacher. In Year 3, 4 we have a specialist choral teacher and a specialist music teacher delivers curriculum music to all other year groups.

Additionally, as part of our music curriculum, we ensure our children learn to become skilled performers by being involved in musical productions. Children in Reception and KS1 begin with performing Nativity productions, KS2 deliver carol concerts, Lower Key Stage 2 deliver Easter plays and Year 6 perform a final leavers production; each of these productions show a variety of musical talent across school. In line with this, we ensure our children are provided with a wide range of opportunities to partake in music outside of school such as being represented at local events by a range of our pupils; these include singing at the Town Hall with fifty other schools across Leeds to form a choir and at a Gala Concert held by the Diocese of Leeds at St Anne's Cathedral and also children performing at an annual samba drumming music concert where pupils perform with pupils from across the city.

SELF ASSESSMENT

1 – Not yet in place	2 - Emerging	3 - Established	4 - Embedded
<i>Prioritise for support and development</i>	<i>Further development and support required. Not yet sure of impact on outcomes</i>	<i>Effective in producing good outcomes. Some ongoing support may be required to maintain or further improve provision</i>	<i>Highly effective in producing excellent outcomes.</i>

Area	Category	Description	Comments
Curriculum Music	Timetabling	1 - Not all classes receive a regular music lesson each week	4 - Weekly Artforms curriculum teaching - Year 3/4 weekly djembe lessons - Year 3/4 weekly singing sessions delivered by Diocese - Singing programme - Whole school - fortnightly hymn practise delivered by Diocese of Leeds music-Singing programme - Year 5 and 6 weekly melodica lessons 3 half terms per class.
		2 - Music lessons are scheduled but not always delivered regularly	
		3 - There are weekly timetabled curriculum music lessons in all years	
		4 – There are weekly timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc)	
	Curriculum design	1 - Musical activity takes place in some or all classes but not tied to a formal school-wide curriculum	3 - See long term plan written linked to progression plan with expert music teachers involvement
		2 – There is a whole school curriculum in place for music but progression over the years is not clear or well understood	
		3 - There is a whole school curriculum in place for music which covers all parts of the National Curriculum. It is clear how each year builds on the previous years and lays a foundation for what the children will learn next	
		4 - There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Teaching staff are aware of how their year fits into the bigger picture. Additional aspects are	

		embedded into the planning such as whole class instrumental music, school performances and special musical events	
Assessment		1 - No or very little formal assessment takes place in music. There is limited capacity and/or expertise for assessing musical progress	3 Assessment is generally formative, some records of groups of pupils used to inform planning Next steps - ensure video recordings are taken from before and after - Focus on the feedback that is given to children during lesson observations/ monitoring
		2 – Some assessment and recording of progress is taking place in some classes. Quality of verbal feedback in lessons varies widely and further support is needed	
		3 – Assessment and progress is documented in all year groups and verbal feedback in lessons is of good quality	
		4 - Progress is clearly recorded using a variety of methods and ML works closely with class teachers to monitor and support quality of feedback in lessons. There are opportunities for pupils to self and peer assess their work planned into lessons	
Quality of teaching		1 - The teachers delivering music are mostly lacking confidence and expertise in the subject	4 All music lessons delivered by expert music teachers from external providers
		2 - Music teaching is of a mixed standard, there is still a need for further CPD and support.	
		3 - Music teaching is mostly or all good quality throughout school	
		4 - Music teaching is consistently good quality and is regularly monitored and supported	
EYFS music		1 - It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	3 All music lessons delivered by expert music teachers from external providers Teachers are involved in these lessons and develop skills for their own teaching
		2 - Music is regularly planned in to EYFS though some CPD and support would still be beneficial	
		3 - Music teaching and singing leading is of good quality in EYFS. Regular lessons include appropriate songs and activities and the children clearly make progress	

		4 - Music is an integral and essential daily part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress	
Whole class instrumental provision	Whole class	1 - No whole class instrumental provision is currently in place	3/ 4 Pupils leave school with the experience of learning to play untuned and tuned instruments, they have good knowledge of music and have experience of reading music. High school feedback that ex pupils have great knowledge.
		2 - Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	
		3 - Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others	
		4 - Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good. Some children choose to carry on with that instrument (or a related instrument) at the end of the year in whole class follow on or small group lessons.	
Singing	School / KS / Year group singing	1 - Children rarely or never sing together as part of a larger group	4 Singing sessions delivered weekly by Diocese of Leeds Music teacher, following the Diocese singing programme.
		2 - Children sing together occasionally at some points during the year (e.g. Christmas, Harvest)	
		3 - Children sing together all or most weeks as part of a singing assembly or similar	
		4 - Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing	
Choirs		1 - There are currently no school choirs taking place regularly	4 Music expert teachers have an after school choir, this is open to KS2 pupils, they perform in assembly and also for parents throughout the year.
		2 - A school choir forms for special occasions only (e.g. Christmas, Young Voices)	
		3 - There is at least one school choir which meets regularly led by a skilled teacher	

		4 - There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	
Instrumental and vocal lessons	Tuition	1 - There are currently no opportunities for children to learn to play an instrument in school	1 Pupils are given the opportunity to learn two instruments through curriculum teaching, we do not offer any individual tuition.
		2 - Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments	
		3 - Children have the opportunity to learn to play an instrument in two or more musical families (e.g. woodwind and guitar) There is a healthy uptake each year of students wanting to learn to play	
		4 - There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision	
	Whole class follow on	1 - There is currently no whole class instrumental teaching taking place in school	2 Previously tried this but it was not cost effective to run this as too few pupils were able to commit to this. Pupils access high school after school club on a weekly basis, where they can trial instruments and develop awareness of musical instruments on offer to play.
		2 - There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching	
		3 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished.	
		4 - There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this, ultimately progressing on to small group lessons.	
	Ensembles	1 - There are currently no instrumental ensembles in school	1
		2 - Children learning some instruments are encouraged to join ensembles and signposted to music centres or CLYM groups	
3 - There is a school ensemble which allows some children to play together regularly in a group			

		4 - Any child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate	
Inclusion	Inclusion	1 - There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability and there are limited opportunities to experience the music of different cultures	3/ 4 Groups of SEND pupils have an additional small music session on a Friday afternoon, where they can learn to play and perform in a quieter environment with a music expert teacher. Pupils with more complex SEND needs have access to a weekly small group music session delivered by a music expert teacher.
		2 - There is some provision in curriculum music lessons for children with additional needs or disabilities. Occasional opportunities to experience music from different cultures and traditions	
		3 - School applies for LMEP bursaries or finds other ways to support children from low income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with varying needs and abilities. Pupils have opportunities to listen to and engage with music from different cultures and traditions	
		4 - All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	
Wider involvement	Hub participation	1 - The school generally don't engage with the Leeds music hub (LMEP) or other partner organisations in music	3 School annually take part in the Big Samba drumming event. School have previously taken part in Little sing, Leeds Arena music event and The Big Sing. Possibly look at using the innovative music grant to allow pupils to continue to access these.
		2 - The school engages with LMEP or other partner with occasional participation in local events	
		3 - There is a good level of engagement with LMEP and Music Connect with annual participation in local events	
		4 - The school has strong partnerships with LMEP, Music Connect and/or other organisations with regular participation in multiple local events and concerts	

	CPD	1 - There is little capacity within school for the music lead or other staff to engage with music CPD	<p>Music is taught by external providers so CPD is covered by those providers, however class teachers join the lessons to develop their skills and knowledge.</p> <p>Music lead attends network meetings termly.</p>
		2 - Music lead has occasional opportunities to access CPD, other staff only rarely	
		3 - Music Lead regularly accesses CPD in music teaching and has opportunities to pass this on to other staff in school	
		4 - Music Lead and other staff in school access CPD in music. Music Lead has a good understanding of where gaps lie in staff knowledge and works to address those over time	
	Links with other schools	1 - There are currently no musical links with other schools	<p>3/4</p> <ul style="list-style-type: none"> - Annual meeting with music leads from local high school to arrange events and links : Last year... - Pop band performed in school - Afterschool club provided by high school to develop links and help with transition, this has also allowed year 5 and 4 pupils to access this. - Pupils at school invited to shows at the High School
		2 - Occasional links are made with other local schools for musical events or activities	
		3 - Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared. There are some transition arrangements in music with the local secondary schools	
		4 - Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
	Live music	1 - There are currently no opportunities for children to experience and enjoy live music	<p>3</p> <ul style="list-style-type: none"> - Folk group performances - Year 4/5,. 5 and 6 experienced 'Oliver!' the musical at the theatre - Year 1, 1/2 and 2 experienced singing on their trip to The Polar Express - Pop Band performance from local high school
		2 - There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		3 - All children have opportunity to experience live music over the course of the school year.	
		4 - All children have the opportunity to experience live music from a range of musicians which reflects the diversity of music in our world. Live music is integrated into the school's curriculum with wider opportunities to explore the genres	





DEVELOPMENT PLAN

MUSIC DEVELOPMENT PLAN	
Overall objectives	<p><i>Intent</i></p> <p>At Corpus Christi our music program is dedicated to fostering inclusivity and expanding cultural capital for all students. We believe that every child should have the opportunity to engage with and enjoy the transformative power of music. Our mission is to provide enriching experiences and unique opportunities that exceed the ordinary, ensuring that every student, regardless of background, can discover, explore, and develop their musical talents. Through diverse and innovative musical activities, we aim to inspire creativity, build confidence, and cultivate a lifelong appreciation for music in our students.</p>
Key components	<p><i>List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.</i></p> <p>Music curriculum taught by expert teachers, including use of music technology across school</p> <p>SEND pupils offered smaller group sessions where deemed appropriate to allow them to enjoy music in a calmer environment</p> <p>Classroom instrumental teaching of djembe for year 3 and year 4 pupils and melodicas for year 5 and year 6 pupils</p> <p>Links with external music organisations</p> <p>Pupil Premium student engagement</p> <p>Music CPD</p> <p>Choirs/ensembles</p> <p>Whole school singing assemblies/ hymn practice</p> <p>Performance opportunities including sharing with parents</p> <p>Musical engagement with feeder secondary schools</p> <p>Additional funding from hub/charities/fundraising</p> <p>Musical theatre experiences</p> <p>Pupil voice – Arts council</p>

Communications	All information about the music curriculum will be shared on the school website. Performances and experiences will be shared on class dojo and also the school newsletter
Budget, materials and staffing	<i>How do we resource the provision –</i> Artforms cashback funding for teachers and instruments 1 x staff from Artforms to deliver curriculum music lessons 2 x staff from Artforms to deliver Djembe lessons weekly 1 x Diocese of Leeds music staff to deliver singing sessions 1 x Diocese of Leeds music staff to deliver melodica sessions School budget for resources such as additional instruments, subscriptions and other equipment

Key Areas development plan 2024/2025

Target	Area for development (Intent)	Actions (Implementation)	Date to be completed by	Evaluation (Impact)
1.	Children to be given the opportunity to play a musical instrument in an ensemble.	<ul style="list-style-type: none"> - Meet with expert music teacher discuss and plan ensemble pop ups 3x ensemble workshops throughout the year. - Meet with high school music lead, discuss a joint ensemble being put into place - workshops and follow on performances shared with whole school to raise awareness - Share workshop photos on whole school newsletter to raise awareness - Before and after videos recorded to demonstrate progress 	<p>Initial meetings September 2024</p> <p>Workshops 1 Autumn, spring and summer</p>	
2.	To develop more opportunities for pupils to experience live music from a range of genres	<ul style="list-style-type: none"> - Meet with high school music lead, plan live music to be delivered by high school pupils. - Apply for Artforms innovative grant to attend at least 2 Artforms events. - Arts council to secure and organise dates for 2 x live music events - Plan musical theatre events, all year groups to have the opportunity to visit the theatre - Whole school invited to music group performances (djembes, melodicas and singing) end of the year - Choir to continue to perform in assemblies - 3 x a year 	<p>Initial meeting with high school September</p> <p>Arts council organise music events by October 2024</p> <p>Musical theatre to be planned July/ September 2024</p>	
3.	To develop monitoring systems for retention of knowledge to develop pupil voice in school	<ul style="list-style-type: none"> - Pupil questionnaires to be completed by all year groups, 2 pupils from each class, questions to involve knowledge retention. Answers/ analysis from this to be shared with all music providers – action plan decided - Arts Council to ask key questions to classes and feedback as a group - Composer of the term planned, outlining key vocabulary and terminology to be used when describing music. - Music lead to observe music lessons, monitoring questioning and pupil knowledge demonstrated in responses. 	<p>Questionnaires to be completed Autumn 2024</p> <p>Composer of the term planned July 2024</p> <p>Observations of music lessons November 2024</p>	