

**Holy Family Catholic Primary School**

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**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](https://www.gov.uk/government/publications/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.

**Holy Family Catholic Primary School**

**Music Development Plan**

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| **General overview** | | | | | |
| **Details of music development plan** | | **Information** | | | |
| **Academic year that this development plan covers** | | 2024-25 | | | |
| **Date this development plan was published** | | 27/9/24 | | | |
| **Date this development plan will be reviewed** | | Spring 2025 | | | |
| **Name of the school music lead** | | Benjamin Thorpe | | | |
| **Name of school leadership team member with responsibility for music** | | Mark Shield | | | |
| **Name of local music hub** | | Durham Music Service | | | |
| **Name of other music education organisations** | | DMS | | | |
| **Vision and Overall Objectives** | | | | | |
| Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. | | | | | |
| **Core Components** | | | | | |
| **Key components that will make up the music provision in Holy Family:**  *Music curriculum – minimum of 1hr per week per class Classroom teaching*  *Progression from classroom instrumental teaching*  *Small group & 1-1 teaching*  *Visiting music teachers Links with external music organisations*  *Pupil Premium student engagement*  *Succession planning and CPD*  *Whole school singing assemblies*  *Performance opportunities*  *Funding & Staffing*  *Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school’s song bank.* | | | | | |
| **Part A: Curriculum music** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **& Costs** | **Date/**  **timescale** |
| Ensure music is a subject that is accessible for all children in Holy Family. | * Music resources provided by Kapow Music. * CPD provided with support of Kapow resources and support from secondary subject-specialists. * Quality first teaching to ensure lessons are adapted to the needs of all pupils in class. | | Provide a quality music curriculum throughout school supported by subject specific CPD and resources that non-specialist teachers can use to provide high quality lessons. | Subject Lead – support by DHT.  Cost of Kapow Music Resources - £287 per academic year | **Autumn 2024** |
| Ensure music provision is given the correct allocation of the teaching timetable to allow the subject to delivered to a high standard | * Support for teachers with timetable planning. | | Music curriculum timetabled to ensure high standard of provision. | Subject Lead – supported by DHT. | **Autumn 2024** |
| Use of high-quality music resources throughout all key stages. | * Research carried out by music lead to ensure the music resources in school are the best for the needs of our pupils. * Musical opportunities and experiences researched and provided in school. | | High quality curriculum resources provided in all key stages. | Subject Lead | **Autumn, Spring and Summer terms.** |
| Provide opportunities for the children of Holy Family school to sing and/or play instruments in each key stage | * Opportunities planned into the school curriculum for the children to experience and learn how to both develop their abilities and perform. | | Children to participate in performances of both singing and playing instruments. | Subject Lead and Class Teachers | **Autumn, Spring and Summer terms.** |
| Develop links with secondary schools within our school academy which would allow subject specialist support for staff and improved provision for pupils. | * Communicate with secondary specialists in order to develop opportunities for both staff CPD and an enriched curriculum offer for pupils. | | Subject specialist influence on Holy Family’s curriculum offer for music. | Subject Lead supported by DHT. | **Autumn, Summer and Spring terms.** |
| **Part B: Extra-curricular music** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **and costs** | **Date/**  **timescale** |
| Further develop offer provided in school through Durham Music Service. | * Explore the possibility of increasing the offer which we currently have in school from Durham Music Service. | | Extra provision and opportunities for all key stages for music specialist teachers. | Subject Lead and DHT  Cost – Dependent on amount of service the school decides to adopt. | **Autumn 2024** |
| Provided opportunities outside of class for children to develop their enthusiasm and enjoyment of music. | * Provide enrichment - afterschool and lunch time clubs with a music focus * Take part in local community events e.g. Festival of Choirs at Carmel and Proms in the Park. | | Children get the opportunity to develop their ability and love of music outside of the classroom lesson. | Subject Lead and DHT | **Autumn, Spring and Summer term.** |
| Ensure children have the opportunity to showcase their musical talent within school. | * Arrange opportunities for the children to showcase their talents through assemblies/performances * Invite various audiences to watch the performances: staff, families and governors. | | Children showcase their talents and develop confidence in their own music ability. | Subject Lead and DHT | **Autumn. Spring and Summer terms.** |
| **Part C: Musical experiences** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **and costs** | **Date/**  **timescale** |
| Ensure there are musical experiences planned throughout the academic year. | * Seek out opportunities for children to develop their musical ability. * Take part in events linked to secondary school within the Trust of schools. * Take part in local community events. * Showcase children’s ability within the school community. | | Children develop their understanding of the practise and performance elements of music | Subject Lead and DHT | **Autumn, Spring and Summer Terms.** |
| Communicate musical talent with secondary schools which Year 6 pupils’ transition to. | * During transition meetings with transition tutors from secondary share any musical talent which we are aware of within the transitioning cohort so those children are encouraged to develop their talents. | | Children continue to pursue and develop their talents in secondary education. | Subject Lead and DHT | **Summer Term.** |
| **Part D: Improvements** | | | | | |
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