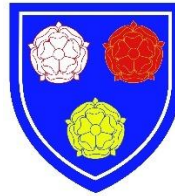


Our Lady of the Most Holy Rosary Catholic Academy



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.

Our Lady of the Most Holy Rosary Catholic Academy

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	25-26
Date this development plan was published	September 25
Date this development plan will be reviewed	September 26
Name of the school music lead	Mrs S Desborough
Name of school leadership team member with responsibility for music	Mrs S Desborough
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	
Vision and Overall Objectives	
<p>At Holy Rosary our ultimate aim is for all pupils to develop:</p> <ul style="list-style-type: none">•Enjoy listening to a wide range of music•Create their own music•Perform with confidence and enjoyment <p>We strive to cultivate a real enjoyment of music and aim to deliver high quality music teaching, supporting and encouraging all children to achieve their full potential. We believe that Music is a unique form of communication and is an integral part of our culture. It provides an important medium to help children understand themselves and relate to others and the wider world. High quality music teaching is our goal, making sure that there is progression between all Key stages, ensuring standard use of vocabulary and being explicit in the musical knowledge and skills pupils will learn by the end of KS2. This will ensure that continued</p>	

high-quality music teaching at Key stage 3 can take place through these deeply embedded skills. Repetition and incremental improvement are key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music. Our class teachers are experts in adapting our curriculum to meet the needs of children with additional needs and/or disabilities, and these bespoke adaptations ensure that music can be enjoyed by all. Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.

Core Components

Music Curriculum

Music is inclusive for all learners and music is taught consistently for every year group. Music is taught half-termly for 6 weeks with each class participating in 1 x 60min lesson each week. Children in EYFS are taught by class teachers through continuous provision and music lessons. Children in Y1 are taught NC from their class teacher. Children in Y2, Y3 and Y4 have a one-hour session each week with visiting practitioner from TVMS. Children in Y5 and 6 are taught NC from their class teacher.

CIL

Classroom instrumental teaching is available in all year groups with children having the opportunity to play ukulele, recorders, glockenspiels and a range of percussion instruments. Children also have the opportunity to sing and perform a range of songs. Ocarina club runs alongside our curriculum and children are given the opportunity to take part in this after school.

Small group & 1-1 teaching

Children have the opportunity to take part in small group instrumental learning with experts from TVMS in guitar and violin.

Singing

Whole school singing assembly takes place each week where children have the opportunity to sing and perform a range of songs. Additional sessions are held to prepare for their Christmas productions working on choral ensembles again.

Performance opportunities

Instrumental concerts at the end of the year for pupils in Y2, Y3 and Y4 to showcase their ukulele skills. Class assemblies are held each half term where children perform for each other and adults with their chosen instrument. Christmas performances take place each year with all children showcasing their choral and instrumental skills. Children attend Mass each week, in which they sing religious arrangements also.

Musical Enjoyment

Children listen to a new song every week in their classes. This promotes a love of different genres of music and encourages children to share their thought and opinions when analysing the song. Children in KS2 also have the opportunity to attend the theatre each year to see a Musical.

Part A: Curriculum music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.	All children take part in all lessons. Adaptations are made by skilled staff to be inclusive for all.			
Music delivered in all classes for 1 hr per week	Staff have weekly timetables which allocate 1 hr per week for music.			
Children have opportunities to play a range of instruments	Whole class ensemble teaching allows pupils to play a range of instruments including ukulele, recorder, glockenspiel and a range of percussion instruments.			
Support for the music curriculum from TVMS	Tees Valley Music Service support the teaching of the music curriculum in Y2,3 and 4.			
Part B: Extra-curricular music				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Violin lessons offered from TVMS	One to one and small group sessions are offered to KS2 children from TVMS			

Ocarina Club	Ocarina club is offered to KS2 pupils as an after-school club to further expand children's knowledge of a range of instruments.			
Where can pupils rehearse or practice individually or as part of a group?				
Part C: Musical experiences				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Musical experiences outside the curriculum	<p>Instrumental concerts at the end of the year for pupils in Y2, Y3 and Y4 to showcase their ukulele skills. Class assemblies are held each half term where children perform for each other and adults with their chosen instrument. Christmas performances take place each year with all children showcasing their choral and instrumental skills. Children attend Mass each week, in which they sing religious arrangements also.</p> <p>Children listen to a new song every week in their classes. This promotes a love of different genres of music and encourages children to share their thought and opinions when analysing the song. Children in KS2 also have the opportunity to attend the theatre each year to see a Musical.</p>			
What charging fees are there for these musical experiences?	[If experiences are subsidised or free, state this alongside eligibility criteria, such as receiving the pupil premium.]			

What does transition work look like with local secondary schools?	<p><i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i></p> <p><i>Make contact with local secondary schools for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.... Also liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding</i></p>			
---	--	--	--	--

Part D: Improvements

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<u>What improvements can be made to the music curriculum?</u>	Model music curriculum to be followed from 25-26 from Trust			September 26
<u>What improvements can be made to extra-curricular music provision?</u>	A wider range of instrument clubs eg Band Club, Choir, Guitar etc	Children have more opportunities to learn instruments	TMVS	September 26
<u>What improvements can be made to external musical experiences?</u>	Visits to the sage to experience live music from bands and orchestras			September 26