

# Sacred Heart Catholic Primary School



## School Music Development Plan

Bishop Hogarth Catholic Education Trust



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.

## Sacred Heart Catholic Primary School

### Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	September 2025-2026
Date this development plan was published	September 2025
Date this development plan will be reviewed	September 2026
Name of the school music lead	Mrs Alyson Robinson
Name of school leadership team member with responsibility for music	Mrs Amanda Palmer
Name of local music hub	
Name of other music education organisations	Northern School of Music
Vision and Overall Objectives	
<p>At Sacred Heart Catholic Primary School we aim for all our pupils to develop a life-long love of music, in a school with a musical atmosphere through a wide range of quality musical experiences which engage and inspire them. At the heart of the music curriculum are creativity, curiosity and excitement and children who are developing increased self-confidence, self-esteem and collaborative skills. We aim to build a curriculum with musical sound at the cornerstone with a progressive pathway for every child. Music opportunities will support children's mental health and allow them time to express their emotions. Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.</p>	

To provide a rich, diverse, and progressive music curriculum for all children. (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership. Children will have the opportunity to perform to audiences and participate in music ensembles in school. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive school community of music making.

### Core Components

Music curriculum – minimum of 1hr per week per class  
 Classroom instrumental teaching  
 Progression from classroom instrumental teaching  
 Whole class teaching, with opportunities for small group & 1-1 teaching  
 Internal music teachers Links with external music organisations  
 Pupil Premium student engagement  
 Succession planning and CPD Choirs & instrumental ensembles  
 Whole school singing assemblies  
 Performance opportunities and musical ensembles  
 Funding & Staffing

Included is a timetable of music across the school; curriculum documentation from EYFS – Year 6 and assessment materials; detail of music assemblies and a programme of planned performances; 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
<i>Music curriculum has been adjusted to make it more accessible for pupils with specific needs, e.g. SEND.</i>	No barriers to learning. The curriculum is designed to meet the needs of all pupils, including pupils with SEND. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.	Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves	Music lead SENDCo	Autumn 2025

	<p>Adaptation - provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.</p> <p>Achieve this in a variety of ways by:</p> <ul style="list-style-type: none"> <li>• Setting open-ended tasks which could have a variety of responses;</li> <li>• Setting tasks of increasing difficulty (not all children complete all tasks);</li> <li>• Grouping children by ability in the room and setting different tasks to each ability group;</li> <li>• Providing resources depending on the ability of the child;</li> <li>• Using classroom assistants to support the work of individuals or groups of children.</li> </ul> <p>Children with SEND are individually supported in class depending on their various requirements, for example: use of ear defenders when music lessons are louder than average, teacher's ability to differentiate their lessons and use planning to challenge all pupils depending on their ability.</p> <p>No further action needed.</p>	and take an active part in lessons.		
<p><i>Curriculum clarifies how much time is allocated per week for music teaching across all key stages.</i></p>	<p>We have taken into consideration the model music curriculum recommendations (2021) and ensure all pupils are taught 1 hour per week or equivalent and our Year 3 /4 and 4 /5 class will be taught to play a musical instrument: the ukulele.</p> <p>Our pupils are given instrumental teaching from Year 3 to Year 6 in keyboard and ukulele. These skills are embedded within the whole music curriculum. In addition to this, all children from Reception to Year 6 participate in a weekly 30-minute hymn practice.</p> <p>Curricular timetables allocate the time to Music, including a curricular lesson, and choral practise each week in all classes from Nursery to Year 6, beyond the</p>	<p>Pupils leave Sacred Heart School having undertaken a music exam and with a music qualification.</p> <p>Progression of skills and knowledge document implemented effectively.</p>	<p>Music lead Head of School</p>	<p>Each Term Ongoing</p>

	requirements of the NC and non-statutory guidance of model curriculum.			
<i>Music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music.</i>	<p>Planning –</p> <p>Medium term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals for both prime and specific areas in EYFS.</p> <p>Medium term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2.</p> <p>Individual lesson plans include guidance on differentiation to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence</p> <p>Our curriculum is guided by the framework within the National Plan for Music Education and the Model Music Curriculum to ensure all pupils benefit from a rich and diverse range of lessons which are ambitious and well sequenced and are adaptable to meet the needs of all learners.</p> <p>No further action required.</p>			
<i>Pupils have opportunities to learn to sing or play an instrument during lesson times.</i>	<p>Pupils from Years 3-6 will have the opportunity to learn and play an instrument in classroom ensembles.</p> <p>In relation to singing, beyond music lessons, within the curriculum, there are choral sessions each week to provide practice of melodic and harmonious singing; in relation to instrumental, within the curriculum, all children learn to play instruments, for example in year 3 non-tuned percussive (drums); and in year 6, a stringed instrument (ukulele).</p>			

What partnerships support the school's music curriculum, e.g. a local music hub?	Northern School of Music			
Part B: Extra-curricular music				
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Music tuition offered outside of what is taught in lesson time.	Peripatetic Music Lessons in 'Piano, Singing, Guitar, Drums and Performing Arts.'	Disadvantaged pupils are provided with the opportunity, with the cost barrier removed.	Head of School Music lead  PP children and wider disadvantaged provided the opportunity. (PP funding)	Each Term  Ongoing
What music ensembles can pupils join outside of lesson time?	<p>We have one hymn practice weekly for all pupils to attend in Key Stage One and Key Stage Two. A mixture of traditional hymns and modern songs are taught and sang collectively during this time. We have a timetable whereby hymns/songs are repeated to build pupil confidence and knowledge of songs.</p> <p>Pupils at Sacred Heart gain a lot of enjoyment from this approach. The hymns/songs learned are sung weekly in Celebration of the Word, Key Stage Worship and Celebration Assembly. In addition to this, children sing at school masses, liturgies and church masses.</p> <p>At the end of each half term, children perform through either singing or playing an instrument they have learnt over the past 5-6 weeks. This can be as part of an</p>	<p>Pupils experience performance to an audience.</p> <p>A repertoire of hymns known, according to the liturgical year.</p> <p>School choir engaging in community events,</p>	Head of School Music lead	Each term  Ongoing

	<p>assembly, a performance to another class or to parents. Pupils experience performing to a small audience and gain confidence and pride before performing to the whole school and/or parents and family members. We endeavour to make links with the local secondary school whereby secondary pupils can perform to our pupils and both schools can work collaboratively or within the other Catholic primaries in Hartlepool. The music subject lead continues to search to invite local live performances to school or to visit concerts in the local area.</p> <p>We have a weekly school choir available to any pupil from Key Stage 2. These children take part in several performances each year, both within the school to parents and other children, as well as in the wider community. The choir has sung at several care homes and has performed at the inauguration ceremony for our town mayor, as well as taking part in events such as BBC Children in Need.</p> <p>Summer music ensemble and choirs for various civic occasions.</p>	<p>e.g. visiting nursing home, town centre, etc.</p> <p>Singing is a notable feature of school Masses, which occur half-termly.</p> <p>Pupils sing at weekly Liturgies.</p> <p>EYFS, KS1 and KS2 Nativities and Carol service where singing is a prominent feature.</p>		
Are pupils aware of how they can make progress in music outside of lesson time?	<p><b>This is an area to develop.</b></p> <p>We would like to provide an after-school Orchestra Club. Welcoming proficient and beginners to instruments. Those who do not play an instrument play tuned percussion.</p> <p>Next, we need to encourage children to take home for practise the instrument they are currently learning (ukelele) and for those who struggle to find time/space at home, they are offered time and space at breaktimes or as an afterschool opportunity.</p>		<p>Head of School</p> <p>Music lead</p>	<p>Spring 2026</p>
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	<p>All of our children are given the opportunity to gain recognised grade qualifications in singing, ukulele and piano examinations. This can take place in school through video examinations.</p>	<p>Examination outcomes end of KS2</p>	<p>Head of School</p> <p>Music lead</p>	<p>ongoing</p>

What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Piano, singing, guitar, drums, performing arts are currently available. The fees are £4.50 per weekly class. Pupil Premium children are partially funded by the school.	Disadvantaged have fees paid in full.	Music lead	ongoing
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	All choirs and ensembles within school are free and available to all children in KS2.	Choir is visible during school performances and work in the community – they play an active role.	Music lead	ongoing
Where can pupils rehearse or practice individually or as part of a group?	We have a dedicated music room which is fully equipped with instruments, including 32 ukuleles, 15 keyboards, 20 guitars and a drum kit. We also have digital recording facilities.		Head of School Music lead	ongoing

### Part C: Musical experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What musical experiences are planned for the academic year?	<p>EYFS and KS1 Harvest Festival – October, KS1 Nativity – December.</p> <p>KS2 Remembrance Service – November, Christmas Carols and Christmas Performances - December</p> <p>KS2 – Easter Service – April</p> <p>Year 6 Leaver's concert – July</p> <p>All children from Nursery to Year 6 perform for the community in the Nativity each Christmas.</p> <p>All children are involved in preparing and leading Collective Worship at least once each term, often involving choral singing beyond the scope of their curriculum lessons.</p>	All pupils have the opportunity to perform to an audience.	<p>Head of School</p> <p>SLT</p> <p>Music lead</p> <p>Class teachers</p>	Each term

	In addition to the above, we have several whole school performances of songs which are videoed and shared with parents.			
How can pupils get involved with musical performances and concerts in and outside of the school?	<p>Children take part in several performances that school presents to the community each year. Specific year groups take the lead so that over time, all children have the opportunity to 'take the spotlight.' After school, children are encouraged to enhance their aptitude with music, performing arts and dance clubs. However, school also perform at various events in the community so that children experience live performance in a different setting, with an 'unknown' audience, such as the local Care Home.</p> <p>All children will have the opportunity to take part in several performances across the year.</p>	“	“	“
What charging fees are there for these musical experiences?	None. The above musical events are free to all children.			
What does transition work look like with local secondary schools?	<p>Music Lead shares aptitude and achievement, especially of those children already playing instruments beyond those offered in the curriculum, such as piano, guitar, performances for whole school are put on in the summer term to showcase.</p> <p><b>This is an area to develop</b></p> <p>Make contact with EMS, and other secondary schools, to which pupils will transfer to, 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 Head of Department regarding; Y7 expected level of musical knowledge and understanding.</p>		Class teachers	Summer 2026

## Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<u>What improvements can be made to the music curriculum?</u>	<p>Further develop performance opportunities for our young musicians throughout the school year.</p> <p>Further develop engagement in extra-curricular music for Disadvantaged and SEND children.</p> <p>Look for opportunities for pupils to perform at a concert hall as part of a massed choir and orchestra. Children to attend a concert in a large auditorium or theatre to appreciate how live music performance impacts an audience.</p>	<p>Perform at a Concert Hall (Town hall/Borough Hall)</p> <p>Experience of live music performance</p>	<p>Music lead Head of School as PP lead SENDCo</p>	<p>Ongoing 2025-2026</p> <p>For all children to have experienced by the end of Year 6.</p>
<u>What improvements can be made to extra-curricular music provision?</u>	<p>Look at increasing engagement and take up of extra-curricular music provision among disadvantaged pupils.</p>	<p>Increase in disadvantaged accessing extra-curricular music</p>	<p>Extra-curricular/after school clubs coordinator Music lead</p>	<p>Each term</p>
<u>What improvements can be made to external musical experiences?</u>	<p>Provide opportunities for live music and professional musicians to perform to pupils.</p>	<p>Pupils experience a live performance.</p>	<p>SLT Music lead</p>	<p>By Summer 2026</p>