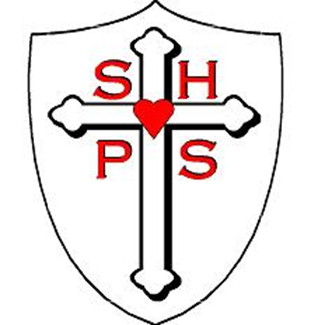
**Sacred Heart Catholic Primary School**

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**School music development plan**

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**Bishop Hogarth Catholic Education Trust**

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.

**Sacred Heart 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** | | September 2024-2025 | | | |
| **Date this development plan was published** | | September 2024 | | | |
| **Date this development plan will be reviewed** | | September 2025 | | | |
| **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** | | | | | |
| 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.  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 preform 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** |
| *Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?* | Remove barriers to learning for pupils with SEND. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.  Adaptation - provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.  Achieve this in a variety of ways by:  • Setting open-ended tasks which could have a variety of responses;  • Setting tasks of increasing difficulty (not all children complete all tasks);  • Grouping children by ability in the room and setting different tasks to each ability group;  • Providing resources depending on the ability of the child;  • Using classroom assistants to support the work of individuals or groups of children.  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. | | Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. | Music lead  SENDCo | Autumn 2024 |
| *Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?* | 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.  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. | | Pupils leave Sacred Heart School having undertaken a music exam and with a music qualification.  Progression of skills and knowledge document implemented effectively. | Music lead  Head of School | Each Term  Ongoing |
| *Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?* | Planning –  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.  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.  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  **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.** | |  |  |  |
| *What opportunities do pupils have to learn to sing or play an instrument during lesson times?* | Pupils from Years 3-6 will have the opportunity to learn and play an instrument in classroom ensembles. | |  |  |  |
| *What partnerships support the school’s music curriculum, e.g. a local music hub?* | Northern School of Music | |  |  |  |
| ***[Secondary schools only]*** *What qualifications and awards can pupils study for and achieve during the academic year?* | **NA** | |  |  |  |
| **Part B: Extra-curricular music** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **and costs** | **Date/**  **timescale** |
| What 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? | 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.  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.  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 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.  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. | | Pupils experience performance to an audience.  A repertoire of hymns known, according to the liturgical year.  School choir engaging in community events, e.g. visiting nursing home, town centre, etc.  Singing is a notable feature of school Masses, which occur half-termly.  Pupils sing at weekly Liturgies.  EYFS, KS1 and KS2 Nativities and Carol service where singing is a prominent feature. | Head of School  Music lead | Each term  Ongoing |
| Are pupils aware of how they can make progress in music outside of lesson time? | This is an area to develop.  I 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. | |  | Head of School  Music lead | Spring 2025 |
| Are pupils aware of what music qualifications and awards they can receive outside of lesson time? | 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. | | Examination outcomes end of KS2 | Head of School  Music lead | ongoing |
| 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**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **and costs** | **Date/**  **timescale** |
| What musical experiences are planned for the academic year? | EYFS and KS1 Harvest Festival – October, KS1 Nativity – December.  KS2 Remembrance Service – November, Christmas Carols and Christmas Performances - December  KS2 – Easter Service – April  Year 6 Leaver’s concert – July  In addition to the above, we have several whole school performances of songs which are videoed and shared with parents. | | All pupils have the opportunity to perform to an audience. | Head of School  SLT  Music lead  Class teachers | Each term |
| How can pupils get involved with musical performances and concerts in and outside of the school? | Each of these performances is available to a specific cohort. All children will have the opportunity to take part in several performances across the year. | | “ | “ | **“** |
| What charging fees are there for these musical experiences? | The above musical events are free to all children. | |  |  |  |
| What does transition work look like with local secondary schools? | 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. | |  | Class teachers | Summer 2025 |
| **Part D: Improvements** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility and costs** | **Date/**  **timescale** |
| **What improvements can be made to the music curriculum?** | Further develop performance opportunities for our young musicians throughout the school year.  Further develop engagement in extra-curricular music for Disadvantaged and SEND children.  Look for opportunities for pupils to perform at a concert hall as part of a massed choir and orchestra. | | Perform at a Concert Hall  (Town hall/Borough Hall) | Music lead  Head of School as PP lead  SENDCo | Ongoing 2024-2025 |
| **What improvements can be made to extra-curricular music provision?** | Look at increasing engagement and take up of extra-curricular music provision among disadvantaged pupils**.** | | Increase in disadvantaged accessing extra- curricular music | Extra- curricular/after school clubs coordinator  Music lead | Each term |
| **What improvements can be made to external musical experiences?** | Provide opportunities for live music and professional musicians to perform to pupils. | | Pupils experience a live performance. | SLT  Music lead | By Summer 2025 |