St Bega's Catholic Primary School





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.

St Bega's 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	2025-2026		
Date this development plan was published	4.9.25		
Date this development plan will be reviewed	July 2026		
Name of the school music lead	Lauren Ruggeri		
Name of school leadership team member with responsibility for music	Lauren Ruggeri		
Name of local music hub	TVMS		
Name of other music education organisations			

Vision and Overall Objectives

At St Bega's we intend to provide a high-quality music education which engages and inspires pupils to develop a love of music. Teach music in a way that ensures progression of skills. Offer opportunities for children to develop their talents as musicians and increase their self-confidence, creativity and sense of achievement, especially through their voices and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children within the local community and beyond. Develop an appreciation (historical and current) of the works of great composers, through quality listening and appraising. 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 – minimum of 1hr per week per class
Progression from classroom instrumental teaching
Small group & 1-1
Teaching adapted for vulnerable learning
Visiting music teachers
Links with external music organisations
Pupil Premium student engagement
Succession planning and CPD
Choirs & instrumental ensembles
Whole school singing assemblies
Performance opportunities
Funding & Staffing

Year		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
EYFS	N R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay	
The development of children's artistic and cultural awareness supports their magination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences a fundamental to their progress in interpreting and appreciating what they hear, respond to an observe. Reception children also join in our weekly liturgical singing essions when they have settled into the routines of full time school.								
KS1	Y1	Hands, Feet and Heart	Rhythm in the Way we Walk and Banana Rap	I Wanna Play in a Band	Round and Round	Friendship Song	Reflect, Rewind and Replay	
	Y2	Hey, <u>You</u>	Но, Но, Но	In the groove	Zoo Time	Your Imagination	Reflect, Rewind and Replay	
				Weekly Liturgical	singing sessions			
Y3/4 Y4/5	С	Mamma Mia	Glockenspiel Stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay	
						Ukelele instrumental sessions		
В	В	Livin on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay	
A	А	Let Your Spirit Fly	Glockenspiel Stage 2	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay	
				Weekly Liturgical	singing sessions			
Y 6	В	Classroom Jazz 2	Improvisation and Composition	You've Got a Friend	Improvisation and Composition		n and Composition umental sessions	
				Weekly Liturgical				
valuabl learn	le oppi to sin	orm Ks1 and KS2 <u>pupils take</u> pa prtunities to develop their singing g a repertoire of hymns, psalms ing sessions not only nurture pu	ng skills and deepen their und , and other liturgical pieces th	erstanding of sacred music. lat complement the musical strengthen their connection	Under the guidance of the concepts and techniques to to the school's Catholic id	school's music coordinator a hey are exploring in their cla lentity and values. This integi	nd community parish, pupils ssroom music lessons. The	

Part A: Curriculum music						
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale		
Cohesive Music curriculum (Charanga) embedded across school	Staff CPD Links with TVMS Instrumental sessions planned in KS2 Progression tracked via videos	Children have access to high quality Music sessions	Curriculum lead	Autumn 1		
Music Curriculum adapted to make it more accessible for pupils with specific needs.	Scaffolding and Breaking Down Tasks Multisensory Approaches Adapted instruction Collaborative Learning	Music curriculum can be made more accessible and inclusive for pupils with special educational needs and disabilities, ensuring they have the opportunity to thrive and reach their full potential.	Curriculum lead	Autumn 2		
Consistent curriculum time allocated per week for music teaching across all key stages (including instrumental sessions).	Curriculum coverage document including planned whole-class Instrumental programmes Incremental skill development to ensure that instrumental learning is sustained and built upon in subsequent years, rather than being a one-off experience. Integration with the broader, music curriculum Provide sufficient time and support for pupils to develop technical competence on a smaller number of instruments. TVMS SLA Children access 1 hour of music a week (30 min formal lesson and 30 min singing) Additional singing opportunities across the curriculum and collective worship. Ongoing feedback and practice	Children have access to the appropriate amount of music curriculum time Create meaningful and enriching opportunities for pupils to develop their instrumental skills as part of a high-quality music education.	Curriculum lead	Autumn 1		
Promote opportunities of partnerships support for the school's music curriculum.	Make links with TVMS, EMS, local parish and other parish links CPD Use local expertise, resources etc Seek funding and resources from external sources	Enhanced quality and breadth of musical provision for pupils, while also supporting the professional development of staff.	Curriculum lead	Ongoing		
Part B: Extra-curricular music						
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale		

Develop opportunities for music tuition offered outside of what is taught in lesson time.	Offer extracurricular music clubs, choirs, bands, and ensembles that cater to different interests and abilities. Organise regular school concerts, performances, and musical events that showcase pupils' talents. Arrange trips to professional music performances, workshops, and other enrichment activities. Integrate music across the curriculum Provide opportunities for individual and small-group music tuition	Children are exposed to a vibrant, diverse, and inclusive musical culture within the school, providing a range of opportunities for pupils to engage with and develop their musical skills and interests.	Curriculum lead	Ongoing
Develop extra-curricular opportunities for instruments, choirs or ensembles and consider the charging process.	Develop free opportunities for Instrumental groups and/or Choir. Signpost parents and carers to opportunities for smaller chamber groups, Vocal ensembles, rock/pop bands, Percussion ensembles, Keyboard/piano groups and outline which activities are free and which may require a contribution from parents/carers. Consideration is given to disadvantaged groups.	Children have access to a diverse range of musical opportunities that are as accessible as possible to all pupils, regardless of their financial circumstances. This supports the school's aim of developing a rich musical culture and nurturing pupils' love of music.	Curriculum lead	Ongoing
	Part C: Musical experience	s		
Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Develop musical experiences that are planned for the year.	Contract for TVMS instrumental Plan after school choir cub Book in TVMS events for classes and whole school Theatre trip at Christmas KS2 Carols by candlelight Performance planner Liturgical singing – weekly Attendance at local masses	There is a progressive, coherent, and well-sequenced curriculum that builds pupils' musical knowledge, skills, and understanding over time which is supported by a range of performance opportunities and extra-curricular activities to enrich the musical experience.	Curriculum lead	Ongoing
Increase pupil participation in musical events both in and out of school.	Involvement of student council Ensure enough space for willing participants in clubs Free trips and provision where possible. Subsidised visits for PP children Regular class/year group performances in assemblies or school events Whole-school concerts or showcases featuring different ensembles and groups Musical productions or plays involving acting, singing, and instrumental performance Participation in school choir Performances at local community events, such as festivals or care homes	More children (particularly disadvantaged) are involved in musical events	Curriculum lead	Ongoing

	Concerts or recitals at local music venues, libraries, or places of worship			
	Trips to see professional musical performances, such as orchestras,			
	musicals or operas			
	Collaboration with other schools for joint concerts or musical projects			
	Involvement in music education hub activities, such as massed choir or			
	band events			
	World Music Day and Nursery Rhyme week			
Ensure musical events are accessible	Subsidise costs for families	All pupils, including those from	Curriculum lead	Ongoing
to all learning groups including	provide transport to external events.	disadvantaged backgrounds, have		
disadvantaged pupils	Engage with the local community and music education hubs to broaden the			
	range of performance experiences available to pupils.	experiences and performance		
		opportunities that are central to a		
		high-quality music education.		
Maintain musical engagement from	Trust curriculum alignment for continuity of learning	Pupils continue to develop their	Curriculum lead	Ongoing
Y6 to Y7	Shared resources and expertise	musical skills and knowledge as they		
	Pupil experience and engagement at feeder/secondary level	move from primary to secondary		
	Communication and collaboration	education, maintaining their		
		engagement and enthusiasm for the		
		subject.		
	Part D: Improvements			
Development Priority	Action		Responsibility	Date/
(questions to consider when	Implementation	Outcomes	and costs	timescale
identifying priorities)	Strategies		and costs	tillescale
Develop opportunities extra	Offer extracurricular music clubs, choirs, bands, and ensembles that cater	Children are exposed to a vibrant,	Curriculum	Ongoing
curricular musical opportunities	to different interests and abilities.	diverse, and inclusive musical culture	lead	
outside of what is taught in	Organise regular school concerts, performances, and musical events that	within the school, providing a range		
lesson time.	showcase pupils' talents.	of opportunities for pupils to engage		
	Arrange trips to professional music performances, workshops, and other	with and develop their musical skills		
	enrichment activities.	and interests.		
	Integrate music across the curriculum.			
	Provide opportunities for individual and small-group music tuition			1