

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

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-2025
Date this development plan was published	4.9.24
Date this development plan will be reviewed	July 2025
Name of the school music lead	Claire McMurdo
Name of school leadership team member with responsibility for music	Claire McMurdo
Name of local music hub	TVMS
Name of other music education organisations	
Vision and Overall Objectives	
<p>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.</p>	
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

Music Curriculum Map St Bega's Catholic Primary School - Charanga

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
		<p>The development of children's artistic and cultural awareness supports their imagination 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 are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Reception children also join in our weekly liturgical singing sessions when they have settled into the routines of full time school.</p>					
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, You	Ho, Ho, Ho	In the groove	Zoo Time	Your Imagination	Reflect, Rewind and Replay
Y3/4 Y4/5	C	Mamma Mia	Glockenspiel Stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
		Weekly Liturgical singing sessions					
B	B	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	A	Let Your Spirit Fly	Glockenspiel Stage 2	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Y6	B	Weekly Liturgical singing sessions					
		Classroom Jazz 2	Improvisation and Composition	You've Got a Friend	Improvisation and Composition	Improvisation and Composition Brass instrumental sessions	
Weekly Liturgical singing sessions							
<p>Children from KS1 and KS2 pupils take part in liturgical singing sessions that are closely aligned with and reinforce the school's music curriculum. These sessions provide pupils with valuable opportunities to develop their singing skills and deepen their understanding of sacred music. Under the guidance of the school's music coordinator and community parish, pupils learn to sing a repertoire of hymns, psalms, and other liturgical pieces that complement the musical concepts and techniques they are exploring in their classroom music lessons. The liturgical singing sessions not only nurture pupils' musical abilities but also strengthen their connection to the school's Catholic identity and values. This integrated approach ensures that music education at St Bega's is truly holistic, supporting pupils' academic, spiritual, and personal growth.</p>							

Part A: Curriculum music

Development Priority <i>(questions to consider when identifying priorities)</i>	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.	Curriculum coverage document 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.	Children have access to the appropriate amount of music curriculum time	Curriculum lead	Autumn 1
Develop opportunities for pupils to learn to sing or play an instrument during lesson times.	Carefully 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 Ongoing feedback and practise Provide sufficient time and support for pupils to develop technical competence on a smaller number of instruments.	Ensure that instrumental learning links the rest of the music curriculum and sustained. 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
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Develop opportunities for music tuition offered outside of what is taught in lesson time.	<p>Offer extracurricular music clubs, choirs, bands, and ensembles that cater to different interests and abilities.</p> <p>Organise regular school concerts, performances, and musical events that showcase pupils' talents.</p> <p>Arrange trips to professional music performances, workshops, and other enrichment activities.</p> <p>Integrate music across the curriculum</p> <p>Provide opportunities for individual and small-group music tuition</p>	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.	<p>Develop free opportunities for Instrumental groups and/or Choir.</p> <p>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.</p> <p>Consideration is given to disadvantaged groups.</p>	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 experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Develop musical experiences that are planned for the year.	<p>Contract for TVMS instrumental</p> <p>Plan after school choir cub</p> <p>Book in TVMS events for classes and whole school</p> <p>Theatre trip at Christmas</p> <p>KS2 Carols by candlelight</p> <p>Performance planner</p> <p>Liturgical singing – weekly</p>	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	Academic year 24-25

	Attendance at local masses			
Increase pupil participation in musical events both in and out of school.	<p>Involvement of student council</p> <p>Ensure enough space for willing participants in clubs</p> <p>Free trips and provision where possible.</p> <p>Subsidised visits for PP children</p> <p>Regular class/year group performances in assemblies or school events</p> <p>Whole-school concerts or showcases featuring different ensembles and groups</p> <p>Musical productions or plays involving acting, singing, and instrumental performance</p> <p>Participation in school choir</p> <p>Performances at local community events, such as festivals or care homes</p> <p>Participation in local music festivals or competitions</p> <p>Concerts or recitals at local music venues, libraries, or places of worship</p> <p>Trips to see professional musical performances, such as orchestras, musicals or operas</p> <p>Collaboration with other schools for joint concerts or musical projects</p> <p>Involvement in music education hub activities, such as massed choir or band events</p> <p>World Music Day and Nursery Rhyme week</p>	More children (particularly disadvantaged) are involved in musical events	Curriculum lead	Ongoing
Ensure musical events are accessible to all learning groups including disadvantaged pupils	<p>Subsidise costs for families</p> <p>provide transport to external events.</p> <p>Engage with the local community and music education hubs to broaden the range of performance experiences available to pupils.</p>	All pupils, including those from disadvantaged backgrounds, have equal access to the rich musical experiences and performance opportunities that are central to a high-quality music education.	Curriculum lead	Ongoing

Maintain musical engagement from Y6 to Y7	Trust curriculum alignment for continuity of learning Shared resources and expertise Pupil experience and engagement at feeder/secondary level Communication and collaboration	Pupils continue to develop their musical skills and knowledge as they move from primary to secondary education, maintaining their engagement and enthusiasm for the subject.	Curriculum lead	Academic year 24-25
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Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Develop opportunities extra curricular musical opportunities 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