

**St Chad'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 KS2.
- 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.

## Name of 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	September 2024
Date this development plan will be reviewed	
Name of the school music lead	
Name of school leadership team member with responsibility for music	Jenna Ellison
Name of local music hub	Durham
Name of other music education organisations	
Vision and Overall Objectives	
<p>At St Chad's Catholic Primary school, we are dedicated to providing an enriching and comprehensive music education that instils a lifelong passion for music in our students.</p> <p>Our music curriculum is carefully crafted to foster creativity, nurture talent, and develop a deep understanding of music across various cultures and genres. We aim to empower every student to express themselves through music, building their confidence, teamwork, and self-expression.</p> <p>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 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.</p>	

## Core Components

Key components that make up the music provision in our school:

- Music curriculum – 45 mins per week per class of a music lesson
- Small group and class tuition of an instrument
- Links with external music organisations
- Pupil Premium student engagement
- Whole school singing assemblies.
- Performance opportunities

### Part A: Curriculum music

Development Priority	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.	<p>We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.</p> <p>The music curriculum is adapted to allow all children to engage. Teachers plan lessons in order for them to be inclusive for pupils with specific needs.</p>	All children will continue access he curriculum. Adaptions will be made to meet the needs of all. Lessons will be inclusive	HT Music Leader	
The curriculum clarifies how much time is allocated per week for music teaching across all key stages	<p>Years 1-6 are allocated 45 minutes per week for music teaching and learning.</p> <p>In EYFS music is weaved into the curriculum as well as opportunities within continuous provision.</p>	The music curriculum will continue to be delivered across the school ensuring the children receive quality music lessons throughout the year.	HT Music Leader	

<p>The music curriculum is informed by the model music curriculum</p>	<p>In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. At St Chad’s Catholic Primary School, we have adopted the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term.</p> <p>Music is taught as a discrete lesson usually lasting 45mins. Our lessons are taught with a combination of weekly sessions and focus days.</p> <p>We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:</p> <ul style="list-style-type: none"> <li>• Performing</li> <li>• Listening</li> <li>• Composing</li> <li>• The history of music</li> <li>• The inter-related dimensions of music</li> </ul> <p>Each unit combines these strands within a cross-curricular topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Kapow provides a classroom-based, participatory and inclusive approach to music learning.</p> <p>Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others’ music.</p> <p>Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it</p>	<p>The children will continue to be actively involved in using and developing their singing voices.</p> <p>Children will have the opportunity to perform in whole school events including nativities and end of year performances.</p>		
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	<p>is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.</p> <p>The children are given opportunities to apply their skills and given a chance for collaboration through composition.</p>			
Opportunities for pupils to learn to sing or play an instrument during lesson times?	Over the past few years, children from Year 1 to Year 6 have had the opportunity to learn to play the Ukulele. They have performed to parents in a concert.	Continue to provide opportunities to be taught to play different musical instruments	HT Music Leader	
Research outside partnerships to support the school's music curriculum, e.g. a local music hub?		To explore music partnerships for the next academic year.	HT	

### Part B: Extra-curricular music

Development Priority	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition is offered outside of what is taught in lesson time?	Children in Key Stage Two have an opportunity to engage in violin lessons if their parents pay for this directly with the Durham Music Service.	Music lessons to continue and parents be informed to encourage more children to access the tuition.	HT Music Leader	

What music ensembles can pupils join outside of lesson time?		Embed further opportunities for the children to engage in ensembles outside of the lesson such as a school choir.	HT Music Leader	
Are pupils aware of how they can make progress in music outside of lesson time?	Not all pupils are aware of how they can make progress. Teachers to ensure they make pupils aware of how they can make progress.	Pupils are aware of how they can make progress in music outside of lesson time.	HT Music Leader	
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Pupils are currently not aware of the qualifications they can achieve outside of lesson time.	Pupils/parents made aware of how they can receive music awards and qualifications.	HT Music Leader	
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	There is currently no offer of extra-curricular opportunities to learn how to play instruments	The music lead will explore potential extra-curricular	HT Music Leader	
Where can pupils rehearse or practice individually or as part of a group?	Children can access a small classroom during lunchtime to practice.	To provide opportunities to practice instruments.	HT Music Leader	

### Part C: Musical experiences

<b>Development Priority</b> <i>(questions to consider when identifying priorities)</i>	<b>Action Implementation Strategies</b>	<b>Outcomes</b>	<b>Responsibility and costs</b>	<b>Date/ timescale</b>
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What musical experiences are planned for the academic year?	We plan to use this academic year 2024-2025 to make some strong and lasting links with other music venues to enable our pupils to have a widened experience of live music in a range of contexts. The subject leader is currently researching new schemes of work on offer to support staff in delivering the best possible music education to our pupils.	To allow all children to engage in music experiences at least once across the academic year.	HT Music Leader	
How can pupils get involved with musical performances and concerts in and outside of the school?	Pupils have the opportunity to sing in the Christmas Carol concert, younger children can perform in the Christmas Play. In the summer term there is an opportunity to perform in the end of year production.	Continue to provide opportunities for pupils to be involved with musical performances and concerts	HT Music Leader	
What does transition work look like with local secondary schools?	We work closely with our local secondary school – St John’s. Children have the opportunity to take part in taster lessons during transition visits.  To develop this, we are developing a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles etc.	Continue to work with St John’s	HT Music Leader	

#### Part D: Improvements

Development Priority	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What improvements can be made to the music curriculum?	Develop teacher knowledge through CPD to ensure children receive high quality lessons.	To ensure children continue to receive a high quality music education		
What improvements can be made to extra-curricular music provision?	Try to improve the uptake of 1:1 music tuition. Research outside agencies for potential after school clubs.	To improve the uptake of 1:1 music tuition		



What improvements can be made to external musical experiences?	Continue to develop links for external musical experiences	To continue to develop links for external musical experiences		
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