

## **St Charles 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 Charles Catholic Primary School

## Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2025-2026
Date this development plan was published	16/6/2025
Date this development plan will be reviewed	16/6/2026
Name of the school music lead	Mrs Lisa Thompson
Name of school leadership team member with responsibility for music	Mrs Lisa Thompson
Name of local music hub	Durham Music Services
Name of other music education organisations	Charanga
Vision and Overall Objectives	
<p>At St Charles 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.</p> <p>Children will perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.</p>	

## Core Components

*Music curriculum – minimum of 1hr per week per class Classroom instrumental teaching*

*Progression from classroom instrumental teaching*

*Small group & 1-1 teaching*

*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*

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. At St Charles 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.

Music is taught as a discrete lesson usually lasting 1 hour. Our lessons are taught with a combination of weekly sessions and focus days.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

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.

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.

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 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. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

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.

### Part A: Curriculum music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
<i>Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?</i>	<p>The music curriculum is adapted to allow all children to engage.</p> <p>Teachers plan lessons in order for them to be inclusive for pupils with specific needs.</p> <p>Explicit instructions and scaffolding</p> <p>Setting open-ended tasks which could have a variety of responses</p> <p>Setting tasks of increasing difficulty (not all children complete all tasks)</p> <p>Grouping children by ability in the room and setting different tasks to each ability group</p> <p>Providing resources depending on the ability of the child</p> <p>Using classroom assistants to support the work of individuals or groups of children</p>	Children are able to actively participate in lessons.	Music lead and teachers	Ongoing
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	Years 1-6 are allocated 45 minutes per week for music teaching and learning.	Children develop new musical skills and concepts, and re-visit established musical skills and concepts	Music lead	Ongoing

Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?	Music curriculum is aligned to national curriculum for music. Music scheme 'Charanga' is used across Key Stages.	<p>The music curriculum will continue to be delivered across the school ensuring the children receive quality music lessons throughout the year.</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>	Music Lead	Ongoing
What opportunities do pupils have to learn to sing or play an instrument during lesson times?	<p>Early Years children are exposed to different instruments within their provision</p> <p>All pupils learn to sing as part of the music scheme and as part of weekly hymn practice</p> <p>KS2 pupils learn how to play the Ukuele.</p>	Pupils will develop a secure, deep learning and mastery of musical skills.	Music Lead	Ongoing
What partnerships support the school's music curriculum, e.g. a local music hub?	<b>St Charles is linked to Durham Music Service</b>	Pupils have access to up to date tuition, events	Music Lead	Ongoing

		Teachers have access to up to date training/resources		
<b>Part B: Extra-curricular music</b>				
<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>
What music tuition offered outside of what is taught in lesson time?	<p>Children in Year 4/5 can engage in guitar and violin lessons if their parents pay for this directly with the Durham Music Service.</p> <p>They will often perform to other pupils in the school.</p> <p>This is optional and regularly advertised with parents.</p>	Pupils will develop a secure, deep learning and mastery of musical skills.	Music Lead	Ongoing
What music ensembles can pupils join outside of lesson time?	<p>The children at St Charles Catholic Primary School have additional music during whole singing sessions each week.</p> <p>Music may also be incorporated in various subjects such as History and PE.</p> <p>There is an annual school talent show where children can showcase their musical talents</p>	<p>Pupils will develop a greater understanding of music making links across the curriculum.</p> <p>Pupil are able to express themselves and develop a range of skills.</p>	Music Lead	Ongoing

Are pupils aware of how they can make progress in music outside of lesson time?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils are aware of how they can make progress in music outside of lesson time.	Music Lead	Ongoing
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils/parents made aware of how they can receive music awards and qualifications.	Music Lead	Ongoing
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils can develop skills to play different musical instruments	Music Lead	Ongoing
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	Pupils can join ensembles as part of singing lessons and various opportunities across the academic year.	Pupils can express themselves and develop musical confidence	Music Lead	Ongoing
Where can pupils rehearse or practice individually or as part of a group?	Pupils get the opportunity to rehearse with others within curriculum lessons and social activities during playtimes.	Pupils can express themselves and develop musical confidence	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
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What musical experiences are planned for the academic year?	Key Stage 2 ukulele and guitar concert EYFS/KS1 nativity KS2 end of year performance Engage in Durham LA Choir	To allow all pupils to engage in a music experiences across the academic year.	Music Lead	Ongoing
How can pupils get involved with musical performances and concerts in and outside of the school?	Pupils can get involved through evets organised for their class/year group, through our school talent show and links with Durham Music Service	Pupils are able to engage in musical experiences expressing themselves and developing skills	Music Lead	Ongoing
What charging fees are there for these musical experiences?	Musical experiences are free of charge Transport may be required if on a weekend	Pupils are able to engage in musical experiences expressing themselves and developing skills	Music Lead	Ongoing
What does transition work look like with local secondary schools?	Links with the secondary music departments including the invitation to performances by KS3 and KS4.	Pupils experience music within a KS3 setting and transition is supported.	Music Lead	Ongoing

#### Part D: Improvements

<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>
What improvements can be made to the music curriculum?	Develop and support pupils' understanding of musical instruments including developing skills and wider knowledge about the origins of instruments	Pupils will develop a secure knowledge of musical instruments and develop talents	Music Lead	Ongoing
What improvements can be made to extra-curricular music provision?	Offer further extra-curricular music provision during lunchtime/after-school for all ages.	Pupils develop a range of musical skills	Music Lead	Ongoing

	To support recruitment of pupils (inspiring musicians) for out of school instrumental tuition			
What improvements can be made to external musical experiences?	Identify and engage in external musical experiences to give pupils of all ages the opportunity to participate or attend.	Pupils are able to experience a variety of musical activities and develop a range of skills	Music Lead	Ongoing