

Music development plan summary: St Cuthbert's Catholic Primary School



Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	April 2025
Date this summary will be reviewed	September 2025
Name of the school music lead	Mrs Nicola Noble
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Durham Music Service
Name of other music education organisation(s) (if partnership in place)	

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Vision and Intent

At Cuthbert's, our intent is that every pupil is a musician, developing as a performer, singer, and composer; with the ability to listen and to critically analyse music. The National Curriculum is at the heart of the document, developing incremental improvement lesson by lesson and building on the ambition of the Model Music Curriculum as at St Cuthbert's we believe **'Every child has the right to an education' (Article 28)**.

Singing is a "Golden Thread"(National Plan for Music Education), ensuring that pupils sing and develop their technique every lesson. Pupils will develop deep musical knowledge of music through demonstrating the musical skills they have learnt.

The three pillars of learning; technical, constructive, and expressive are all embedded through practical music making and analysis. By giving explicit singing and listening examples we are making sure that pupils are exposed to a breadth of musical styles and genres, embedding the work of the great composers as key artists in that particular style.

We aim for high quality music teaching ensuring that there is progression between all Key stages. Pupils will be taught standard use of vocabulary and we are explicit in the musical knowledge and skills pupils will learn by the end of KS2. Repetition and incremental improvement are key to effective music learning, making sure that deep knowledge is embedded and that pupils don't purely experience music.

Part A: Curriculum music

Music is a skills-based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed. We teach music weekly in each year group, with lessons lasting an hour, alongside weekly opportunities for singing. Our class teachers are experts in adapting our curriculum to meet the needs of children with additional needs and/or disabilities, and these bespoke adaptations ensure that music can be enjoyed by all. Our music curriculum is informed by the national and model music curriculum, delivered via schemes of work written by Charanga and BCCEt.

Our music curriculum is underpinned by 7 threshold concepts. These are; pitch, rhythm, melody, active listening and appraising, performing, singing, and composition.

Through toolkits linked to our progress map we teach music through 4 identified components which cover the knowledge, skills and understanding set out the National Curriculum and Foundation Stage Statutory Framework. Pupils will be able performers moving from confidence in Rhythm and pulse in Year 1 and 2, Pitch and Melody in Year 3 and 4 and then developing a rounded musician at Year 5 and 6. Pupils will sing, perform, compose, and appraise confidently having been nurtured as musicians. Controlling the sound is key to pupils demonstrating their development and ability as musicians, having more control and the intent of the music.

Children have the opportunity to learn, play and hone their skills with a range of tuned and untuned instruments such as glockenspiel, keyboard or other instruments as part of weekly music lessons, but we also have access to a class set of recorders. Thanks to Durham Music Services, we are able to access specialist instrumental teaching for Year 3 and guitar and violin tuition for Years 4-6. More information about our music curriculum is found on our school website.

Part B: Extra-curricular music

These are opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

We have a successful school choir who meet weekly but also enrich school and parish celebrations. We endeavour to be supportive of all children studying for formal gradings of Music and offer timetable variations where necessary to help with these. Our pupil premium grant funding is always targeted and spent on a bespoke basis which includes, where requested, funding lessons or instrument hire for children wanting to access such.

Part C: Musical Enrichment

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

All children sing weekly during celebrations, assemblies and in class. We have a school choir who gather weekly. Our children also visit church every half term where they sing alongside the parishioners at Mass. At the end of the Autumn term, we produce a nativity and Carol concert for parents. Our choir also sing for community celebrations such as the Mayor's carol service or First Holy Communion celebrations. At the end of Year 6, children perform a musical play for parents supported by Year 5.

Pupils who have First Access Violin lessons and small group instrumental lessons perform for their parents and school each term. All performances put on by the school are free for parents. Additionally, our violin students take part in the St Bede's music concerts at Christmas and Easter and have the opportunity to either play at the Sage or in an East Durham showcase in the summer term.

In the future

Our curriculum team with leadership responsibility for music, personalise our schemes of work from BCCET and Charanga to make them bespoke to the needs of our pupils - this has been done in conjunction with our MAT and music specialists. We also want to continue to train and upskill teaching staff in their ability and confidence when teaching music at an age- appropriate level. We would like to widen our instrumental choices.