

**St Cuthbert’s Catholic Primary School, Stockton**

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**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](https://www.gov.uk/government/publications/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 Cuthbert’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** | 2023-2024 |
| **Date this development plan was published** | September 2024 |
| **Date this development plan will be reviewed** | September 2025 |
| **Name of the school music lead** | Mrs Bailey |
| **Name of school leadership team member with responsibility for music** | Mrs Parnell |
| **Name of local music hub** | TVMS |
| **Name of other music education organisations** |  |
| **Vision and Overall Objectives** |
| At St Cuthbert’s Primary School, we make music an enjoyable learning experience. We encourage all children to participate in a variety of musical experiences through which we aim to build up their love of music, self -confidence and sense of achievement. Children who have SEND needs, such as hearing impairments are supported through use of interrelated senses and music is celebrated as a gateway to engagement for many SEND learners. The music curriculum aims to develop our pupils love of music, confidence, appreciation, and creativity. It provides our children with a sense of achievement and pride through singing, playing instruments, listening, evaluating, and composing across a wide range of styles, periods, genres, and traditions, resulting in the acquisition of knowledge and insight. Children will listen, perform and compose in a safe environment where they can express themselves and take risks. As children progress through the school they will increasingly understand and explore how music is created, produced, and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure, and musical notation. By Key Stage 2 children will begin to improvise and compose music for a range of purposes using the interrelated dimensions of music.  |
| **Core Components** |
| *Music curriculum – minimum of 1hr per week per class* *Progressive, sequential teaching of music across school**Progressive classroom instrumental teaching in KS2**Visiting music teachers* *Links with external music organisations* *Pupil Premium student engagement* *Choirs & instrumental ensembles**Whole school singing practices**Performance opportunities**Succession planning and CPD* *Funding & Staffing**At St Cuthbert’s, we use a scheme called Charanga in KS1 and in KS2. It offers a topic-based approach to support children’s learning in music. A progression plan is built into Charanga, both within each year and from one year to the next. This ensures consistent musical development. Through fidelity to Charanga, we can ensure that we are fulfilling the aims for musical learning in the National Curriculum. Charanga includes many examples of music styles and genres, from different times and places. These are explored through the language of music through active listening, performing and composing activities. Charanga provides a classroom-based, participatory and inclusive approach to music learning. 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. Children have opportunities to explore sounds, listen actively, compose and perform. They do this through a range of whole class, group and individual activities.* *In Early Years, music is an integral part of the topic work covered during the year and as part of Expressive Arts:Being Imaginative. We relate the musical aspects of the children’s work to the objectives set our in the Early Learning Goals.* *All children take part in a weekly singing practice and they can also have the opportunity to join the school choir. Throughout the year, the choir represent our school in many local performances.*  |
| **Part A: Curriculum music** |
| **Development Priority*****(questions to consider when identifying priorities)*** | **Action****Implementation****Strategies** |  **Outcomes** | **Responsibility****& Costs** | **Date/****timescale** |
| *Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?* | 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. 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.  | Children will continue to access he curriculum. Adaptions will be made to meet the needs of all. Lessons will be inclusive | Music Lead, class teachers | Ongoing |
| *Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?* | 1 hour per week is timetabled for all classes in all key stages | Pupils develop new musical skills and concepts, and re-visit established ones. | Music Lead | Autumn |
| *Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?* | Music scheme ‘Charanga’ is used across key stages. It is aligned to the national curriculum for music.  | Pupils will develop a deeper understanding of musical skills.  | Music Lead | Autumn |
| *What opportunities do pupils have to learn to sing or play an instrument during lesson times?* | As part of the music scheme, pupils learn to sing during lessons. All pupils learn to sing songs in weekly hymn practice. | Pupils will develop deeper understanding of musical skills.  | Music Lead | Autumn |
| *What partnerships support the school’s music curriculum, e.g. a local music hub?* | Link to Tees Valley Music Service  | Teachers have access to up date training/resources | Music Lead  | Autumn |
| **Part B: Extra-curricular music** |
| **Development Priority*****(questions to consider when identifying priorities)*** | **Action****Implementation****Strategies** | **Outcomes** | **Responsibility****and costs** | **Date/****timescale** |
| What music tuition offered outside of what is taught in lesson time? | Children can access via TVMS if they pay directly to the service. It is optional and shared with parents. | Increase advertising to parents to increase participation. | Music Lead | Autumn |
| What music ensembles can pupils join outside of lesson time? | Children at St Cuthbert’s have additional music during whole school singing sessions each week. There is an annual school talent show where children can showcase their musical talents. Choir perform at many local events, such as ‘Stockton Sparkles’ and ‘Shine’ | Increased number of children accessing choir and performing externally | Music Lead | Autumn |
| Are pupils aware of how they can make progress in music outside of lesson time?  | Pupils are signposted to Tees Valley Music Services for provision outside of school hours | Pupils will develop a secure, deep learning and mastery of musical skills and develop talents  | Music Lead | Ongoing |
| Are pupils aware of what music qualifications and awards they can receive outside of lesson time? | Pupils are signposted to TVMS for provision outside of school hours | Pupils will develop a secure, deep learning and mastery of musical skills and develop talents | Music Lead | Ongoing |
| What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this? | Recorders are offered to children as an extra-curricular activity which is led by our music leadPupils are signposted to TVMS for provision outside of school hours | Offer of other 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 school choir which is open to KS2 | Pupils are able to express themselves and develop a range of skills | Music Lead | Autumn |
| Where can pupils rehearse or practice individually or as part of a group? | Pupils rehearse individually/ as a group in curriculum lessons. They can also do this as part of school choir. | Pupils are able to express themselves and develop a range of skills | Music Lead, Class Teachers | Ongoing |
| **Part C: Musical experiences** |
| **Development Priority*****(questions to consider when identifying priorities)*** | **Action****Implementation****Strategies** | **Outcomes** | **Responsibility****and costs** | **Date/****timescale** |
| What musical experiences are planned for the academic year? | EYFS Carols around the TreeKS1 NativityKS2 Carol ServiceStockton SparklesRemembrance ServiceShine PerformanceShow and Shine, annual school performanceMusical Theatre | Pupils are able to express themselves and develop a range of skills | Music Lead, class teachers | Ongoing |
| How can pupils get involved with musical performances and concerts in and outside of the school? | Pupils can get involved through events organised for their class, through our school choir and links with TVMS | Pupils are able to express themselves and develop a range of skills | Music Lead, class teachers | Ongoing |
| What charging fees are there for these musical experiences? | Musical experiences are free of charge | Pupils are able to express themselves and develop a range of skills | Music Lead | Ongoing |
| What does transition work look like with local secondary schools? | Link to feeder secondary school music department- come into school to work with pupils, pupils visit secondary school and watch concert, create concert together | Pupils have an understanding of what music looks like at next stage, smoother transition | Music | Summer |
| **Part D: Improvements** |
| **Development Priority*****(questions to consider when identifying priorities)*** | **Action****Implementation****Strategies** | **Outcomes** | **Responsibility and costs** | **Date/****timescale** |
| What improvements can be made to the music curriculum? | Link with music hub, audit of musical instruments- improve range and quality of instruments | Pupils will develop a secure, deep learning and mastery of musical skills, develop talents | Music Lead | Autumn |
| What improvements can be made to extra-curricular music provision? | Offer of wider range of after-school/lunchtime clubs linked to music for all ages To support recruitment of pupils (inspiring musicians) for out of school instrumental tuition | Pupils are able to express themselves and develop range of skills | Music Lead | Ongoing |
| What improvements can be made to external musical experiences? | Broaden the range of performance opportunities for pupils in school and beyond for parents to attend | Pupils are able to express themselves and develop range of skills | Music Lead | Ongoing |