

St Gregory's Catholic Academy



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.



Bishop Hogarth Catholic Education Trust

St Gregory's Catholic Academy

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-25 & 2025-26
Date this development plan was published	September 2024
Date this development plan will be reviewed	June 2025 & June 2026
Name of the school music lead	Sophie Price & Emily Claxton
Name of school leadership team member with responsibility for music	Anne-Marie Wilson
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	N/A
Vision and Overall Objectives	
<p>At St. Gregory's, we envision a music curriculum that actively engages and inspires children, fostering a profound appreciation for music. Our curriculum is designed to nurture each child's musical talent, significantly boosting their self-confidence, creativity, and sense of achievement. We aim to present music as an enjoyable and enriching experience, encouraging children of all ages to explore their music potential. Through both composition and performance, we strive to enhance creativity and self-expression, allowing children to articulate their individuality while developing essential skills that will serve them well throughout their lives. Together, we cultivate a vibrant music ethos that celebrates every child's musical journey through providing opportunities to learn instruments and participate in ensembles. All children are empowered to perform both in and outside of school, fostering a sense of belonging and pride as they represent St Gregory's, nurturing both their musical talents and their confidence in the broader community.</p>	

Core Components

The key components that will make up the music provision in our school. Music curriculum – minimum of 1hr per week per class classroom instrumental teaching

- *Progression from classroom instrumental teaching*
- *Choirs & instrumental ensembles*
- *Whole school singing assemblies*
- *Performance opportunities*
- *Pupil Premium student engagement*
- *Small group & 1-1 teaching*
- *Visiting music teachers - Links with external music organisations*
- *Succession planning and CPD*
- *Funding & Staffing*

During our weekly music lessons, children at St. Gregory's are afforded the opportunity to acquire music-specific vocabulary in a meaningful context. The fundamental elements of music are systematically taught so that children can articulate their understanding and engage in discussions concerning the creation, performance, appreciation, and analysis of music. They will learn to recognise and identify the interrelated dimensions of music – i.e. pitch, duration, tempo, timbre, structure, texture, and dynamics. Aligned with these, lesson delivery includes several essential components such as a clear Learning Objectives and initial recap to access prior learning before being introduced to new concepts relevant to the established theme. Critical thinking is encouraged through assorted assessment questions that prompt deeper exploration of the skills acquired. Throughout each unit, lessons encompass performance, improvisation, specific listening tasks, and opportunities for appraisal and constructive feedback. Additionally, each session incorporates whole-class activities that facilitate group collaboration.

In the Early Years Foundation Stage (EYFS), music is integrated into thematic topic work, aligning with the specific area of Expressive Arts – Being Imaginative. Musical activities contribute significantly to a child's personal and social development, with 'Counting Songs' promoting mathematical skills and multicultural songs enhancing their knowledge of the world.

We aim to ensure children across school are provided with opportunities to engage in external performances, including Stockton Sings, Snappy Christmas, and Snappy Spring.

We will consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.

Part A: Curriculum music				
Development Priority (questions to consider when identifying priorities)	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>	Our approach is to achieve musical outcomes whilst adapting individual teaching skills to meet the diverse needs of each pupil.	Children of all abilities have access to a rich, diverse, and inclusive music curriculum.	A-MW & SP/EC No cost	2024-25 & 2025-26
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	Music is taught for 36 hours across the school year to all Key Stage children.	Music lessons are taught to build on progression throughout the academic year.	A-MW & SP/EC No cost	2024-25 & 2025-26
<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	Our music curriculum is informed by the National Curriculum in England, Key Stage 1 and Key Stage 2 (September 2013) and is supported by the Model Music Curriculum (March 2021).	Statutory guidance is embedded into the music curriculum.	A-MW & SP/EC No cost	2024-25 & 2025-26
<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	Structured music sessions provide children with the opportunity to compose, play, and perform vocally. Through our music curriculum, class teachers are enhancing their children's musical skills and creativity. All children will be taught to play the recorder through music lessons with their class teacher.	Acquire the skills to play an instrument and read musical notation.	A-MW & SP/EC Cost of instruments purchased by school.	2024-25 & 2025-26
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	Tees Valley Music Service CPD opportunities.	Development of teachers' knowledge and skills through CPD.	CPD cost paid by school.	2024-25 & 2025-26

Part B: Extra-curricular music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition offered outside of what is taught in lesson time?	KS2 children are given the opportunity to be a part of the school choir as an afterschool club lead by Sarah Took, a professional singing instructor, from TVMS. Whole school music sessions teach the five main components of singing: breathing, pitch, rhythm, diction, and voice.	Expertly delivered sessions by a qualified singing instructor, ensuring a comprehensive and enriching learning experience.	SP/EC to promote via School communication platforms and posters. Parents pay £1 per week.	2024-25 & 2025-26
What music ensembles can pupils join outside of lesson time?	Pupils in Key Stage 1 & 2 can join a choir ensemble, preparing for an external performance outside of lesson time.	The establishment of a school choir comprising children aged 7 to 11 will enrich their opportunities for engaging in singing and performing.	SP/EC to work closely with TVMS instructor. Cost to parents.	2024-25 & 2025-26
Are pupils aware of how they can make progress in music outside of lesson time?	Pupils who take the opportunity to play an instrument have free membership to the music ensemble facilitated by TVMS. Ensembles Tees Valley Music Service (tvms.org.uk)	Parent and pupils are aware of the opportunities available to them.	SP/EC to promote with parents and pupils.	2024-25 & 2025-26
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Pupils accessing tuition can work towards qualifications related to their chosen instrument.	Parents and pupils are aware of the opportunities available to them.	SP/EC to promote with parents and pupils.	2024-25 & 2025-26

What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Music lead to consult with TVMS and share information on extra-curricular opportunities available to our pupils and parents.	Parents and pupils are aware of the opportunities available to them.	SP/EC to consult with TVMS on updated costs.	2024-25 & 2025-26
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	Pupils join the choir in accordance with their individual interest and are charged a small fee of £1 per session.	Cultivate their passion for singing into a tangible skill, with parents informed of the minimal fee involved.	SP/EC to share information with parents. £1 per session charged to parents.	2024-25 & 2025-26
Where can pupils rehearse or practice individually or as part of a group?	Pupils practise as part of an organised group every week in choir sessions and build up to a final performance.	Allocate time and a designated area for parents to celebrate and engage in their children's progress and final performances.	SP/EC to create a timetable for staff support during these sessions.	2024-25 & 2025-26

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?	Whole school are to attend a Christmas pantomime outside of school in partnership with Stockton Riverside College. In addition, children attend: UKS2 – Stockton Parish event LKS2 - Snappy Christmas KS1 - Snappy Spring EY – World nursery rhyme week	Develop the confidence necessary to perform in front of an audience alongside students from other schools in the community.	SP/EC to promote via School Communication platforms. Cost of travel funded by school.	2024-25 & 2025-26

How can pupils get involved with musical performances and concerts in and outside of the school?	Children participate in seasonal musical performances such as Christmas nativities, class performances for whole school and parents, liturgies, and a whole school talent show.	Awareness of the musical opportunities available both within the school environment and outside the classroom.	A-MW & SP/EC No cost	2024-25 & 2025-26
What charging fees are there for these musical experiences?	Cost of travel for school to outside events. Cost of tickets to parents through TVMS for 'Snappy' events.	Children will engage in a variety of musical activities beyond the school environment.	A-MW & SP/EC Travel costs funded by school. Parents purchase tickets for TVMS events direct from TVMS.	2024-25 & 2025-26
What does transition work look like with local secondary schools?	Children's talents and interests are shared with secondary schools as part of the transition process.	Children will transition to their new school without disruption to their musical development.	A-MW to share transition information with chosen schools.	2024-25 & 2025-26

Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What improvements can be made to the music curriculum?	CPD and staff training to develop the music curriculum to extend the skills and knowledge of all pupils and staff.	The music curriculum is made bespoke to improve outcomes for the pupils at St. Gregory's.	A-MW & SP/EC No cost	2024-25 & 2025-26
What improvements can be made to extra-curricular music provision?	Music and curriculum leads focus of improving opportunities available for our pupils to extend their musical skills and	A higher % of pupils take part in extra-curricular musical activities.	A-MW & SP/EC Costs incurred dependent on	2024-25 & 2025-26

	knowledge through enhanced music provision. To consult with TVMS and other providers.		events.	
What improvements can be made to external musical experiences?	Parents and pupils are given a wider understanding of the opportunities available to them through TVMS and other local providers. To explore local opportunities and share with parents and pupils.	A higher % of pupils engage in external musical experiences.	A-MW & SP/EC Costs incurred dependent on events.	2024-25 & 2025-26