

St. Joseph's Catholic Primary School
Coundon



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. Joseph's 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	October 2024
Date this development plan will be reviewed	October 2026
Name of the school music lead	Robyn Watson
Name of school leadership team member with responsibility for music	Robyn Watson
Name of local music hub	County Durham Music
Name of other music education organisations	Kapow
Vision and Overall Objectives	

Our Music Curriculum

At St. Joseph's Catholic Primary School, we strive to provide a rich, diverse, and progressive music curriculum for all, regardless of needs or backgrounds. Our goal is to foster a lifelong love of music, while building confidence, collaboration, and resilience, so that pupils feel empowered to take risks, share their talents and perform in front of others. This will be achieved through high-quality teaching, with lessons designed to develop skills in performance, listening, and composition. Pupils will learn about music history and explore key elements of music such as pitch, duration, dynamics, tempo, texture, structure, and timbre.

Our curriculum will provide pupils with the opportunities to develop an appreciation and knowledge of various genres, instruments, and influential artists and musicians from different historical periods, cultures, and countries. We endeavour to make connections to music throughout the curriculum and school day, so our pupils learn that music is not limited to just a singular lesson.

Our Wider Opportunities

We will offer a broad range of opportunities for our pupils to learn to play traditional and contemporary musical instruments, participate in school ensembles, and engage in regular performances both within the school and in the wider and parish community. Involving parents and the community in our music program will not only enrich cultural capital but also enhance the overall well-being and confidence of our pupils, while creating a supportive environment for music-making.

Music and Our Faith

At St. Joseph's Catholic Primary School, music plays an integral role in our Catholic identity and values, enriching the spiritual and creative lives of our pupils. Using music, we not only nurture our pupils' creative expression but also deepen their spiritual experiences. The use of music in our school embraces the Church's traditions by incorporating traditional hymns, contemporary music and liturgical dance into times of worship and reflection. The use of music allows our pupils to deepen the understanding of faith and strengthen their connection with God. By participating in liturgical celebrations, school masses, and times of prayer, pupils experience the power of music in enhancing prayer and reflection and fostering a sense of belonging within our school and parish community. In this way, music at St. Joseph's is more than just a subject – it is a pathway that interconnects learning with faith, reflection and prayer, allowing our pupils to learn about the beauty of music while strengthening their Catholic values and guiding their spiritual growth.



Core Components

- ✓ Engaging, diverse and progressive weekly music lessons
- ✓ Progression
- ✓ Musical visitors, workshops and enrichment opportunities
- ✓ Links with external music organisations
- ✓ Whole school singing assemblies, hymns practice and masses
- ✓ Performance opportunities
- ✓ Use of music through times of prayer, reflection and liturgical celebration

Part A: Curriculum music



Development Priority	Action - Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
Ensure music lessons are adjusted and adapted to make it accessible for all pupils, including those with specific needs.	<p>Lesson plans that originate from Kapow are downloaded and modified by the class teacher to accommodate and reflect the differing needs within the class, making sure to consider physical and sensory needs, particularly if using instruments.</p> <p>Use of visual aids, written instructions and video demonstrations/modelling.</p> <p>Adapting the activity to allow all to participate. For example: clapping along instead of singing for those with speech difficulties.</p> <p>Ensure instruments can be used by all pupils in the class, taking into consideration any physical disabilities.</p> <p>Use technology, such as touch-screen instrument apps, that allow pupils to create music with minimal physical interaction.</p> <p>Mixed ability pairings/groupings.</p> <p>Consider sensory needs – creating quiet zones, offering ear defenders, giving warnings for sudden/loud noises.</p>	<p>The music curriculum and music lessons provided at St. Joseph's are inclusive and enriching experiences for all.</p> <p>All pupils, including SEND, have access to the National Curriculum requirements through adapted lessons and activities.</p>	<p>Music Lead SENCO Class Teachers</p> <p>£200</p>	July 2026
Ensure pupils are aware of what they are learning, why they are learning it and how they can make progress in their music lessons.	<p>Learning objectives and success criteria are shared at the beginning of every lesson and are reviewed during the reflection part of the lesson.</p> <p>Teachers provide feedback to pupils regarding what they are doing well and what they can improve on.</p>	Children will know more and remember more within lessons, showing a deeper understanding of the subject	Music Lead Class Teachers	July 2026
Ensure our music curriculum is informed by the National	Our Music Curriculum cover the National Curriculum and is based on the Kapow Music Scheme.	Pupils will have a deeper understanding of music both terminology, and	Music Lead	July 2026



Curriculum, is coherent and is progressive.	<p>The following curriculum documents are in place:</p> <ul style="list-style-type: none"> • Long term plans that demonstrate progression • Vocabulary progression • Genre coverage • Progression of skills that outlines the musical skills and knowledge that are taught from EYFS to Year 6. 	genres through the implementation of Kapow		
Provide pupils with the opportunity to play an instrument, in lessons.	<p>Music lessons, originating from Kapow, involve the use of instruments, particularly percussion.</p> <p>Introduce the use of recorders or another type of wind instrument.</p> <p>Introduce the use of uncommon instruments and tools, such as Boomwhackers.</p> <p>An audit needs to be done to assess the instruments available in school and more may need purchasing.</p>	Pupils will understand how to create music using a range of instruments.	<p>Music Lead Class Teacher</p> <p>£200</p>	July 2026
Increase exposure to a range of genres, artists and instruments, as well as music from history, other cultures and countries.	<p>Genre of the week and song of the day played at the beginning of every day, making sure to include music, instruments and artists from different periods of history and other cultures and countries.</p> <p>Links to music to be made during History and Geography lessons. This will be mapped out across the curriculum subjects.</p> <p>Texts in class and school library about influential people in the music industry, such as the Little People, Big Dreams books (example: Elton John, Stevie Wonder, Prince, Aretha Franklin, Freddie Mercury, Taylor Swift, Beyonce etc...)</p> <p>Make use of workshops and online assemblies, such as with the Royal Ballet & Opera.</p>	Pupils will develop an understanding, appreciation and knowledge of genres, instruments, and musicians from different periods of time, different cultures and different countries.	<p>Class Teachers Music and Reading Lead History and Geography Lead</p> <p>£200 for books</p>	July 2026
Develop partnerships with local schools and	Develop a partnership with St. John's music department and Bishop College, so pupils can visit their department and experience using specialised equipment and experience	Pupils will have the experience of using a wider variety of instruments and	Music Lead	July 2026



 <p>organisations to support our music curriculum.</p>	<p>lessons from subject specialists. This will also allow them to see what is on offer in secondary school and college.</p> <p>Develop a partnership with Durham Music Services and explore their free and costed services.</p> <p>Book a variety of workshops across the year, including free online workshops with the Royal Ballet & Opera.</p>	<p>equipment compared to those available in primary schools.</p> <p>Pupils will feel inspired by the music education offered in secondary school and college.</p>		
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Part B: Extra-curricular music

Development Priority	Action - Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Provide pupils with the opportunity to play an instrument or sing and perform in an assemble outside of lesson time.	<p>Establish a school choir that can participate in performances in school and external competitions, community performances and BHCET events.</p> <p>Provide an afterschool/lunch time, such as Glee Club, free of charge, ensuring there are opportunities for pupils to showcase a performance (example: Glee Showcase for Parents)</p> <p>Continue accessing Dance events and festival through our PE offer.</p>	<p>All pupils are given the opportunity to take part in clubs without parents having the financial burden. They will develop a sense of engagement, confidence and pride.</p> <p>Pupils will be able to perform confidently a range of songs learnt, in front of an audience</p>	<p>Music Lead</p> <p>PE Lead</p> <p>Class Teachers with a musical background or talent</p>	<p>July 2025</p> <p>Autumn:</p> <ul style="list-style-type: none"> Glee Club has been running after school and they will showcase their performance to school and then to parents.

 <p>Make explicit links to the qualifications and careers that can be achieved in music</p>	<p>Music careers will be explicitly taught during music lessons. Music based careers, along with influential and successful people, will be woven through the music curriculum and other subject areas, such as computing, history and Black History.</p> <p>Careers Week in Spring 2 will include visitors from the music industry.</p> <p>Partnership links with secondary schools and colleges will also inspire pupils to the qualifications and opportunities that can be taken during the next stage of their education.</p>	<p>Pupils will know what careers they can pursue in the music industry. They will understand that careers within music are not limited to singing or playing an instrument, but can include music production, media, theatre and teaching.</p>	<p>Music Lead PSHE Lead History Lead Class Teachers</p>	 <p>July 2026</p>
<p>Ensure pupils have the opportunities to show their talents.</p>	<p>A God Given Talent display will allow photos of pupil's talents (in and outside of school) to be shared, displayed and celebrated.</p> <p>Pupils have the opportunity to share achievements, medals and trophies with the school and classes during weekly Celebration Assembly.</p>	<p>Pupils feel valued and celebrated. They understand their talents have been given to them for a reason by God.</p>	<p>Music Lead Class Teachers leading Assemblies</p>	<p>July 2026</p>
<p>Part C: Musical experiences</p>				
Development Priority	Action - Implementation Strategies	Outcomes	Responsibility and Costs	Date/ timescale
<p>Continue to use music as a means for prayer, reflection and liturgical celebration.</p>	<p>Use of traditional and contemporary hymns and religious music are used during collective worship and times of prayer and reflection.</p> <p>Music is used during RE lessons to make links to emotions and scripture.</p> <p>Pupils have opportunities to express themselves through religious song, musical prayer and liturgical dance.</p>	<p>Pupils appreciate that music can be used as a tool to reflect and pray. They understand music is instrumental in shaping and strengthening our faith.</p>	<p>RE Leads All Class Teachers</p>	<p>July 2026</p>

 <p>Ensure there is a diverse offering of musical experiences across the academic year, where possible are free of charge.</p>	<p>Events planned across the year:</p> <ul style="list-style-type: none"> • St. Joseph's Has Got Talent, including auditions • Christmas Nativities • Christmas Pantomime • Choir performances <ul style="list-style-type: none"> • Proms in the Park • International Day of Dance and Singing • Hymn/singing assemblies • Mass 	<p>Pupils make links between their music lessons to real life.</p> <p>Pupils develop confidence, resilience and pride when performing.</p>	<p>All Staff £200</p>	 <p>July 2026</p>
<p>What does transition work look like with local secondary schools?</p>	<p>Implement the BHCET Music Curriculum when it is launched, which will consider the transition into Secondary school and will be written in partnership with secondary subject specialists.</p> <p>Develop partnerships with St. John's (as mentioned previously).</p> <p>Work alongside St. John's to plan Year 5 and Year 6 transition days, ensuring they include an element of music.</p>	<p>Pupils will be prepared for their secondary music education.</p>	<p>HT Music Lead Y6 Teacher</p>	<p>July 2026</p>
<p>Part D: Improvements</p>				
Development Priority	Action – Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
<p>Improvements to the Music Curriculum</p>	<p>Embed the use of Kapow across the school, making necessary changes to suit the needs and context of our school.</p> <p>CPD for staff to improve their confidence when planning and delivering music lessons.</p> <p>Develop a method for assessment.</p>	<p>A consistent, coherent and progressive music curriculum that is embedded from EYFS to Y6.</p>	<p>HT Music Lead Class Teachers</p>	<p>July 2026</p>

		<p>Increased staff confidence when teaching.</p> <p>Visible improvement and progress.</p>		
<p>Improvements to the Extra-Curricular Offer at St. Joseph's</p>	<p>Offer pupils the chance to learn an instrument, such as guitar or violin, however this may come at a cost for parents. Where possible, it could be subsidised using Pupil Premium Funding and School funds.</p> <p>Offer workshops/enrichment days where pupils could play instruments, they are unlikely to come across or are an instrument from another culture, such as steel drums.</p>	<p>Pupils will learn to play an instrument that is not the usual percussion instruments used in lessons.</p> <p>Pupils develop an understanding, knowledge and appreciation of instruments and music from other cultures – making links to CST.</p>	<p>HT</p> <p>Music Lead</p> <p>Approx £300</p>	<p>July 2026</p>