

St. Joseph's Catholic Primary School, Billingham



Music Development Plan 2024 - 25



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, Billingham

Music Development Plan

| General overview | |
|--|---------------------------|
| Details of music development plan | Information |
| Academic year that this development plan covers | 2024-2025 |
| Date this development plan was published | October 2024 |
| Date this development plan will be reviewed | October 2025 |
| Name of the school music lead | Gina Linley |
| Name of school leadership team member with responsibility for music | Angela Birrell |
| Name of local music hub | Tees Valley Music Service |
| Name of other music education organisations | |
| Vision and Overall Objectives | |
| <p>Music is a wonderful method to remind us each day of the power of personal accomplishment. At St Joseph's, we believe that music unites people, allowing everyone to share the same experience. Music is a skill that can enable communication wherever you may be. To be able to play an instrument and read music with an appreciation and understanding is to be celebrated.</p> <p>We ensure all children participate in weekly music lessons, can appreciate different styles of music, and provide children with the opportunity to play and/or perform in a variety of contexts; Mass, Collective Worship, Christmas carol concerts, Choir and other performances to the school community.</p> <p>We want to encourage children to appreciate and to understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. We strive for music to be fun, relevant, engaging, hands on and practical. We show our children how to play, compose and perform using tuned and un-tuned instruments. We encourage children to listen with attention to detail and recall sounds with increasing aural memory. Our aim to inspire our children to learn the relevance of music in the world in the past, present and future.</p> | |

Core Components

- We teach the music curriculum for a minimum of 1hr per week, following the Charanga Programme of Study - this ensure high quality delivery of music lessons.
- Visiting specialist music teachers from Tees Valley Music Services supplement the Charanga programme.
- We have a school choir & recorder group.
- Individual music lessons of violin & guitar are available for children.
- Whole school singing assemblies are led by our Music subject lead. Music is selected from a wide range of sources, Sing Up, the Catholic Hymnal, we also include songs with signing.
- We provide performance opportunities at least once a term e.g Christmas & Easter Performances, TVMS Snappy Christmas and the Mayor's Carol Concert.

Part A: Curriculum music

| Development Priority | Action Implementation Strategies | Outcomes | Responsibility & Costs | Date/ timescale |
|---|--|---|-------------------------|-----------------|
| Ensure the music curriculum is adapted to make it more accessible for pupils with specific needs. | CPD for all staff: the resources in Charanga Musical School's SEND section support musical activities and learning with children with special educational needs or disabilities. All the main activities can be adjusted to suit the needs of all children within a class. | The music curriculum is inclusive. | Music Lead All staff | December 2024 |
| Ensure the children have opportunities to learn to play an instrument during lesson times. | CPD for all staff: Charanga provides opportunities to play the recorder in lesson time, units that cover composition on percussion instruments, tuned percussion such as the glockenspiels and play as a group using the boom whackers. Audit of music resources. Ensure staff are using the instruments outlined in planning. | Children can develop their musical potential, experience the excitement and satisfaction of being actively engaged in musical creativity. | Music Lead All staff | Ongoing |

Part B: Extra-curricular music

| Development Priority | Action Implementation Strategies | Outcomes | Responsibility and costs | Date/ timescale |
|----------------------|----------------------------------|----------|--------------------------|-----------------|
|----------------------|----------------------------------|----------|--------------------------|-----------------|

| | | | | |
|---|--|--|-------------------|---------|
| Ensure equitable access to 1:1 music tuition offered outside of lesson time for all children with a focus on the disadvantaged. | We will monitor engagement of our Pupil Premium children, in violin & guitar lessons available in KS2 provided by TVMS. Encourage attendance of PP children using pupil funding. | Financial barriers to music education are reduced, allowing disadvantaged children to access the same opportunities. | Music Lead & TVMS | Ongoing |
| Encourage our disadvantaged children to attend music ensembles provided outside of lesson time. | Target disadvantaged children to attend choir & recorder group. What are the barriers to attending? Ensure any disadvantaged children who put theatre club as a choice for enrichment are able to attend. | Disadvantaged children have access to the enrichment opportunities provided by the school. | Music Lead & TVMS | Ongoing |

Part C: Musical experiences

| Development Priority | Action Implementation Strategies | Outcomes | Responsibility and costs | Date/ timescale |
|--|---|--|--------------------------|-----------------|
| Ensure we make links with the local secondary school to provide transition work and use their specialist facilities for the teaching of music. | <p>HT liaising with HT at St. Michael's to organise music transition sessions and after school clubs using St Michael's instruments/facilities.</p> <p>Year 11 musician 'ambassadors' from St. Michael's providing enrichment opportunities for our children.</p> <p>Musical workshops provided by the secondary school for primary children to experience.</p> <p>Secondary music teachers support/teach some primary sessions.</p> <p>Shared music technology and resources – digital instruments, composition software.</p> <p>Taster sessions & performances.</p> <p>Shared primary & secondary choir and performances.</p> | <p>Strengthened links with school to ensure a smooth transition.</p> <p>Continuity and progression in music education.</p> <p>Children's musical skills and interests are nurtured.</p> <p>Motivated primary children to engage in the music curriculum.</p> | HT Music Lead | Spring 25 |
| Ensure all children have the opportunity to attend a 'professional' live music experience. | <p>All children attending the Pantomime at the theatre.</p> <p>Music Lead to organise visits to school from external providers and local secondary school music ambassadors.</p> | Financial barriers to music experiences are reduced. | HT Music Lead | Spring 25 |

Part D: Improvements

| Development Priority | Action Implementation Strategies | Outcomes | Responsibility and costs | Date/ timescale |
|---|---|---|--------------------------|-----------------|
| <p>Ensure there are a range of instruments available for the children to use both in lesson time and in enrichment.</p> | <p>Audit of resources. Any new resources needed to be ordered. Secondary link - timetable loaning resources from secondary. Ensure instruments are easily accessible, stored efficiently and used regularly.</p> | <p>Children familiar with and using a range of instruments.</p> | <p>Music Lead</p> | <p>Nov 24</p> |