



St. Joseph's Catholic Primary School

School Music Development Plan 2025-26



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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.

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2025-26
Date this development plan was published	September 2025
Date this development plan will be reviewed	July 2026
Name of the school music lead	Sandra Beattie
Name of school leadership team member with responsibility for music	Sandra Beattie
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	N/A
Vision and Overall Objectives	
<p>At St. Joseph'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.</p> <p>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.</p> <p>All children are empowered to perform both in and outside of school, fostering a sense of belonging and pride as they represent St. Joseph'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

Progression from classroom instrumental teaching

Small group & 1-1 teaching

Visiting music teachers Links with external music organisations

Pupil Premium student engagement

Succession planning and CPD Choirs & instrumental ensembles

Whole school singing assemblies and choir

Performance opportunities

Funding & Staffing

During our weekly music lessons, children at St. Joseph'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 Objective 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.

Charanga's Primary Music spiral curriculum ensures that children advance by tackling increasingly complex tasks and refining simpler ones, alongside enhancing their understanding of the history of music and its various notations.

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 Singing Festival, Cultural events linked to Black history workshops that represent the diverse make up of the school. The children benefit from weekly singing lessons from an experienced choir leader.

We will consider how the key components listed above will be implemented (excluding classroom instrumental teaching).

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.	SB No cost	2025-2026
<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.	SB No cost	2025-2026
<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.	SB No cost	2025-2026
<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 Charanga, 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.	SB Cost of instruments purchased by school.	2025-2026
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	Tees Valley Music Service CPD opportunities. The school	Development of teachers' knowledge and skills through CPD.	0 cost paid by school.	2025-2026
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?	All children are given the opportunity to take part in guitar lessons Whole school singing lesson taught by professional who works with choirs across the country. Sessions teach the five main components of singing: breathing, pitch, rhythm, diction, and voice.	Expertly delivered sessions by a qualified instructor, ensuring a comprehensive and enriching learning experience.	to promote via school communication platforms and posters. Parents pay £6 per week for guitar	2025-2026
What music ensembles can pupils join outside of lesson time?	Pupils in Key Stage1 & 2 can join guitar lessons, preparing for an external performance and examinations outside of lesson time.	Enrich opportunities for engaging in guitar and performing.	SB to work closely with instructor. SB to inform parents.	2025-2026
Are pupils aware of how they can make progress in music outside of lesson time?	Pupils who take the opportunity to play an instrument access to external examinations	Parent and pupils are aware of the opportunities available to them.	to promote with parents and pupils.	2025-2026
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.	to promote with parents and pupils.	2025-2026
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 Create Music and share information on extra-curricular opportunities available to our pupils and parents.	Parents and pupils are aware of the opportunities available to them.	SB to consult with providers on updated costs.	2025-2026
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	All pupils participate in coral singing and can take part in ensemble activities.	Cultivate their passion for singing into a tangible skill, with parents informed of the minimal fee involved.	SB to share information with parents.	2025-2026
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.	SB to create a timetable for staff support during these sessions.	2025-2026

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 attend a panto in school time from a professional company. Hosted by the school. EY – weekly nursery rhymes EYFS and KS1 nativity play participation KS2 panto performance Each class Music Festival in School Shared Christmas choir with all catholic Cluster schools	Develop the confidence necessary to perform in front of an audience alongside students from other schools in the community.	SB to promote via School Communication platforms.	2025-2026
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 events linked to the cultural aspect of the school	Awareness of the musical opportunities available both within the school environment and outside the classroom.	SB DH No cost	2025-2026
What charging fees are there for these musical experiences?	Touring Panto production	Children will engage in a variety of musical activities beyond the school environment.	SB Cost by school	2025-2026
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.	OC to share transition information with chosen schools.	2025-2026
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?	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. Joseph's.	SB No cost	2025-2026
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.	SB Costs incurred	2025-2026

	knowledge through enhanced music provision. To consult with TVMS and other providers.		dependent on 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.	SB Costs incurred dependent on events.	2025-2026