

St. Joseph's Catholic Primary School



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	2026-2027
Date this development plan was published	01/09/2026
Date this development plan will be reviewed	01/09/2027
Name of the school music lead	Mrs Kirsty Evans
Name of school leadership team member with responsibility for music	Mrs Kirsty Evans
Name of local music hub	Durham Music Services
Name of other music education organisations	Charanga
Vision and Overall Objectives	
At St Joseph's, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children's ability to understand rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. Our music curriculum aims to ensure that children: -become confident when experimenting with creating, selecting and combining sounds to performing music using voices, body percussion, technology or tuned/untuned instruments.	

- develop resilience by not giving up when creating and composing music of their own using varied mediums.
- learn the importance of being respectful while listening to, reviewing and evaluating music from a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- establish high levels of self-belief so that they are capable when faced with musical challenges.

Core Components

Music curriculum – 1 hour per week per class
Progressive, sequential teaching of music across school
Progressive classroom instrumental teaching in Key Stage 2
Visiting music teachers
Links with external music organisations
Pupil Premium student engagement
Choirs & instrumental ensembles
Whole school singing practices
Performance opportunities
Option of small group & 1-1 extracurricular tuition
Funding & Staffing
Succession planning and CPD

At St Joseph's, we use a scheme called Charanga. Charanga offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga, we can ensure that they are fulfilling the aims for musical learning stated in the Early Learning Goals (ELGs) and 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 via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, 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. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

All pupils take part in weekly singing practice (hymn practice) and they can also join the school's choir which meets weekly. These experiences allow for children to develop and reinforce their singing skills with focus on their understanding of key musical elements like rhythm and pitch.

Key Stage 2 pupils learn to play a tuned instrument from a specialist music teacher (Durham Music Service) for a term each year.

Music is assessed through ongoing Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria. Self and peer assessments of understanding, outcomes and progress take place during lessons. Formative assessments are

recorded on our foundation subject assessment trackers at the end of each unit. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

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?	Explicit instructions and scaffolding Setting open-ended tasks which could have a variety of responses Setting tasks of increasing difficulty (not all children complete all tasks) Grouping children by ability in the room and setting different tasks to each ability group Providing resources depending on the ability of the child Using classroom assistants to support the work of individuals or groups of children	Pupils are able to express themselves and take an active part in lessons	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 a week is timetabled for music teaching across all key stages	Pupils develop new musical skills and concepts, and re-visit established musical skills and concepts	Music lead	Autumn term
Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?	Music curriculum is aligned to national curriculum for music Music scheme 'Charanga' is used across Key Stages	Pupils will develop a secure, deep learning and mastery of musical skills	Music lead	Autumn term

<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	All pupils learn to sing during lessons as part of the school's music scheme Key Stage 2 pupils learn to play an instrument from specialist teacher (Durham Music Service) All pupils learn to sing songs in weekly hymn practice	Pupils will develop a secure, deep learning and mastery of musical skills	Music lead	Autumn term
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	School is linked to Durham Music Service	Pupils have access to up to date tuition, events Teachers have access to up to date training/resources	Music lead	Autumn term
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?	Key Stage 2 pupils can access instrument tuition through Durham Music Service	Pupils will develop a secure, deep learning and mastery of musical skills	Music lead	Autumn term
What music ensembles can pupils join outside of lesson time?	Pupils can join choir which meets weekly (led by Durham Music Service)	Pupils are able to express themselves and develop range of skills	Music lead	Autumn term
Are pupils aware of how they can make progress in music outside of lesson time?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils will develop a secure, deep learning	Music lead	ongoing

		and mastery of musical skills, develop talents		
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils will develop a secure, deep learning and mastery of musical skills, develop talents	Music lead	ongoing
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	Pupils are signposted to Durham Music Services for provision outside of school hours	Pupils will develop a secure, deep learning and mastery of musical skills, develop talents	Music lead	ongoing
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	Pupils can join the school choir- there is no charge for this	Pupils are able to express themselves and develop range of skills	Music lead	Autumn term
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 range of skills	Music lead, class teachers	ongoing
Part C: Musical experiences				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What musical experiences are planned for the academic year?	Key Stage 2 ukelele concert EYFS/ KS1 nativity Key Stage 2 end of year production Christmas carols around the Christmas tree Durham Music Service's 'Big Sing' festival	Pupils are able to express themselves and develop 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/year group, through our school choir and links with Durham Music Service	Pupils are able to express themselves and develop range of skills	Music lead, class teachers	ongoing
What charging fees are there for these musical experiences?	Musical experiences are free of charge Transport may be required if on a weekend	Pupils are able to express themselves and develop range of skills	Music lead, class teachers	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 lead	Summer term

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?	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 term
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

