

St. Michael's Catholic Academy



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. Michael's Catholic Academy

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	September 2026
Date this development plan will be reviewed	July 2027
Name of the school music lead	Mr C. T. Higgins
Name of school leadership team member with responsibility for music	Mr. D. Macaulay
Name of local music hub	Tees Valley Music Education Hub
Name of other music education organisations	Tees Valley Music Service
Vision and Overall Objectives	
Music is for everyone! At St. Michael's, we believe that everyone is capable of creative and emotional responses to their environment, especially responses to the music that surrounds them. The Music department seeks to encourage all learners to believe in themselves by achieving and enjoying success; by promoting in all learners an appreciation and ownership of our musical and performance-based culture and inspiring them to develop their own musical creativity using the process of understanding, performance and composition.	

It is the department's intention to enable all students to work to the best of their ability and to gain maximum enjoyment and satisfaction from their work. Music encourages individual responses, which are equally valid if they are the pupil's best effort. When pupils are given the opportunity to produce music in a creative, organised and well-disciplined environment, their interest, ability and expectations increase.

Core Components

- One hour of curriculum music per week at Key Stage 3
- The opportunity to study Music at Key Stage 4. This equates to 5 hours per fortnight.
- A rigorous and relevant curriculum designed around musical progression, inclusivity and accessibility.
- An extra-curricular programme with a variety of experiences being provided
- The opportunity to perform in liturgies or concerts throughout the academic year
- Financial commitment to subsidising instrument/ vocal tuition for Pupil Premium students.
- Dedicated Music classroom and 2 Rehearsal rooms to support the delivery of classroom and extra-curricular music in the school

KS3 Curriculum

The KS3 curriculum has been planned so that students get a wide range of knowledge, understanding and skills within different areas of Music. The different projects have been carefully planned so that students build up on their prior knowledge, understanding and skills and make progress throughout this key stage. The projects cover a wide range of different specialisms of Music, particularly looking at the development of Music from 1600 through to the modern day and the impact this has had on cultural, social, religious and political development throughout this time period. All key stage 3 students can experiment with a wide range of skills in Music to develop their own unique style. Students have opportunities to experiment with different instruments, media, genres and stylistic idioms throughout this phase of their education. Students are encouraged to broaden their understanding and knowledge of different periods in history, musical movements and the course covers many different musicians that are relevant to their studies. Within Key Stage 3 students are assessed on their knowledge and understanding as well as their skills within their performance, compositional and final outcomes across all units.

Year 7- Most students in KS2 do not access Music as part of their curriculum so the majority are starting from the beginning of their journey within this subject. The first unit is linked to the main elements of music (tempo, dynamics, texture, timbre, melody, tonality and form) and basic music theory (notes of the stave in treble clef). The formal elements are a common thread throughout Music in KS3. Throughout year 7 students are expected to develop their core musical skills and sight-reading abilities in order to better access the content of years 8 and 9 alongside developing their abilities on keyboards, ukuleles and percussion instruments. They should also be able to develop an appreciation of different musical genres in order to increase their cultural capital. Independent research and critical evaluation skills are introduced in homework tasks so that students can get inspiration from not just the classroom environment, but outside of the school environment as well. Students start to develop their self-evaluation skills and increase their levels of self-efficacy in Music throughout the year as part of their assessed performances and compositions.

Year 8- Once students have developed the core skills and musical knowledge in year 7, they will be expected to develop their technical abilities in year 8 and apply their critical thinking skills to contextualising different musical genres in various cultural, social, religious and political scenarios by looking at Reggae music and the themes of religion and rebellion as well as Jazz and Blues to explore race and equality. Students will develop their theoretical knowledge with the inclusion of reading music in the bass clef and introducing music with a greater number of accidentals (#'s and b's). Students will develop their technical abilities on keyboards

by performing separate right and left and parts simultaneously. This is deliberately timed so that students can build confidence and develop a range of techniques, performance and composition skills in both solo and ensemble settings. Students will be able to appraise music in more depth using a wider range of key vocabulary be able to assess how they can make improvements themselves as part of their self-evaluations.

Year 9- The year 9 curriculum is planned so that students complete three main projects that cover both performance and composition. The first project gives students insight into Popular music from the 1960's. The project allows students to develop their solo and ensemble performance skills across a range of instruments and stylistic genres so that they can gain appropriate and relevant knowledge of popular artists music of the 20th and 21st Centuries. They are introduced to Music for film in the spring term. Popular culture is a common thread throughout this project and gives students the opportunity to discuss and have critical debates about what is popular culture of today and how this is represented in the Music of various films and TV shows. Student will be introduced more complicated music theory including the use of dissonance and varying articulations to convey emotions to the viewer as well as 'cue sheets' which allow the student to compose to a given visual stimulus. The final project is focussed on the Music in video games and is intended to give students the opportunity to further develop their theoretical knowledge with concepts such as conjunct and disjunct melodies. Students will explore the evolution of Music in video games in reference to the development of the technology available from the 1980's to the modern day. Students will finish the unit with a composition to a visual stimulus which directly builds on learning of this and the previous topic as well as all the knowledge acquired over KS3.

KS4 Curriculum

Pupils study GCSE Music following the Eduqas syllabus. The students develop their performing, composing, listening and appraising skills through Musical forms and devices, Music for ensembles, Film music and Popular music. Students perform on a first study instrument or voice and develop their own compositional style through practice and coursework. Listening and appraising skills are further developed and strengthened, and students are able to analyse, discuss and assess previously unheard works and set works.

The WJEC Eduqas GCSE in Music offers a broad and coherent course of study which encourages learners to:

- engage actively in the process of music study
- develop performing skills individually and in groups to communicate musically with fluency and control of the resources used
- develop composing skills to organise musical ideas and make use of appropriate resources
- recognise links between the integrated activities of performing, composing and appraising and how this informs the development of music
- broaden musical experience and interests, develop imagination and foster creativity
- develop knowledge, understanding and skills needed to communicate effectively as musicians
- develop awareness of a variety of instruments, styles and approaches to performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- recognise contrasting genres, styles and traditions of music, and develop some awareness of musical chronology
- develop as effective and independent learners with enquiring minds
- reflect upon and evaluate their own and others' music
- engage with and appreciate the diverse heritage of music, in order to promote personal, social, intellectual and cultural development.

The WJEC Eduqas specification encourages an integrated approach to the three distinct disciplines of performing, composing and appraising through four interrelated areas of study. The four areas of study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. The Western Classical Tradition forms the basis of Musical Forms and Devices (area of study 1), and learners should take the opportunity to explore these forms and devices further in the other three areas of study. Music for Ensemble (area of study 2) allows learners to look more closely at texture and sonority. Film Music (area of study 3) and Popular Music (area of study 4) provide an opportunity to look at contrasting styles and genres of music.

Part A: Curriculum music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
To ensure that all students have the opportunity to study Music at KS3 and KS4 if they choose to.	All students' study music for one hour/ week throughout KS3. The option is available for students to continue to study Music at KS4 if they choose to. In KS4, students receive 5 hours Music teaching/ fortnight.	All students have the opportunity to study Music across all both stages as part of a broad and balanced curriculum.	Mr C Higgins – Curriculum Leader Mr D Macaulay – SLT Link	Ongoing
To ensure the Music curriculum is accessible to all students, including those with specific needs, including SEND and other key groups.	The curriculum is structured in such a way that all students can access the learning from an absolute beginner standpoint. No prior knowledge is required upon starting at St. Michael's Catholic Academy. SEND students receive work that is scaffolded and 'chunked' down into specific tasks in the same way as every other student as the majority will have the same starting point. Student profiles and class context sheets used to identify key students in each class and learning to be adapted for these regularly	All students can access the Music curriculum and make age and ability appropriate emotional and creative responses to it.	Mr C Higgins – Curriculum Leader Mr D Macaulay – SLT Link	Ongoing
To ensure that students make musical progression in line with government and exam board expectations.	The KS3 music curriculum is modelled on the national curriculum and ABRSM Music Theory Grades 1-3 syllabuses and developed to provide the best possible start to KS4 Music. KS4 music is built around the key learning objectives of the WJEC Eduqas GCSE Music specification.	Students receive a musical education experience that covers a broad range of styles and genres (including world music), linked to historically and culturally significant events and	Mr C Higgins – Curriculum Leader	Reviewed annually and in line with any mid-year updates.

		people, which covers key musical terms, theory and practical skills.		
To ensure students have the opportunity to experience practical use of instruments, to include singing and playing an instrument during curriculum time.	KS3 students receive keyboard instruction throughout years 7, 8 and 9 with keyboard being the primary focus for musical progression. For one term in Y7, there is whole class djembe instruction. Singing is included periodically through the KS3 SoW. Ukuleles are included periodically as appropriate, to allow practical experience of playing an instrument.	All students can access music in a practical manner to perform and compose music in a variety of styles and genres both individually and in small ensembles.	Mr C Higgins – Curriculum Leader	Ongoing and reviewed termly
To work in partnership with the local music hub to support the Music curriculum.	Students access instrumental/ vocal tuition through Tees Valley Music Service. The Curriculum Leader works closely with the tutors to ensure that students meet the performance requirements should they wish to enter Music grading exams.	Students who have opted for lessons from TVMS can learn to play an instrument and achieve additional qualifications and grades in that instrument from a number of exam boards (ABRSM, Rock School, Trinity etc.).	Mr C Higgins – Curriculum Leader Holds responsibility for promotion of agencies. Costs handled directly by TVMS for peripatetic tuition.	Annually
To ensure students are entered for appropriate qualifications that are the most suitable and accessible for them.	The current offer for KS4 Music is the Eduqas GCSE Music.	KS4 students will experience success through studying towards and achieving a qualification in WJEC Eduqas GCSE Music.	Mr C Higgins – Curriculum Leader Cost implication: Exam board entry fees	Ongoing

Part B: Extra-curricular music

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
To ensure that any student that wants to, is offered the opportunity of instrumental or vocal tuition outside of curriculum time.	St. Michael's Catholic Academy will continue to use Tees Valley Music Service as its main provider of high-quality and affordable instrumental/ vocal tuition outside of curriculum time. Students will receive 1-to-1 or small group tuition ensuring high-quality personalised learning. Extra-curricular clubs will offer full group opportunities to develop instrumental skills.	Students who have opted for lessons from TVMS can learn to play an instrument and achieve additional qualifications and grades in that instrument from a number of exam boards. Increased interest in students to take Music as an option choice at KS4.	Mr C Higgins – Curriculum Leader Costs handled directly by TVMS for peripatetic tuition.	Termly
To provide students with a range of extra-curricular ensembles.	In the academic year 2026-27, St. Michael's will continue to offer the Chapel Choir to all students, and we are looking to form a new student band. We have a violinist who supports liturgies.	Students who perform in the choir can develop confidence in their performance skills by taking part in various events throughout the year. To increase the number of students participating in school performances.	Mr C Higgins – Curriculum Leader	Termly
To ensure that students have the option to progress in music outside of lesson time.	Students are made aware of the opportunities to experience music outside of lessons and encouraged to explore music in styles and genres they might not otherwise have experienced. Students are aware of the peripatetic provision from TVMS as this is given to them at the beginning of each year. There is also a Karaoke Club and Guitar/Ukulele/Bass workshop where	Students broaden their musical knowledge and experiences outside of the classroom and some students will sign up to TVMs to receive peripatetic tuition.	Mr C Higgins – Curriculum Leader holds responsibility for promotion of agencies.	Annually

	students can access additional help and support outside of Music lessons.		Costs handled directly by TVMS for peripatetic tuition.	
To ensure that students are aware of additional musical qualifications.	Students are aware of the route to achieving the WJEC Eduqas GCSE in Music. They are also able to speak with the CL and the school's Careers adviser to find out more about careers in music and where to apply locally for Post-16 music courses. In the academic year 2026/27 we will promote more musical achievements on the school's social media/ website to celebrate the achievements of students in this area.	Students are aware of the route to achieving the WJEC Eduqas GCSE in Music and beyond.	Mr C Higgins – Curriculum Leader Mr C Rea - Careers Adviser	On-going
To ensure students have access to a range of instruments.	Tees Valley Music Service provides a range of instrumental and vocal tuition. Currently in St. Michael's they have a guitar tutor, a violin tutor and a vocal tutor coming in. Guitar and Ukulele workshop takes place each Thursday lunchtime. The school is committed to supporting this curriculum area with the necessary budget to maintain and improve musical equipment.	Increasing numbers of students sign up to TVMs to receive peripatetic tuition.	Mr C Higgins – Curriculum Leader	Termly
To ensure that there are a variety of clubs which are accessible and open to all students.	There are no charges to join any clubs, bands or the choir. Costs for Peripatetic lessons from TVMS are handled directly by TVMS who can provide subsidies for PP students. The school also supports with funding for these lessons for Disadvantaged students.	Numbers taking part in the choir and receiving peripatetic tuition increase over time.	Mr C Higgins – Curriculum Leader	Termly
To ensure that students have access to high quality rehearsal spaces.	There are 2 small music rehearsal rooms near to the music classroom. KS4 students may also use the Main Hall under supervision.	Students who use these rooms develop their skills for performances both in and out of school.	Mr C Higgins – Curriculum Leader	Ongoing

Part C: Musical experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
To ensure students experience a range of musical opportunities across the academic year.	A number of performances are planned already including (but not limited to): • The Christmas Carol Concert (Term 1) • Care Home visit – Hadrian House for carol singing (Term 1) • Pantomime at Sunderland Empire • Easter Concert (Term 2) • STMs Got Talent (Term 3) • STMFest (Term 3)	Students build their skills and confidence as performers and learn material specific to the themes of each performance, thus broadening their musical repertoire and experiences even further.	Mr C Higgins – Curriculum Leader Educational visit costs. PP students can be subsidised.	Termly
To ensure all students have the opportunity to be involved in musical performances in school.	Performance opportunities are open to all students who may wish to be involved. Students will be signposted to extra-curricular opportunities set up by TVMS and shown how that can get involved further.	More students sign up to audition and perform in school performances/ productions.	Mr C Higgins – Curriculum Leader	Termly
To ensure that musical opportunities are available to all without cost being a barrier.	Parents and carers attending ‘STMs Got Talent’ are charged a nominal fee of £2 per ticket to support designated charities, with provision for support for PP families where cost will not be prohibitive. TVMS charge for peripatetic lessons at rates available on their website. The school supports PP students with funding should they wish to undertake these lessons.	There should be no financial barriers to students and their families, from accessing any musical opportunities.	Mr C Higgins – Curriculum Leader	Termly
To ensure that transition from KS2 to KS3 supports musical endeavours and encourages new uptake at the start of KS3.	Music is always well represented at Y6 Open Evening ensuring that prospective students and their parents and carers are aware of musical opportunities at St. Michael’s. On Y5 Parent Tours during the school day, parents and students always visit the Music Room, and information is shared with them about opportunities.	CL will gather accurate information regarding student progress and peripatetic tuition which will inform decisions around changes to the curriculum and	Mr C Higgins – Curriculum Leader Mrs M Booth – Transition SLT Lead	Annually

	Collection and collation of information regarding students receiving peripatetic tuition at their current primary school alongside data from music education at KS2 level is gathered by the Curriculum Leader.	scaffolding of materials for key students in Y7.		
Part D: Improvements				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Update the Y7 curriculum as it moves from 1 to 2 hours/fortnight. Update KS3 curriculum to be more focussed on ABRSM music theory grades 1-3 with key links to each Eduqas GCSE Music AoS as appropriate.	All KS3 schemes of work will be reviewed, and some tasks and units will be updated based on success with students and engagement. A full revamp of the KS3 curriculum will take place to ensure that the content taught is line with both the national curriculum and ABRSM Music Theory grades 1-3 syllabuses to better prepare students for Eduqas GCSE Music by linking the learning to each of the GCSE courses Areas of Study.	The Music curriculum is as engaging as possible to maximise pupil progress across both key stage 3 and 4.	Mr C Higgins – Curriculum Leader	Ongoing
To improve extra-curricular music provision.	The Curriculum Leader is also looking to raise the profile of peripatetic tuition by organising a performance from TVMS to promote their services to student in years 7 and 8. Extra-curricular offer has just expanded in the final HT of academic year 2025-2026. New clubs to be advertised and pushed with new Year 7 cohort and wider school in September 2026.	Students are more aware of extra-curricular activities that they can take part in, and numbers increase in both uptake for performances and clubs as well as for peripatetic tuition with TVMS.	Mr C Higgins – Curriculum Leader	Termly
To offer opportunities for students to experience external musical experiences.	The Curriculum Leader will organise a trip for KS3 to encourage students to take music as a subject in KS4 and provide real world experience of music in the UK. Trips for the choir to be organised to give students an experience of performing in public spaces and/or other schools.	Students will be given a real-world experience of music and the music industry to supplement and support their learning in the classroom as well as raise the	Mr C Higgins – Curriculum Leader	Termly

		cultural capital of those that take part.		
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