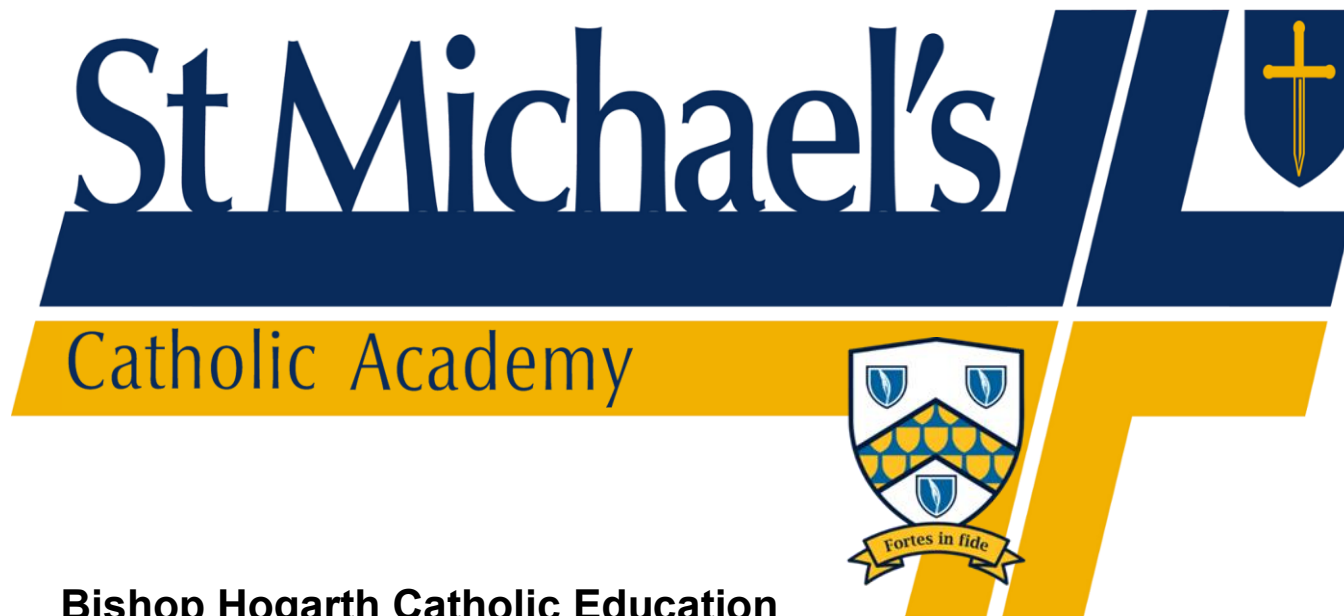


**St. Michael's Catholic Academy**



**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	2025-2026
Date this development plan was published	September 2025
Date this development plan will be reviewed	July 2026
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	
<p>Write here your vision, and overall objectives, for music provision in your school. National guidance talks about a vision for 2030. Write this section as a high-level vision statement, painting a picture of how you, staff and children hope music will look like by 2030, or sooner, in your school. Gather ideas from staff &amp; children. Does not need to be long. You may find it easier to approach this section last - Keep it short, simple but inspirational.</p> <p><i>Example: To provide a rich, diverse, and progressive music curriculum for all children. (including during school hours and before/after school). This will be delivered through outstanding music teaching and leadership. Opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.</i></p>	

## Core Components

List the key components that will make up the music provision in your school. The list below is an example and should be adapted for your school.

Music curriculum – **minimum of 1hr per week per class classroom instrumental teaching**

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

Performance opportunities

Funding & Staffing

Consider how the key components listed above will be implemented (excluding classroom instrumental teaching). For example, include a timetable of music across the school; attach documentation and assessment materials; write or insert a detailed description of the curriculum from EYFS-Year 6; include detail of music assemblies and a programme of performances; insert information about the school's song bank.

## Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility & Costs	Date/ timescale
The Music Curriculum has been adjusted to make it more accessible for pupils with specific needs.	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.	All students make progress in music across all key stages.	CL holds responsibility. No cost implication.	Ongoing

Increase curriculum music time to 2 hours / fortnight at KS3.	<b>Build up no. Of curriculum hours taught/ fortnight in Y8.</b> In 2025/26, Y7 will still only receive 1 hr/ fortnight but Y8 and Y9 will receive an hour a week to encourage greater uptake of music as a KS4 option. In Years 10 and 11 students receive 5 hours over the fortnight.	All students can access music KS3. Students in KS4 who have chosen music have enough curriculum time to complete the course.	DHT (QofE) SLT Link CL music No cost implication.	New curriculum timings in place for Sept. 2025
<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	Yes, the KS3 music curriculum is modelled on the national curriculum 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 people, which covers key musical terms, theory and practical skills.	CL holds responsibility. No cost implication.	Annually and in line with any mid-year updates.
<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	KS3 receive whole class keyboard instruction throughout years 7, 8 and 9 as well as whole class djembe instruction in for a term in Y7.	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.	CL holds responsibility. No cost implication.	Termly
<i>What partnerships support the school's music curriculum, e.g. a local music hub?</i>	TVMS provides peripatetic lessons for students at St. Michael's Catholic Academy.	Students who have opted for lessons from TVMS can learn to play an instrument and achieve additional qualifications and grades in that	CL holds responsibility for promotion of agencies.	Annually

		instrument from a number of exam boards (ABRSM, Rock School, Trinity etc.).	Costs handled directly by TVMS for peripatetic tuition.	
Ensure appropriate curriculum for GCSE for St. Michael's students	Currently students are studying WJEC Eduqas GCSE Music. In the past, when appropriate, the school has used BTEC Music as the appropriate awarding body and course.	KS4 students work towards and can achieve a qualification in WJEC Eduqas GCSE Music.	CL holds responsibility.  Cost implication: exam board entry fees	Annually
<b>Part B: Extra-curricular music</b>				
<b>Development Priority</b> <i>(questions to consider when identifying priorities)</i>	<b>Action Implementation Strategies</b>	<b>Outcomes</b>	<b>Responsibility and costs</b>	<b>Date/ timescale</b>
What music tuition offered outside of what is taught in lesson time?	TVMS provides peripatetic lessons for students at St. Michael's Catholic Academy. They also support the school choir provision.	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.).	CL holds responsibility for promotion of agencies.  Costs handled directly by TVMS for peripatetic tuition.	Termly

What music ensembles can pupils join outside of lesson time?	St. Michael's Chapel Choir is open to all students and there are several student bands in place as well.	Students who perform in the choir can take part in various events throughout the year and enhance their experiences of the additional cultural capital this provides.	CL holds responsibility. No cost implication.	Termly
Are pupils aware of how they can make 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.	Students broaden their musical knowledge and experiences outside of the classroom and some students will sign up to TVMs to receive peripatetic tuition.	CL holds responsibility for promotion of agencies. Costs handled directly by TVMS for peripatetic tuition.	Annually
Are pupils aware of what music qualifications and awards they can receive outside of lesson time?	Yes – Students are aware of the route to achieving the WJEC Eduqas GCSE in Music. They are also able to speak with the school's Careers adviser to find out more about careers in music and where to apply locally for Post16 music courses.	Students are aware of the route to achieving the WJEC Eduqas GCSE in Music and beyond.	CL holds responsibility. Careers Adviser	On-going
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	TVMS provides a range of instrumental and vocal tuition. Currently in St. Michael's they have a piano tutor, a violin tutor and a vocal tutor coming in.	Students sign up to TVMs to receive peripatetic tuition.	CL holds responsibility for promotion of agencies. Costs handled directly by TVMS for peripatetic tuition.	Termly

How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	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.	Numbers taking part in the choir and receiving peripatetic tuition increase over time.	CL holds responsibility. No cost implication.	Termly
Where can pupils rehearse or practice individually or as part of a group?	There are 2 rehearsal rooms adjacent to the music classroom and 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.	CL holds responsibility. No cost implication.	Ongoing
<b>Part C: Musical experiences</b>				
<b>Development Priority</b> <i>(questions to consider when identifying priorities)</i>	<b>Action Implementation Strategies</b>	<b>Outcomes</b>	<b>Responsibility and costs</b>	<b>Date/ timescale</b>
What musical experiences are planned for the academic year?	<p>A number of performances are planned already including (but not limited to):</p> <ul style="list-style-type: none"> <li>• The Christmas Carol Concert (Term 1);</li> <li>• Easter Concert (Term 2);</li> <li>• STMs Got Talent (Term 3); and</li> <li>• STMFest (Term 3)</li> </ul>	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.	CL holds responsibility. No cost implication.	Termly
How can pupils get involved with musical performances and concerts in and outside of the school?	Performance opportunities are open to all students via an audition process to ensure that all performances are of a good quality.	More students sign up to audition and perform in school performances/productions.	CL holds responsibility. No cost implication.	Termly



What charging fees are there for these musical experiences?	Parents and carers attending are charged a nominal fee of £2 per ticket with provision for support for PP families.	Funds are raised to assist in buying new equipment for the department and supporting students to take up peripatetic tuition with TVMS.	CL holds responsibility.  Parents and carers attending are charged a nominal fee of £2 per ticket with provision for support for PP families.	Termly
What does transition work look like with local secondary schools?	<i>Consider what you will do to maintain musical engagement from Year 6 to Year 7, including any communication you will make with local secondary schools.</i>  Music CL attends primary schools to give students an experience of what to expect in Music lessons at St. Michael's Catholic Academy. CL collates information regarding students receiving peripatetic tuition at their current primary school alongside data from music education at KS2 level.	CL will gather accurate information regarding student progress and peripatetic tuition which will inform decisions around changes to the curriculum and scaffolding of materials for key students in Y7.	CL holds responsibility.  No cost implication.	Annually

#### Part D: Improvements

<b>Development Priority</b> <i>(questions to consider when identifying priorities)</i>	<b>Action</b> <b>Implementation</b> <b>Strategies</b>	<b>Outcomes</b>	<b>Responsibility and costs</b>	<b>Date/ timescale</b>
<b>Update the Y8 curriculum as it moves from 1 to 2 hours/ fortnight.</b> <b>Update Y9 curriculum in line with above.</b>	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 Y8 curriculum will take place and this will lead to further updates in the Y9 scheme of work as more will be covered lower down the school.	Curriculum under constant review to ensure that the delivery of topics can be as engaging as possible and maximise progress.	CL holds responsibility.  No cost implication.	Ongoing
Improve extra-curricular music provision?	Additional performances to be planned at delivered throughout the year (CLs personal target is 6 in total, 1 each half term).	Students are more aware of extracurricular activities that they can	CL holds responsibility for	Termly

	CL 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.	take part in, and numbers increase in both uptake for performances and clubs as well as for peripatetic tuition with TVMS.	promotion of agencies.  Costs handled directly by TVMS for peripatetic tuition.	
<b>Offer opportunities for students to experience external musical experiences?</b>	<p>Students have been to watch Hamilton at the Sunderland Empire as an Attendance reward, but currently there are no trips or external performances planned for music at any key stage.</p> <p>CL to organise a trip for KS4 classes to experience music performed in a professional setting as well as to gain greater understanding of music studied in AoS 1, 2 and 4 of the WJEC Eduqas GCSE Music course.</p> <p>Trips for the choir to be organised to give students an experience of performing in public spaces and/or other schools.</p>	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 cultural capital of those that take part.	<p>CL holds responsibility.</p> <p>Costs for trips will be passed to parents/carers with provision for support for PP families.</p>	Termly