

St Patrick's Catholic Primary School, Fairfield



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.

Bishop Hogarth Catholic Education Trust

St Patrick's Fairfield

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	June 2025
Date this development plan will be reviewed	June 2026
Name of the school music lead	Val Railton
Name of school leadership team member with responsibility for music	Val Railton
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	Rocksteady
Vision and Overall Objectives	
<p>At St Patrick's we aim to provide a rich, diverse, and progressive music curriculum for all children. This will be delivered through outstanding music teaching and leadership. Opportunities to learn musical instruments, and participate in regular performances, both in and out of school and will showcase our children and foster a sense of belonging and achievement. It will provide children with the opportunity to represent St Patrick's in the wider community and to develop a sense of pride, alongside developing their confidence, creativity and wellbeing. Taking part in collaborative projects will also further develop children's experiences and talents. Children will develop skills in performing and composing which will develop their skills and lead to a love of learning. Through using social questions linked to the music curriculum, children will learn how music and create community cohesion and provide links to different cultures.</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

At St Patrick's children have the opportunity to acquire music-specific vocabulary in a meaningful context during their weekly music lesson. 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, pulse (beat), rhythm, 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. The opportunity to listen to music from different eras, cultures and genres to develop the love of listening to music for pleasure is also provided.

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, Snappy singing events through the Tees Valley Music Service and singing in community events and in the parish.

We will 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 <i>(questions to consider when identifying priorities)</i>	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. Implementing Mastering Music, which is a SEND inclusive scheme enables progression to be made through a spiralling curriculum, where deeper learning occurs through revisiting and building upon the foundations laid in earlier years.	Children of all abilities have access to a rich, diverse, and inclusive music curriculum.	Music lead/SLT 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.	Music lead/SLT 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). Mastering Music scheme.	Statutory guidance is embedded into the music curriculum.	Music lead/SLT 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 Mastering Music, class teachers are enhancing their children's musical skills, creativity and listening skills. Children in Y2 and Y4 will learn to play the recorder	Acquire the skills to play an instrument	Music lead/SLT No cost	2025-2026

What partnerships support the school's music curriculum, e.g. a local music hub?	Tees Valley Music Service CPD opportunities.	Development of teachers' knowledge and skills through CPD.	Costs paid from school budget	2025-2026
Part B: Extra-curricular music				
Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition offered outside of what is taught in lesson time?	KS2 children are given the opportunity to be a part of the school choir as a lunchtime club lead by Nikki Lycett- Findlay, from TVMS. Whole school music sessions teach the five main components of singing: breathing, pitch, rhythm, diction, and voice by Mike Harbisher from TVMS (hymn practice)	Expertly delivered sessions by a qualified singing instructor, ensuring a comprehensive and enriching learning experience.	Paid from school budget	2025-2026
What music ensembles can pupils join outside of lesson time?	Pupils in Key Stage 2 can join a choir ensemble, preparing for an external performance outside of lesson time. Violin tuition through TVMS Rocksteady, Keyboard, drum, guitar and vocals	Singing in the school choir will enrich their opportunities for engaging in singing and performing. Instrument tuition will enhance the children's	Cost paid by parents for violin tuition and Rocksteady	2025-2026

		confidence and performance skills.		
Are pupils aware of how they can make progress in music outside of lesson time?	<p>Pupils who take the opportunity to play an instrument have free membership to the music ensemble facilitated by TVMS.</p> <p>Encouragement, praise and feedback after choir sessions</p> <p>Choir members have the opportunity to take part in concerts with TVMS</p>	Parents and pupils aware of opportunities	Tutors to promote to 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 aware of opportunities	Tutors to promote to parents and pupils.	2025-2026
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	<p>Violin TVMS</p> <p>Guitar, bass guitar, keyboard, drums and vocals – Rocksteady</p> <p>Places available through Rocksteady for PP children at no cost.</p>	Parents and pupils aware of opportunities	Information about costs shared with parents	2025-2026
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	<p>Choir available for all KS2 pupils</p> <p>Rocksteady available for pupil in Y1-Y6</p> <p>Violin</p>	<p>Choir no cost</p> <p>Fees paid by parents</p> <p>Fees paid by parents</p>	Information about costs shared with parents	2025-2026
Where can pupils rehearse or practice individually or as part of a group?	<p>The choir meets at lunchtime in one of the classrooms</p> <p>Violin tuition is in the library</p> <p>Rocksteady uses one of the classrooms</p>	Cultivate love of music and performing using their voice or instruments	Choir no cost Instrument tuition paid by parents	2025-2026

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?	Taking part in Snappy Sing events Carol Services Singing in the Parish Rocksteady concert (all pupils watch) Mayor's Carol Service Nativity plays EY-Y4 Pantomime Y5 and Y6	Awareness of the musical opportunities available both within the school environment and outside the classroom. Increased confidence and a love of performing as part of a group	Music lead/SLT and all staff No cost	2025-2026
How can pupils get involved with musical performances and concerts in and outside of the school?	All children take part in seasonal musical performances such as Christmas nativities, class performances for whole school and parents, liturgies.	Awareness of the musical opportunities available both within the school environment and outside the classroom. Increased confidence and a love of performing as part of a group	Music lead/SLT and all staff No cost	2025-2026
What charging fees are there for these musical experiences?	Cost of travel to events outside of school	Children will engage in a variety of musical activities.	Travel costs paid 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.	Y6 teacher to share information about pupils	2025-2026

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?	CPD and staff training to develop the music curriculum to extend the skills and knowledge of all pupils and staff. Introduce lessons dedicated to listening and music appreciation and evaluation across a range of genres and from different times in history	The music curriculum is developed to suit the needs of St Patrick's	Music lead/SLT No cost	2025-2026
What improvements can be made to extra-curricular music provision?	Music lead to investigate the possibility of music clubs at lunchtime e.g. recorder and guitar.	Opportunity for more pupils to take part in extra-curricular music	Music lead/SLT No cost	2025-2026
What improvements can be made to external musical experiences?	Promote musical opportunities to parents and pupils, both those offered by staff and outside providers	Opportunity for more pupils to take part in extra-curricular music	Music lead/SLT No cost	2025-2026