A logo with a cross and a cross

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**School music development plan**

This development plan has been created in line with the DfE’s ‘[School music development plan: summary template](https://www.gov.uk/government/publications/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. A logo of a shield

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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** | | 2024-2025 | | | |
| **Date this development plan was published** | | October 2024 | | | |
| **Date this development plan will be reviewed** | | October 2025 | | | |
| **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** | | | | | |
| 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. | | | | | |
| **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. | | | | | |
| **Part D: Improvements** | | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility and costs** | **Date/**  **timescale** | |
| Improve the music curriculum by extending listening opportunities | 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 | VR  No cost | 2024-2025 | |
| Investigate further opportunities for 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 | VR  No cost | 2024-2025 | |
| Promote opportunities for 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 | VR  No cost | 2024-2025 | |