



St Teresa's
Catholic Primary School

School Music Development Plan



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.

Name of school

Music Development Plan

General overview	
Details of music development plan	Information
Academic year that this development plan covers	2024-25
Date this development plan was published	July 2025
Date this development plan will be reviewed	December 2025
Name of the school music lead	Emma Eglintine
Name of school leadership team member with responsibility for music	N/A
Name of local music hub	Tees Valley Music Service
Name of other music education organisations	N/A
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 & 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>At St Teresa's, we envision a music curriculum that actively engages and inspires children, fostering a deep appreciation for the world of music. Our programme is carefully crafted to nurture each child's musical abilities, enhancing their self-confidence, creativity, and sense of accomplishment. We aim to present music as a joyful and enriching pursuit, encouraging children of all ages to explore their musical potential. Through both composition and performance, we seek to develop creativity and self-expression, enabling children to articulate their individuality while building essential skills that will benefit them throughout their lives. Together, we cultivate a vibrant musical culture that celebrates every child's journey, offering opportunities to</p>	

learn instruments and participate in ensembles. All children are empowered to perform both within and beyond the school, instilling a sense of belonging and pride as they represent St Teresa's, while nurturing their musical talents and confidence within the wider community.

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.

During our weekly music lessons at St. Teresa's, children are given the opportunity to develop music-specific vocabulary within a meaningful context. The fundamental elements of music are taught systematically, enabling pupils to articulate their understanding and engage in discussions about the creation, performance, appreciation, and analysis of music. They learn to recognise and identify the interrelated dimensions of music, including pitch, duration, tempo, timbre, structure, texture, and dynamics. Children continue to develop this musical vocabulary through out their musical education so that they leave St Teresa's with good musical appreciation. In Years 3 and 4, the children are taught a minimum of a term of whole class instrumental teaching using ukuleles by a music specialist within school.

All lessons are structured with clear learning objectives, beginning with a recap of prior knowledge to establish a foundation before introducing new concepts relevant to the theme. Critical thinking is fostered through varied assessment questions, encouraging deeper exploration of the skills acquired. Each unit incorporates a range of activities, including performance, improvisation, focused listening tasks, and opportunities for appraisal and constructive feedback. Whole-class activities are also integrated into each session, promoting group collaboration and teamwork.

Kapow's curriculum ensures children progress by tackling increasingly complex tasks while refining fundamental skills. They also deepen their understanding of music history and its various notations. In the Early Years Foundation Stage (EYFS), music is seamlessly integrated into thematic topic work, playing a vital role in personal and social development. For instance, 'Counting Songs' support mathematical learning, while multicultural songs expand children's awareness of the world around them. As a school, we also have a "Song of the day," activity which is presented to staff to promote musical appreciation and discussion daily with the children. The children listen to a range of genres throughout the year and discuss reasons why they like or dislike a piece of music.

Our goal is to provide all pupils with opportunities to engage in classroom performances, ensemble singing, and music events, both within the school and the wider community. Through these experiences, children develop not only their musical abilities but also their confidence and sense of belonging. All children from EYFS to Year 6 participate in whole school singing every fortnight with the music lead as well as performances opportunities provided during the Christmas period. Children in KS2 are also provided with the opportunity to participate in our school choir which covers a range of different musical genres and musical theatre performance. The choir are provided with opportunities to perform in the wider community and have met a number of high-profile individuals who we hope inspire the children to continue with their passion for music. We hope to encourage more links with local music and dance schools to complete workshops with the children who have an interest in pursuing music in the future as well as providing opportunities for those children who may develop a love of music through these links with industry experts. We also provide opportunities for all children across the school through annual music cafes and talent shows. Tees Valley music service and Rocksteady also

provide the opportunity for 1-1 and small group tuition in school which is funded privately by parents. Some Pupil Premium students are given the opportunity to attend Rocksteady tuition dependent on how many funded children participate.

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 is adjusted to make it more accessible for pupils with specific needs, e.g. SEND	Our approach is to achieve musical outcomes whilst adapting individual teaching skills to meet the diverse needs of each pupil. Strategies used include: scaffolding and breaking down tasks, multisensory approaches and collaborative learning. Differentiated options are provided with the Kapow planning to make this clear to all teaching staff.	Children of all abilities have access to a rich, diverse, and inclusive music curriculum ensuring they have the opportunity to thrive and reach their full potential	All staff Music lead to monitor KAPOW cost	Ongoing

Consistent curriculum time allocated per week for music teaching across all key stages and whole school singing opportunities	Curriculum overview document Class curriculum timetables provided by all teachers Teachers to ensure music and whole class singing is evident on whole class timetables	Children have access to the appropriate amount of music curriculum time. Music lessons are taught to build on progression throughout the academic year. All children given opportunities for whole school singing timetabled weekly	All staff Music lead	Ongoing (Ensure Music is on class Timetable in September)
Our music curriculum is informed by the model music curriculum and other non-statutory guidance documents.	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) and the National Plan for Music Education (June 2022) We follow the suggested KAPOW long term plan for mixed age as well as the suggested 1 term whole musical tuition for Year 3 and 4	Statutory guidance is embedded into the music curriculum. There is a progressive, coherent, and well-sequenced curriculum that builds pupils' musical knowledge, skills, and understanding over time.	Music lead SLT	Ongoing
Develop opportunities for pupils to learn to sing or play an instrument during lesson times.	Structured music sessions provide children with the opportunity to compose, play, and perform vocally. Carefully planned Instrumental programmes in Years 3 and 4 taught . Curriculum Skills and Progression Map - learning is sustained and built upon in subsequent years, rather than being a one-off experience.	Create meaningful and enriching opportunities for pupils to develop their instrumental skills e.g. play an instrument and read musical notation as part of a	Music lead SLT Music specialist in school Cost for 25/26 year to look at	Ongoing Purchase of instrumen

	<p>Integration with the broader, music curriculum</p> <p>Ongoing feedback and practise</p> <p>Provide sufficient time and support for pupils to develop technical competence on a smaller number of instruments</p> <p>Whole school performance opportunities for singing timetabled</p>	<p>high-quality music education.</p> <p>Instrumental learning is sustained to ensure progression of skills.</p>	<p>buying more instruments so each child can individually access this during lessons</p> <p>1-1 Rocksteady lessons funded by parents</p>	<p>ts in 25/26 year</p>
Develop links and promote partnerships with other agencies to provide support for the school's music curriculum	<p>Make links with the local Music Hub (Tees Valley Music Service) and other external providers</p> <p>Staff CPD opportunities – these are available on KAPOW for every lesson to help provide information for non music specialists</p> <p>Use local expertise, resources etc</p> <p>Seek funding and resources from external sources</p>	<p>Enhanced quality and breadth of musical provision for pupils.</p> <p>Development of teachers' knowledge and skills through CPD.</p>	<p>Music lead</p> <p>SLT</p> <p>Cost of KAPOW</p> <p>Cost of Tees Valley Music services</p>	<p>Ongoing</p>

Part B: Extra-curricular music

<p>Development Priority</p> <p><i>(questions to consider when identifying priorities)</i></p>	<p>Action Implementation Strategies</p>	<p>Outcomes</p>	<p>Responsibility and costs</p>	<p>Date/ timescale</p>
Develop opportunities for music tuition offered outside of what is taught in lesson	<p>Offer extracurricular choirs and ensembles that cater to different interests and abilities (KS2).</p> <p>Participation in school choir lead by music specialist no cost required</p>	<p>Children are exposed to a vibrant, diverse, and inclusive musical culture within the school,</p>	<p>Music lead to promote</p>	<p>Ongoing</p>

time.	<p>Organise regular school concerts, performances, and musical events that showcase pupils' talents.</p> <p>Arrange trips to professional music performances, workshops, and other enrichment activities.</p> <p>Integrate music across the curriculum</p> <p>Provide opportunities for individual and small-group music tuition (provided through Tees Valley Music and Rocksteady)</p> <p>Performance planner</p> <p>Weekly liturgical singing</p> <p>Daily music calendar provided for all staff to promote musical appreciation and discussion</p>	<p>providing a range of opportunities for pupils. to engage with and develop their musical skills and interests ensuring a comprehensive and enriching learning experience.</p>	Cost of trips/specialist performances	
Develop extra-curricular opportunities for instruments, choirs or ensembles and consider the charging process.	<p>Develop free opportunities for Instrumental groups and/or Choir.</p> <p>Signpost parents and carers to opportunities for Smaller chamber groups, Vocal ensembles, rock/pop bands, Percussion ensembles, Keyboard/piano groups and outline which activities are free and which may require a contribution from parents/carers.</p> <p>Liaise with with TVMS and share information with pupils and parents on extra-curricular opportunities available https://www.tvms.org.uk/</p> <p>Consideration is given to disadvantaged groups.</p>	<p>Children have access to a diverse range of musical opportunities that are as accessible as possible to all pupils, regardless of their financial circumstances.</p> <p>This supports the school's aim of developing a rich musical culture and nurturing pupils' love of music.</p>	Music Lead	Ongoing
Music awards and qualifications	<p>Potential to develop staff to promote music qualification for children in school through Rockschoool/London College of Music/Trinity using specialist staff in school</p> <p>Provide opportunities for children to access 1-1 lessons for awards and qualifications</p>	<p>Some children to have access to qualifications and musical certificates using specialists in school</p>	<p>Music lead/using specialist teachers already in school</p> <p>Cost – timetabled cover for teachers to have time to</p>	25/26

			rehearse with the children	
Rocksteady/Tees Valley music provide 1:1 music tuition	<p>Range of instruments offered (TVMS: Wind, Brass and Strings/Rocksteady: Drums, guitar, keyboard,singing)</p> <p>Parents pay for lessons</p> <p>Some capacity for Pupil Premium to take part in classes for a term as well</p>	More children to engage with musical tuition	<p>Music lead</p> <p>External services (TVMS/Rocksteady)</p>	Ongoing
More choir performances/performing arts clubs to run in school	<p>Opportunities in KS2 for children to be a part of the school choir.</p> <p>Performing arts clubs have also been discussed with staff offering this as an after school club option – potentially funded.</p>	Children to have the opportunity to access choir/performing arts clubs and have the opportunity to perform in front of others	<p>Music lead</p> <p>SLT</p> <p>Parent funded</p> <p>Music specialists in school</p>	25/26

Part C: Musical experiences

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Develop musical experiences that are planned for the year.	<p>Whole school attend Christmas Pantomime.</p> <p>Look at the Tees Valley music opportunities available throughout the year for children to attend</p> <p>Christmas performance opportunities</p> <p>Children in all key stages to have the opportunity to perform at Christmas/Easter and End of Year performances</p>	Develop the confidence necessary to perform in front of an audience alongside students from other schools in the community.	<p>Ongoing</p> <p>Cost of travels and trip</p> <p>Music lead</p> <p>SLT</p>	Ongoing
Increase pupil participation in musical performances and concerts both in and out of	<p>Regular class/year group performances in assemblies or school events</p> <p>Whole-school concerts or showcases featuring different ensembles and groups</p>	More children (particularly disadvantaged) are	Increase pupil participation in musical performances and concerts both in	Ongoing

school.	<p>Musical productions or plays involving acting, singing, and instrumental performance e.g. Christmas Nativities</p> <p>Participation in school choir</p> <p>Whole school talent show to showcase musical talent</p> <p>Performances at local community events, and care homes</p> <p>Participation in local music festivals or competitions</p> <p>Concerts or recitals at local music venues, libraries, or places of worship</p> <p>Trips to see professional musical performances, such as orchestras, musicals or operas</p> <p>Free trips and provision where possible.</p> <p>Subsidised visits for PP children</p> <p>Collaboration with other schools for joint concerts or musical projects</p> <p>Involvement in music education hub (TVMS) activities</p>	involved in musical events	and out of school.	
Ensure musical events are accessible to all learning groups including disadvantaged pupils	<p>Subsidise costs for families/pupil premium</p> <p>Provide transport to external events</p> <p>Engage with the local community and music education hubs to broaden the range of performance experiences available to pupils.</p>	Children will engage in a variety of musical activities beyond the school environment.	Ensure musical events are accessible to all learning groups including disadvantaged pupils	Ongoing
What does transition work look like with local secondary schools?	<p>Children's talents and interests are shared with secondary schools as part of the transition process.</p> <p>Performance opportunities with secondary schools at Christmas</p>	Children will transition to their new school without disruption to their musical development.	Y6 teachers to share information	Ongoing

Part D: Improvements

Development Priority <i>(questions to consider when identifying priorities)</i>	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
Upskill staff in the development and implementation of the music curriculum.	CPD and staff training to develop the music curriculum to extend the skills and knowledge of all pupils and staff. Ensure staff understand the progression within the curriculum. Music lead to explore curriculum to ensure progression/confidence across school	Ensure staff are confident with the music progression Curriculum that shows good progression	Teaching staff Music lead	2025/2026
Develop opportunities for extra-curricular music provision.	Music and curriculum leads focus of improving opportunities available for our pupils to extend their musical skills and knowledge through enhanced music provision. Possible after school opportunities for musical theatre To consult with TVMS and other providers.	A higher % of pupils take part in extra-curricular musical activities. More musical performance opportunities within school	Music lead SLT Possible cost for after school clubs	2025/2026
Develop links with Tees Valley Music Service and other external music providers to enhance and strengthen pupil's external music experiences.	Parents and pupils are given a wider understanding of the opportunities available to them through TVMS and other local providers. To explore further local musical opportunities and share with parents and pupils. After school clubs ran by music specialist in school for musical theatre	A higher % of pupils engage in external musical experiences.	Music lead SLT Possible cost for music provision	2025/2026