

ST WILFRID'S CATHOLIC PRIMARY



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	September 2024
Date this development plan will be reviewed	September 2025
Name of the school music lead	Mrs C Roxborough
Name of school leadership team member with responsibility for music	Miss J Sands
Name of local music hub	Durham Music Service
Name of other music education organisations	
Vision and Overall Objectives	
<p>At St Wilfrid's promotion of music curriculum has been a priority for many years. Additional funding has been put into music provision to give all our pupils a varied experience of music and opportunities for all pupils to learn an instrument by the end of Year 6.</p> <p>Many of our pupils have narrow and limited life experiences, our music curriculum and activities offer them the opportunity to hear, see and experience things beyond their immediate environment.</p> <p>Our aim is for all pupils to leave our school with an appreciation of music in many forms and the confidence to make music themselves.</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.

SLA with Durham Music Service for extended opportunities.

Every class has 1 term special tuition across the year. Lessons delivered in age appropriate way following our school progression. EYFS and KS1 sing, play tuned and untuned instruments, explore pitch rhythm etc. KS2 pupils learn to play Recorder (years 3 & 4) Ukelele (years 5 & 6). In these lessons the children listen to a variety of music aswell as playing and learning to read music.

When not receiving the specialist lessons teachers follow Active Music programme. Lessons are planned for 45 minutes per week.

School Choir is available as an after school club – provided free to all.

Performance is an important part of the process and termly performances are organised with the music teacher.

As a school, singing and performance opportunities arise across the year e.g. Proms on the play ground – Summer Outdoor performance of song and dance, international Languages day each class singing song in languages from across the world. Aswell as opportunities in lessons across the school day especially in EYFS and KS1.

Part A: Curriculum music

Development Priority (questions to consider when identifying priorities)	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>	<p>All pupils whatever their ability and need can access our school music curriculum.</p> <p>When needed adaptations and additional support are given. E.g. pupils who struggle with fine motor skills staff support them in Ukelele lessons.</p> <p>Pupils who are sensitive noise use ear defenders in louder sessions and whole class playing time.</p>	<p>Every pupil in school will have experience of listening to and making music on a regular basis.</p>		
<i>Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?</i>	<p>45 minutes each week is allotted to music – delivered by specialist music teacher or class teacher.</p>	<p>All pupils experience quality music instruction developing knowledge understanding and skills in making, and appreciating music.</p>		

<i>Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?</i>	Clear progression and plan is in place – building on previous learning from EYFS through to end of Year 6.	Planned and progressive curriculum in place and delivered well.		
<i>What opportunities do pupils have to learn to sing or play an instrument during lesson times?</i>	Years 3 – 6 learn to play an instrument. Each year the children have over 1 term of tuition in either recorder or ukelele. 1:1 instrument lessons are offered	On leaving St Wilfrid’s all children have skills in reading music and playing an instrument		
<i>What partnerships support the school’s music curriculum, e.g. a local music hub?</i>	We work closely with the local authority music service – with weekly lessons across school so all children receive specialist tuition	Weekly contact with music specialists		

Part B: Extra-curricular music

Development Priority (questions to consider when identifying priorities)	Action Implementation Strategies	Outcomes	Responsibility and costs	Date/ timescale
What music tuition offered outside of what is taught in lesson time?	Choir – offered weekly 1:1 woodwind tuition (Music service)	Pupils with appreciation of music and willingness to play/take part		
What music ensembles can pupils join outside of lesson time?	Choir – singing with a purpose half termly performancee	Pupils with confidence in performing		

Are pupils aware of how they can make progress in music outside of lesson time?	Sessions shared and advertised around school, clear objectives in lessons			
What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this?	School subsidises 1:1 tuition fees and covers the fees for Pupil Premium eligible pupils	Opportunities for all pupils to learn an instrument		
How can pupils join choirs or ensembles, and what is the charging and remissions information for this?	No charge, anyone can join choir	Enjoyment of singing and confidence in performing		

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?	All instrumental lessons end with performance over the term for other classes or whole school. Whenever possible pupils experience live music performance from the music service or Brass Festival players Classical music played over lunchtimes			
What charging fees are there for these musical experiences?	Most music performance or experiences are free or in extreme cases heavily subsidised			

<p>What does transition work look like with local secondary schools?</p>	<p><i>Any pupils receiving 1:1 instrumental tuition are part of transition activities with secondary – opportunities in Year 6 to play with other cluster schools in orchestra at secondary events</i></p> <p><i>Make contact with local secondary schools for a conversation about transition arrangements for this academic year; have a summary document of all children currently having instrumental lessons, singing in choir, or attending ensembles ready for this meeting.... Also liaise with Secondary school HOD re; Y7 expected level of musical knowledge and understanding</i></p>			
--	---	--	--	--

Part D: Improvements

<p>Development Priority <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>
<p><u>What improvements can be made to the music curriculum?</u></p>	<p>Embed the good practice already in place</p>			
<p><u>What improvements can be made to extra-curricular music provision?</u></p>	<p>Increase opportunities for after school music</p>	<p>More pupils accessing music /arts tuition and input</p>		<p>Offer by Spring term</p>
<p><u>What improvements can be made to external musical experiences?</u></p>	<p>Increase offer from Durham music service and theatre visits Investigate rock school</p>	<p>Increased opportunities for pupils to experience live music</p>		