**St William’s Catholic Academy**

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**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](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.

**Name of school**

**Music Development Plan**

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| **General overview** | | | | | |
| **Details of music development plan** | | **Information** | | | |
| **Academic year that this development plan covers** | | 2024-2025 | | | |
| **Date this development plan was published** | | September 24 | | | |
| **Date this development plan will be reviewed** | | July 25 | | | |
| **Name of the school music lead** | | Amii Oliver | | | |
| **Name of school leadership team member with responsibility for music** | | Michael Tiplady / Peter Bostock | | | |
| **Name of local music hub** | | Durham Music Service | | | |
| **Name of other music education organisations** | |  | | | |
| **Vision and Overall Objectives** | | | | | |
| *At St William’s we promote and deliver music to all children regardless of background, ability or language. The music curriculum develops pupils’ love of music, confidence and creativity, and provides children with a sense of pride and achievement through singing, playing, listening, evaluating and composing across a wide range of styles, periods, genres and traditions, resulting in the acquisition of knowledge. Children will listen, perform and compose in a safe environment where they can express themselves and take risks. They are given the opportunity to progress their creative excellence.*  *Our vision is 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.* | | | | | |
| **Core Components** | | | | | |
| *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 and hymn practices*  *Performance opportunities* | | | | | |
| **Part A: Curriculum music** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **& Costs** | **Date/**  **timescale** |
| *Has the music curriculum been adjusted to make it more accessible for pupils with specific needs, e.g. SEND?* | Use of schools ‘5 a day’ SEN strategies (EEF)  Support plans | |  |  |  |
| *Does the curriculum clarify how much time is allocated per week for music teaching across all key stages?* | Newly developed curriculum and culture document and curriculum map specify a minimum of 1 hour of music teaching per week | |  | All teaching staff | **Ongoing** |
| *Is the music curriculum informed by the model music curriculum or any other non-statutory guidance for teaching music?* | Modelled on National Curriculum | |  | Music Lead |  |
| *What opportunities do pupils have to learn to sing or play an instrument during lesson times?* | School curriculum covers a broad range of musical knowledge including singing and instruments.  School developing pupil passports to monitor coverage | |  | Music lead | **December 24** |
| *What partnerships support the school’s music curriculum, e.g. a local music hub?* | Durham music SLA provide whole class teaching and individual and small group tuition. | | Access to music teaching expert teachers and exposure to more instruments.  Opportunity for personal development |  |  |
| **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? | * 1. and small group music tution   Extra curricular choir club  Extra curricular ukulele club | | More children accessing extra curricular music activities including SEN and PP | Music Lead  No Cost | Ongoing |
| What music ensembles can pupils join outside of lesson time? | Regular singing in ‘Celebrations of the Word’ and assemblies  Hymn Practice | |  |  |  |
| Are pupils aware of how they can make progress in music outside of lesson time? | Music lead to develop this awareness through focused pupil activities and leading whole school activities | |  |  | **By December 24** |
| Are pupils aware of what music qualifications and awards they can receive outside of lesson time? | Furthe information to be sought from DMS to share with pupils and families. | | Children more aware of potential qualifications | Music Lead | **By December 24** |
| What instruments are offered for extra-curricular activities, and what is the charging and remissions information for this? | At St William’s children have access to extra curricular activities with the following instruments:  Flute  Clarinet  Ukulele  School led extra curricular options are charged at £2 per session.  Provision organised by Durham Music Service is charged at £64 per term. | | Increase in the numberof children accessing extra curricular instrument tuition. |  |  |
| How can pupils join choirs or ensembles, and what is the charging and remissions information for this? | Choir is currently open to all children in Key Stage 2 – 71 children  Cost is £2 per session | |  |  |  |
| Where can pupils rehearse or practice individually or as part of a group? | School hall, classrooms, playground. | |  |  |  |
| **Part C: Musical experiences** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility**  **and costs** | **Date/**  **timescale** |
| What musical experiences are planned for the academic year? | Pantomime Trip  Visiting Singers  St William’s Got Talent | | Pupil voice – pupils speaking positively about these events |  |  |
| How can pupils get involved with musical performances and concerts in and outside of the school? | All children in school who express an interest are able to participate in performances and extra curricular opportunities. | | Range of children including PP and SEN accessing |  |  |
| What charging fees are there for these musical experiences? | Pupil Premium children are subsidised for musical opportunities. | |  |  |  |
| What does transition work look like with local secondary schools? | Make contact with local secondary schools for a conversation about transition arrangements for this academic year; | |  |  |  |
| **Part D: Improvements** | | | | | |
| **Development Priority**  ***(questions to consider when identifying priorities)*** | **Action**  **Implementation**  **Strategies** | | **Outcomes** | **Responsibility and costs** | **Date/**  **timescale** |
| **What improvements can be made to the music curriculum?** | Development of ‘pupil learning passports’ in line with other foundation subjects to ensure that coverage is sufficient for mixed aged classes and that gaps are identified and filled. | |  | MT  Music Lead  All Staff | **Ongoing** |
| **What improvements can be made to extra-curricular music provision?** | Additional opportunities for children. i.e. introduction of ukulele club. | |  | Music Lead | **Ongoing** |
| **What improvements can be made to external musical experiences?** | Meet with DMS representative to identify additional opportunities that can be provided by the service. | |  | MT  Music Lead | **By Dec 24** |