



# St. Joseph's Catholic Primary School

## Music Development Plan Summary: 2024 – 2025



### Our vision for music

***“Music doesn’t lie. If there is something to be changed in this world, then it can only happen through music.”***

**Jimi Hendrix**

At St. Joseph’s, music plays a significant role in the personal and academic development of our children. We aim to provide high-quality music education, which enables children to develop a life-long love of music, whilst increasing their confidence, creativity and communication. We strive to ensure that all pupils are given the opportunity to participate in a variety of musical experiences, and that they understand and appreciate the importance of music in the wider community.

Specifically, the curriculum aims to provide children with the opportunity to:

- Perform, listen to, review and evaluate their own and others music across a range of periods, genres and styles.
- Explore musical terms and notations.
- Sing and use their voices to express themselves, create and compose music.
- Learn a musical instrument to enable them to create and compose music with these instruments.
- Understand how music is created, produced and communicated.

***“Music can change the world, because it can change people”***

**Bono**

### Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Mrs Rachel Hockey
Name of local music hub	Durham Music Hub

### Part A: Curriculum music

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

NPME features	What we do now	What we need to do to improve
<b>Timetable high-quality weekly music lessons for KS1 and KS2.</b>	<p>Class teachers deliver weekly music lessons following the Sparkyard curriculum as a base in years 1 – 6. The curriculum meets the requirements of the Model Music Curriculum.</p> <p>The curriculum is planned in sequences to allow children to review, remember, apply and deepen their</p>	<ul style="list-style-type: none"> <li>• Develop a ‘Listening Curriculum’ informed by the MMC to promote regular listening to a wide range of musicians from a variety of musical genres and periods of time.</li> </ul>

	<p>understanding of the knowledge and skills. Teachers plan lessons to be inclusive of all learners.</p> <p>Lessons are 1 hour in length and are timetabled weekly.</p> <p>In EYFS, music is delivered through holistic practices as an integral part of the EYFS curriculum. Music is planned across the four musical areas: Hearing and Listening, Moving and Dancing, Vocalising and Singing, Exploring and Playing.</p> <p>In KS1, pupils develop a love of music through very practical lessons, working on listening, creating and playing music.</p> <p>In KS2, years 3 and 4 pupils complete a 1.5 term instrument tuition course delivered by a tutor from Durham Music Hub. Pupils learn the ukulele. Lessons also include the elements of listening, analysis and notation. The curriculum has been adapted by the Music lead to go beyond the requirements of the National Curriculum, and to ensure that children are able to know and remember more.</p>	<ul style="list-style-type: none"> <li>• Work with the EYFS co-ordinator to review and develop the EYFS curriculum to be informed by the Sparkyard curriculum, to further support progression into KS1.</li> <li>• Investigate software that could be used in class to support teaching.</li> </ul>
<p><b>Provide access to lessons across a range of instruments and voice.</b></p>	<p>Throughout the curriculum children learn to explore, play and create with a wide range of tuned and untuned percussion.</p> <p>In EYFS, children use a range of untuned percussion instruments; they learn to play hand bells and read numeric notation to play ensemble pieces.</p> <p>In KS1, children explore tuned and untuned percussion within their units of work. They explore drumming to embed a strong sense of beat and rhythm. In Year 2, they are also taught violin by a specialist from Musical Mates. Whole class tuition continues in KS2, with ukulele lessons in Year 3 and 4, and recorder lessons in Year 5 and 6.</p> <p>Children in all year groups have regular opportunities to sing in music lessons, including singing in rounds and two-part harmony.</p>	<ul style="list-style-type: none"> <li>• Review progression in instrument tuition within the curriculum and outline a clear pathway for the range of instruments children are exposed to from KS1 to KS2.</li> <li>• Ensure all teachers are aware of strategies to teach singing and use vocal warmups.</li> </ul>

### Part B: Extra-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

NPME features	What we do now	What we need to do to improve
<p><b>Provide access to tuition across a range of instruments and voices.</b></p>	<p>Through tuition provided by Musical Mates and the Durham Music Hub, children are offered extra-curricular lessons in violin and guitar. Pupils can work towards ABRSM exams.</p>	<ul style="list-style-type: none"> <li>• Increase the uptake of instrumental tuition particularly with underrepresented groups of pupils.</li> </ul>

	<p>Extra-curricular music tuition currently costs £50 Per term. Pupils who qualify for Pupil Premium grant funding have their tuition fully subsidised.</p> <p>Singing and vocal work is well established within liturgical celebrations and masses.</p>	<ul style="list-style-type: none"> <li>• Raise awareness of financial support for tuition.</li> <li>• Develop whole school singing with more regular singing sessions that provide more opportunities for ensemble singing.</li> <li>• Work to increase the range of genres and styles that the children can sing.</li> </ul>
<b>Offer the opportunity to join a school choir.</b>	We currently have a small KS2 choir who meet weekly and sing for pleasure.	<ul style="list-style-type: none"> <li>• Develop the choir to include regular rehearsals, increasing the range of musical genres.</li> <li>• Extend the offer of choir membership to children in Years 1 and 2.</li> <li>• Improved working relationship between the Music co-ordinator and the secondary school Music co-ordinator.</li> </ul>
<b>Offer a school band.</b>	We do not have a formal band within the school.	<ul style="list-style-type: none"> <li>• Work to develop a band, initially for end of term performances.</li> </ul>
<b>Provide space for rehearsal and individual practice.</b>	The Prayer Room is a room which is multi-purposed. This room is timetabled to allow a quiet space for all music tuition and for pupils to practice individually during break-time periods.	<ul style="list-style-type: none"> <li>• N/A at present.</li> </ul>

### Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

<b>NPME features</b>	<b>What we do now</b>	<b>What we need to do to improve</b>
<b>Offer termly school performances.</b>	There is a well-established Christmas musical performance at St. Joseph's, in which all pupils participate. Children who receive instrumental tuition participate in a small termly concert.	<ul style="list-style-type: none"> <li>• Establish and develop musical performances that feed into the Summer celebration programme at the end of the academic year, allowing for both individual and ensemble performances.</li> </ul>
<b>Provide opportunities for children to enjoy live music performances at least once per year.</b>	There is a yearly rock concert performed by Musical Mates for the whole school, and a smaller performance allowing the children to explore the sound of individual instruments.	<ul style="list-style-type: none"> <li>• Explore the possibility of attending events crossing a wider range of musical genres.</li> </ul>

<b>Participate in community music events.</b>	KS2 pupils attend the school's annual Christmas Fayre and Tree Lighting event. In addition, we visit a care home and sing to the residents.	<ul style="list-style-type: none"> <li>• Increase opportunities for pupils to participate in local music events.</li> </ul>
<b>Communicate opportunities for children to participate in external musical events (e.g. choirs / ensembles).</b>	We communicate with our parents via email, newsletters, school website and social media to inform them of opportunities for our school children to participate in a range of extra-curricular activities.	<ul style="list-style-type: none"> <li>• Raise awareness of a wider range of opportunities such as local youth choirs, and support parents in registering.</li> </ul>

#### Part D: Leadership and Management

<b>NPME features</b>	<b>What we do now</b>	<b>What we need to do to improve</b>
<b>Music Co-ordinator is in place</b>	<p>We have an experienced Music Co-ordinator in place who oversees the planning of the music curriculum and all extra-curricular activities.</p> <p>The Music co-ordinator liaises with Durham Music Hub and Musical Mates to organise the extra-curricular violin and guitar tuition.</p>	<ul style="list-style-type: none"> <li>• Music Co-ordinator to conduct a pupil voice exercise and conduct learning walks to gain an overview of current provision to inform future development.</li> </ul>
<b>Staff have access to CPD where needed to enable the curriculum to be delivered effectively and by those with subject knowledge.</b>	<p>Staff have received support in school from the Music Co-ordinator and follow the Sparkyard curriculum.</p> <p>The Sparkyard curriculum has additional teaching resources and supporting videos to help support teachers with the delivery of the curriculum.</p>	<ul style="list-style-type: none"> <li>• Explore the range of CPD offered by the local music hub to provide additional training to non-specialist staff.</li> <li>• Develop a closer working relationship with the secondary school, accessing specialist musical support.</li> </ul>

#### In the future

<b>Area for development</b>	<b>Action</b>	<b>Date for completion</b>
Use of pupil voice, learning walks to inform development targets.	Music co-ordinator to carry these out in advance of the Autumn term to inform planning and future CPD.	July 2024
Improve school choir offer, with membership reflecting the entire school community.	Introduce regular lunchtime rehearsals and increase the range of genres covered by the choir.	Autumn 2024
Increase the number of pupils engaging in musical instrument tuition.	<p>Ensure the opportunities for extra-curricular tuition are advertised to parents.</p> <p>Establish and develop a musical summer performance where pupils can perform using their musical instruments.</p>	Ongoing

Staff CPD	Music co-ordinator to liaise with the local music hub and St. Leonard's to access relevant CPD opportunities for teaching staff.	Summer 2025
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**Further information (optional)**

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