

Music development plan summary: St Mary's Catholic Primary School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

| Detail | Information |
|--|-------------------------------|
| Academic year that this summary covers | 2023/2024 |
| Date this summary was published | 19.07.24 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Miss Laura Day |
| Name of school leadership team member with responsibility for music (if different) | n/a |
| Name of local music hub | The Point Doncaster Music Hub |
| Name of other music education organisation(s) (if partnership in place) | n/a |

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.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.
- information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

For secondary schools: Set out what music qualifications and awards pupils can study and achieve at the school in the academic year, including graded music exams (all key stages) and GCSE, A level or vocational and technical qualifications (at key stage 4 and 16 to 18). If your school already publishes this information, include a link in this summary.

Children at St Mary’s Catholic Primary School follow the ‘Kapow’ Music scheme which was introduced to our school last year. The scheme is meticulously developed from an overarching curriculum based on the interrelated dimensions of music. This means music is explicitly taught and the skills for understanding how music is structured and

produced is built upon, using a cyclical principle that increased depth of prior knowledge.

Music is taught every other half term, 1 half-term per unit. This is taught for approximately 1 hour per lesson weekly with the opportunity for performance to complete the unit. During these lessons, the Kapow music scheme allows children to access both tuned and un-tuned instruments, as well as using voices and body sounds.

In EYFS, music has its own dedicated provision area that is accessible to children daily, this is organised to be a 'stage' so children can practise, learn and perform to each other and their teachers as they so wish.

Being a catholic school, children at St.Mary's have the opportunity to practise and perform hymns in church, engaging in whole school hymn practise once per week and performing the hymns in various celebrations throughout the year. This is led by an experienced practitioner that leads using a live instrument, guiding the children and working collaboratively. During extra-curricular time, children can engage in instrument learning such as playing the recorder in 'recorder club' and enjoying moving to music in dance club. Allowing children, the opportunity to learn an instrument in school, as part of the whole school learning, is a target for the school for 2025.

Part B: Co-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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

Children can engage in extra-curricular lessons learning instruments such as the recorder after school. This would be as a medium to large group of children that have selected to engage in this activity. This is a free club where parents are not charged and all children have the opportunity to access this club if they so choose.

There is additionally a choir in school that is to support the hymn practises and this is also free and voluntary, led by the same practitioner that leads the whole school hymn practise.

Throughout the children's in-class music lessons, the children have access to a large variety of percussion instruments such as tambourines, castanets, maracas, glockenspiels and more. These are all stored in a safe location that all teachers have access to when they wish.

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

As stated previously, regular hymn practise weekly is an opportunity all children access and performances are completed throughout the year. These performances are through whole school Mass, however hymns are also used in school performances such as 'The Day of the Rosary' and during weekly whole school gospel assembly.

Children take part in local events such as 'Carols in the park' and 'Sing Out' to represent our school within the local community.

There are also other celebrations that allow for performance based singing, including the key stage nativities at Christmas time and their performances during them.

In the future

This is about what the school is planning for subsequent years.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.

During the next academic year, the school plans to expand the range of instruments that children have access to, such as purchasing keyboards or ukuleles. Keyboards so the children will have access to a more versatile instrument during their tuned instrument lessons in class, and to allow for the opportunity for extra-curricular ensemble groups and performances.

The schools plans to implement the opportunity for all children to learn an instrument such as the ukulele, led by an experienced practitioner to widen the children's access to music including pupil premium and SEND children.

Additionally, there are targets to increase the opportunities for performance in school, such as children rehearsing and performing to other classes and even to the whole school after they have completed a curriculum unit on Kapow's music scheme.

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

Once our school has reached next year's targets, it has been discussed that looking into wider performance hubs such as attending 'Young Voice' and other local music education organisations will further develop the children's access to performance and widen their understanding of music can be integral to our community.