

## Music Development Plan

School: St Catherine's C of E Primary School  
Trust/local authority: An Daras Multi Academy Trust

Local music hub: ASONE  
Music lead: Sally Powell  
Trust Music Lead: Ollie Stephens  
Executive Headteacher: Louise Hussey

Date Reviewed: October 2024  
Review date: October 2025

<b>Music Development Plan</b>	
<b>1 – Overall objective</b>	Pupils leave St Catherine's Primary School having developed a love of music and an understanding of how to make music. Pupils develop a lifelong love of music. They are given the opportunities to experience a high-quality range of recorded and live music and learn to play a range of instruments, including the voice, with increasing skill and confidence.
<b>2 – Key components</b>	<ul style="list-style-type: none"><li>• Thorough curriculum coverage through long term, whole school planning</li><li>• Use of music technology (part of development plan to improve in school provision)</li><li>• Singing as a school focus, bringing the joy and enjoyment of music and singing to all children, wherever possible</li><li>• EYFS using carefully considered activities and continuous provision to meet key creative learning objectives and developmental goals</li><li>• End of KS1 First access teaching focused on ensuring pupils are ready for the musical challenges of KS2</li><li>• Provision which respects the needs and wishes of SEND pupils</li><li>• Strong links with ASONE Hub which enhance and extend provision and opportunities</li><li>• Performance opportunities for whole school, individual classes, focus groups such as choirs and solo opportunities where appropriate</li><li>• Listening and appraising musical genres in class teaching and whole class opportunities</li><li>• Small group and individual instrument lessons (piano, keyboard, strings and guitar currently available in school) provided by specialist peripatetic teachers</li><li>• Access to a continually improving range of music instruments – both tuned and percussion</li><li>• Developing opportunities to listen to professional performances and discuss their own opinions and ideas about pieces of music across different genres.</li><li>• Using the New Model Curriculum resources in Charanga to support music teaching development and ensure curriculum coverage</li></ul>

<b>3 – Classroom instrumental teaching</b>	<ul style="list-style-type: none"> <li>• Offer to pupils of a term of music lessons delivered by specialist music teachers at least once through their primary progression.</li> <li>• Composition opportunities as part of Charanga scheme of work and where possible, working with outside agencies such as Cornwall Music practitioners.</li> <li>• Percussion and tuned instrument skill development</li> <li>• Teacher Charanga training offered regularly and included in whole school training</li> </ul>
<b>4 – Implementation of key components</b>	<ul style="list-style-type: none"> <li>• School has a rolling programme of themes and songs covered as outlined in Charanga's New Model Curriculum</li> <li>• Skills progression framework from EYFS-Y6</li> <li>• Assessment is conducted by recording audio/video at the beginning and end of each unit with notes about any particular successes, pupils and areas to develop.</li> <li>• Assessment in years 1-6 is also completed using an assessment diamond for each unit of work (recording teacher assessment)</li> <li>• Weekly singing assemblies prepare pupils to perform for parents in half termly celebration assemblies</li> <li>• Themed music played during weekly assemblies</li> </ul>
<b>5 – Communication of activities</b>	<ul style="list-style-type: none"> <li>• Parents informed of opportunities via school newsletter and Class Dojo</li> <li>• Performances shared with parents in person or via Class Dojo where appropriate</li> <li>• Music lesson videos regularly shared with parents throughout units</li> <li>• Music plan and skills progression available on the school website</li> </ul>
<b>6 – Evaluation process for the success of the Music Development Plan</b>	<ul style="list-style-type: none"> <li>• Half termly review of school plan and wider musical opportunities by subject lead</li> <li>• Monthly completion of subject monitoring documentation by subject lead</li> <li>• Termly lesson observations carried out by Subject lead – including teaching observations, assessment evidence and pupil voice</li> <li>• Improvements outlined in the action planning section of this music development plan and to be reviewed in January 2024.</li> </ul>
<b>7 – Transition work with local secondary schools</b>	<ul style="list-style-type: none"> <li>• Via ASONE Hub link with Launceston College – providing music transition days and potential for wider range of musical events which support transition</li> </ul>
<b>8 – Budget materials and staffing</b>	<ul style="list-style-type: none"> <li>• Annual subscription to Charanga (ASONE funding)</li> <li>• Visiting music teachers cost if outside of First Access</li> <li>• Songfest entry fee - £75 annually</li> <li>• CPD – free through Charanga</li> <li>• Cost of visiting musicians (potentially shared across trust)</li> <li>• PPG funding of peripatetic teaching</li> <li>• Subject leader release time for monitoring and review</li> <li>• Bursary applications for rare instruments</li> </ul>
<b>9 – Pupil Premium and SEND provision</b>	<ul style="list-style-type: none"> <li>• Quality first teaching for all pupils.</li> <li>• Subsidies available for pupil premium pupils who engage with 1:1 music lessons via ASONE Hub</li> <li>• SEND pupils have opportunities to play adapted instruments where necessary and with support where required.</li> </ul>
<b>10 – Summary Action Plan</b>	<p>See attached.</p>

Explaining Context (rationale/evidence)	Achieving Clarity (defining priority and time frame)	Achieving Consistency (actions delivering consistency)	Achieving Capacity (tasks/costs/resources/training/personnel delivering capacity)	Expected Outcome/Impact (define success/KPIs/pupil achievement)	Review October 2024
Short term – from September 2023					
Develop access for pupils to visiting musicians	By Dec 2023 the first visit to all classes to be completed	Making wider community links to offer termly visits (classes and whole school assemblies)	<ul style="list-style-type: none"> <li>▪ Costed at approximately £150 for initial visit</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils to have an inspirational and exciting experience of musical performance tailored to their age and stage of development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Peripatetic teachers perform in assemblies</li> <li>▪ Musical theatre performance annually</li> </ul> <p>Further Action:</p> <ul style="list-style-type: none"> <li>• Invitation to perform to Launceston Town Band</li> <li>• Invitation to local community members to perform in school</li> </ul>
Improve access to a wider range of musical instruments and ensure wider range part of school LTP for music	By Sept 2023 new LTP in place detailing KS1/KS2 range of instruments linked to charanga unit	Liaise with Trust Music Lead to ensure curriculum coverage and intent is strong	<ul style="list-style-type: none"> <li>▪ Instrument hire per term £35-£70</li> <li>▪ Invest in several whole class sets of handbells/chimes and boom whackers (cost TBC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils to experience whole class teaching and performance with a wider range of musical instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Full class set of handbells purchased</li> <li>▪ Full class set of Boom Whackers purchased</li> <li>▪ Ukelele instrument set shared with other MAT school</li> </ul> <p>Further Action:</p> <ul style="list-style-type: none"> <li>• Review LTP with range of instruments</li> <li>• Consider brass/wind instrument access</li> </ul>
Develop brass instrument teaching opportunities for pupils	By Dec 2023 investigation completed into local, available peripatetic brass instrument teachers and opportunity advertised across the school	Using links with CMT and AsOne to identify practitioners	<ul style="list-style-type: none"> <li>▪ Potential cost for PPG pupils (costs TBC)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pupils to have access to brass instrument teaching (currently have piano, cello, keyboard, strings and guitar in place in school)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Initial enquiries made</li> </ul> <p>Further Action</p> <ul style="list-style-type: none"> <li>▪ Continue to enquire about possible practitioners able to provide brass/wind instrument lessons in local area</li> </ul>

Pupils have the opportunity to perform to peers and/or parents at least once a term	Pupils will perform to peers and/or parents in school assemblies, seasonal performances, extra-curricular performances etc.	All pupils across the school will have been afforded the opportunity to sing or play an instrument to an audience at least once per term.	<ul style="list-style-type: none"> <li>Ensure opportunities to perform are mapped out, e.g. class assemblies, seasonal performances, post First Access performances etc.</li> <li>Space is allocated for rehearsal/</li> <li>performance time.</li> </ul>	Pupil's performances show increasing confidence.	<ul style="list-style-type: none"> <li>Termly music performance to parents for all pupils learning instruments</li> <li>Musical Theatre performance termly for small projects and annually for full plays</li> <li>Final musical pieces shared on Dojo termly</li> <li>Harvest and Christmas performances annually including musical elements</li> </ul>
Singing in whole school assemblies and collected worship is planned to ensure that pupils experience a range of musical genres	By Spring Term 2023-24 a song plan/list to be in place to ensure that pupils experience a range of genres and mood in singing opportunities	Link to suggested musical genres in The New Model Curriculum	<ul style="list-style-type: none"> <li>Subject leader time costed to complete this task as part of subject leadership</li> </ul>	Pupils have access to a wide range of musical genre and mood in the opportunities they have to sing together	<ul style="list-style-type: none"> <li>Charanga listening calendar used weekly</li> <li>Worship songs planned throughout year (a range of genres)</li> <li>Regular whole school listening activities</li> </ul> <p>Further Action</p> <ul style="list-style-type: none"> <li>Further weekly follow up with listening questions from listening calendar choice</li> </ul>
<b>Medium to long term – from September 2024</b>					
All pupils have access to a specialist music teacher including peripatetic music teaching	Schools have planned in regular opportunities for pupils to have lessons with a specialist music teacher so that all pupils have had the opportunity to learn an instrument for a term.	Rolling programme for music and knowledge and skills organiser clearly demonstrates when all pupils will be taught each theme musical instruments by peripatetic teacher	<ul style="list-style-type: none"> <li>Planned in access to music teachers funded by First Access.</li> <li>Shared resources across the Trust.</li> </ul>	Pupils have experience of specialist music teaching and opportunity to learn an instrument.	<ul style="list-style-type: none"> <li>KS1 Inspiration project booked for Year 2</li> <li>EYFS project scheme purchased and delivered by CMST</li> <li>KS1 first access booked for Year 3</li> </ul> <p>Further Action</p> <ul style="list-style-type: none"> <li>Review LTP to widen whole class teacher led instrument focus</li> </ul>
Offer pupils the opportunity to widen the impact of their peripatetic teaching by playing in informal group ensembles	By September 2024 the first active, regular ensemble to be in place.	Liaise with Trust Music Leader for advice and specialist support	<ul style="list-style-type: none"> <li>Music lead to consider how best to run this – potential cost if staffing an after school or lunchtime club</li> </ul>	Pupils learning an instrument or interested in singing or percussion will have the opportunity to play in an informal group ensemble.	<ul style="list-style-type: none"> <li>Initial contact made with AsOne primary support teacher and agreed they can support start of ensemble alongside school music lead – times/days TBC</li> </ul>

<p>Pupils have the opportunity to enjoy a live performance at least once a year</p>	<p>All pupils, by the end of their primary education will have experiences a live music performance.</p>	<p>Events will be planned for the school and trust to experience live music</p>	<ul style="list-style-type: none"> <li>▪ Money allocated for pupils to visit a live music event, musician to visit the school, or a live music event for the trust.</li> </ul>	<p>Enrichment opportunity for pupils to experience live music.</p>	<ul style="list-style-type: none"> <li>• Musical theatre group booked annually</li> <li>• Songfest attended annually – including performances from Launceston College GCSE and A Level students/bands</li> </ul>
<p>Knowledge and skills progression restructured to make clear rhythm and notation.</p>	<p>Charanga is supplemented by peripatetic teaching and model music curriculum, so skills are built on in specific year groups.</p>	<p>Regularly visit lessons and check recordings to show progression of skills.</p>	<ul style="list-style-type: none"> <li>▪ Release time of staff to restructure curriculum.</li> <li>▪ Costs of peripatetic music teachers (to be confirmed.</li> <li>▪ Subscription to Charanga.</li> </ul>	<p>Raised pupil attainment and progress. Greater knowledge and confidence in teachers</p>	<ul style="list-style-type: none"> <li>• Charanga skill/knowledge progression shared with all staff</li> <li>• Identified area of development – musical notation</li> </ul> <p>Further Action</p> <ul style="list-style-type: none"> <li>• Plan teacher training in notation teaching</li> <li>• CMST/AsOne services support to be sought in developing curriculum further</li> </ul>
<p>Improving the use of music technology across the primary range in the school</p>	<p>Audit current capacity and staff knowledge by Sept 2024 and update this plan with agreed actions from this audit</p>	<p>Ensure that composition in enhanced with a range of musical technology</p>	<ul style="list-style-type: none"> <li>▪ Possible school investment in recording devices or I pad software</li> </ul>	<p>Pupils become skilled in using a range of musical technology to compose and record their compositions</p>	<ul style="list-style-type: none"> <li>• Annual conductive music sessions KS2 using Makey Makey</li> <li>• AsOne support in KS2 to upskill teacher in composition recording</li> </ul> <p>Further Action</p> <ul style="list-style-type: none"> <li>• Research further teacher training in using music tech included with Charanga</li> </ul>