



St Matthew's Catholic Primary School



Music Development Plan 2024-2025

Head Teacher: Mr Martin Gray

Music Lead: Dr Michelle Saunders

St Matthew's Catholic Primary School

Highfield Lane

NE42 6EY



Our vision for Music:

"Music can change the world, because it can change people."

Bono

At St Matthew'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 music instrument to enable them to create and compose music with these instruments.
- Understand how music is created, produced and communicated.

Self Evaluation

Primary Music Self-Evaluation 1 - In the classroom

Focussing	Developing	Secure (in place/addition to 'developing')	Enhancing (in addition to 'secure')
<p>Music is delivered 'ad hoc' and not in every year group.</p> <p>Some groups of students are unable to access the music curriculum.</p> <p>Progress over time is not measured or celebrated.</p> <p>There are limited resources for teaching</p>	<p>Music is a timetabled subject, with schemes of work and assessment in place.</p> <p>All students can access this curriculum from EYFS to Year 6.</p> <p>Students engage with schemes of work and build areas of musical interest and growing skill.</p> <p>Pupils with SEND can participate and engage with music-making</p> <p>There is adequate space and resources for teaching, including class sets of tuned and un-tuned instruments</p>	<p>The music curriculum is at least as ambitious as the national curriculum, drawing on insights from the model music curriculum.</p> <p>Curriculum sequencing is clear.</p> <p>Good progress is demonstrated by secure and incremental learning of the technical, constructive, and expressive aspects of music, developing musical understanding.</p> <p>Pupils with SEND can participate and progress well (supported by technology, tools and adapted instruments)</p> <p>Space and resources allow breadth of curriculum for all students, including music technology</p>	<p>Curriculum goes beyond level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e., concerts, live events)</p>

Notes/Context:

Areas to develop – inclusion of MMC guidance on listening for classes – extend 'Musician of the Week' to all classes; inclusion of music technology elements; ensuring all pupils can fully access the curriculum by providing sufficient adaptations; support teachers with appropriate CPD; develop EYFS curriculum using guidance from *KAPOW!* to support transition to Year 1. Review and develop clear progression in instrument tuition for classes.

Primary Music Self-Evaluation 2 - Beyond the classroom

Focussing	Developing	Secure (In place/addition to 'developing	Enhancing (in addition to 'secure')
<p>Singing takes place infrequently and repertoire is not varied.</p> <p>There are opportunities to perform for a small number of pupils.</p> <p>There may be barriers to participation.</p> <p>Facilitation of one to one and small group tuition is limited and inconsistent.</p> <p>Musical skills and interests cannot be extended as the enrichment offer is limited and local opportunities are not signposted.</p>	<p>Singing and vocal work is frequent, varied and all students are engaged</p> <p>All pupils, including the most disadvantaged and pupils with SEND, have an opportunity to perform regularly.</p> <p>In-school musical events take place at least termly.</p> <p>The school facilitates one to one and group tuition.</p> <p>Pupils and families facing the largest barriers are given support to engage in music learning as part of, and beyond, the curriculum.</p> <p>Musical skills and interests are extended through extra-curricular activities, such as music clubs, and all pupils are given the opportunity to participate.</p> <p>Local opportunities are signposted.</p>	<p>Singing and vocal work is embedded into the life of the school and into every child's experience, drawing on a wide range of high-quality, age-appropriate repertoire and developing musicianship.</p> <p>All staff in the school can support singing</p> <p>Music performance is a prominent component of school life from an early age; music is performed in assemblies and events such as sports day and open evenings alongside in-school events.</p> <p>Students also perform to the wider community in local/regional events (for example, Hub events and local festivals).</p> <p>In-school musical events take place at least twice a term.</p> <p>The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.</p> <p>A considerable proportion of students are involved in music making</p>	<p>A full, long-term singing strategy is in place that ensures progression for all students.</p> <p>The school tracks and monitors engagement in enrichment, ensuring that there is a considerable proportion of students able to engage in music in and out of school.</p> <p>Provision is targeted, demonstrating wider impact. Students can take leadership roles in musical opportunities</p> <p>The school is actively involved in national, largescale events</p>

Notes/Context:

Continue to develop singing within the school to produce a whole school singing strategy. Work to increase the number of pupils engaging with extra-curricular music and instrument tuition. Increase whole-school engagement in wider music opportunities (engagement with live music outside of school, participation in wider musical events)

Primary Music Self-Evaluation 3 - Leadership and Management

Focussing	Developing	Secure (In place/addition to 'developing	Enhancing (in addition to 'secure')
<p>A named subject lead is in post</p> <p>Training for staff delivering music has limited impact</p>	<p>A named, trained subject lead is in post.</p> <p>The subject lead is supported by a senior leader advocate in school, who understands the national curriculum and is aware of the National Plan for Music Education.</p> <p>All staff delivering music receive annual training, addressing their CPD needs and has impact</p>	<p>Music is explicitly referred to in the school improvement plan and the department development plan drives continuous improvement</p> <p>A named member of the LGB takes a special interest in subject provision, supporting strategic development and holding leaders to account</p> <p>All staff receive annual training to maintain their confidence and build expertise</p>	<p>There is a five-year strategic vision for music that is in line with the National Plan for Music Education</p> <p>Staff deliver training beyond their own school setting, sharing their expertise more widely (for example, through their subject association or local networks)</p>

Notes/Context:

- CPD for staff to support their delivery of the curriculum
- Subject lead to attend further training to support development of the curriculum
- Develop a more specific vision for music
- Work with the BWCET trust to develop a wider vision for Music within the trust at primary schools
- Liaise with secondary schools within the trust to develop
- Include Music on School Development plan to raise profile and help focus the development plan

**Primary Music Self-Evaluation
4 - Community & Partnerships**

Focussing	Developing	Secure (In place/addition to 'developing	Enhancing (in addition to 'secure')
<p>Engagement with the Music Hub is inconsistent</p> <p>Small-scale performance takes place in the community, building on existing school links</p> <p>Some parents and carers support music-making in the school by attending events</p>	<p>The school takes up opportunities from the Music Hub and signposts opportunities for students</p> <p>Community links with music are established, and regular events take place throughout the school year</p> <p>Parents and carers actively support music making, through support at events and through home learning</p>	<p>The school makes the most of a wide range of opportunities from the Music Hub, working as an active partner</p> <p>Meaningful partnerships are established with the community where a considerable proportion of students engage with this and there are clear civic and moral benefits</p> <p>The views of pupils and parents have been considered when developing music provision.</p>	<p>The school is a leading school in the local community and with their Music Hub</p> <p>There is a co-ordinated programme of community events, planned in partnership</p> <p>Parents/carers and the wider community are actively involved in school music making</p>

Notes/Context:

Use of pupil and parent voice to review and develop music provision
 Continue to develop and further engage with MPN's wider opportunities
 Continue to develop community links and look to participate in wider range of music events for all KS

Music Development Plan Summary

Overview	
Detail	Information
Academic year that the summary covers	2024-2025
Date this summary was published	June 2024
Date the summary will be reviewed	June 2025
Name of school music lead	Dr Michelle Saunders
Name of local music hub	Music Partnership North

1. In the classroom		
NPME features	What we do now	What we need to do to improve
<p>Timetable high quality weekly music lessons for KS1 and KS2 (at least 1 hour per week)</p>	<p>Class teachers deliver weekly music lessons following the <i>Kapow!</i> curriculum as a base in years 1 to 6. The curriculum meets the requirements of the Model Music Curriculum.</p> <p>Lessons are between 40 mins and 1 hour each week. The curriculum is planned in sequences to allow children to review, remember, apply and deepen their understanding of the knowledge and skills. Teachers can plan lessons to be inclusive of all learners.</p> <p>In Early Years, music is delivered through holistic practice as an integral part of the EYFS curriculum. Music is planned across the four musical areas: Hearing and Listening, Moving and Dancing, Vocalising and Sunging, 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 4 and 5 children complete a 2.5 term instrument tuition course delivered by a Music Partnership North tutor. Pupils learn the pocket trumpet. Lessons also include elements of listening, analysis and notation. The curriculum has been modified by the Music Lead to ensure that all curriculum objectives can be taught alongside the instrument tuition.</p>	<ul style="list-style-type: none"> Develop a 'Listening Curriculum' informed by the MMC (currently only in Y6) to promote regular listening to a wide range of musicians from a variety of musical genres and periods of time. Work to develop the subject content relating more specifically to Music Technology. Music Lead to review current provision, seek advice from MPN staff and use links with our secondary school partner to support class teachers. Investigate software that could be used in class to support teaching. Work with the EYFS lead to review and develop the EYFS curriculum to be informed by the <i>Kapow!</i> EYFS scheme, to further support progression to KS1.
<p>Provide access to lessons across a range of instruments and voice</p>	<p>Throughout the curriculum children learn to explore, play and create with a wide range of tuned and un-tuned percussion. In EYFS, children use a range of un-tuned percussion instruments; they learn to play hand bells, reading numeric notation to play ensemble pieces. In KS1 children</p>	<ul style="list-style-type: none"> Review progression in instrument tuition within the curriculum and outline a clear pathway for the range of instruments

	<p>explore tuned and un-tuned percussion within their units of work. This continues in KS2, with pupils writing and reading notation to play a range of percussive instruments. In years 4 and 5 children learn to play pocket trumpet.</p> <p>Children in all year groups have regular opportunities to sing in music lessons and to develop their skills in solo and ensemble singing including singing in rounds and two-part harmony.</p>	<p>children are exposed to from KS1 to KS2.</p> <ul style="list-style-type: none"> • Ensure all teachers are aware of the strategies to teach singing and use vocal warmups. • Work with the MPN tutor to develop the units of trumpet tuition to ensure all curriculum objectives are comprehensively covered.
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2. Beyond the classroom

NPME features	What we do now	What we need to do to improve
<p>Provide access to tuition across a range of instruments and voices</p>	<p>Through tuition provided by MPS tutors, children are offered extra-curricular lessons in woodwind strings and brass instruments. Pupils can work towards ABRSM exams.</p> <p>Singing and vocal work is well established in school with regular singing in school assemblies, liturgical celebrations and Masses.</p>	<ul style="list-style-type: none"> • Increase the uptake of instrumental tuition, particularly with under-represented groups of pupils. Raise awareness of financial support for tuition. • Develop whole school singing with more regular singing sessions to rehearse and improve ensemble singing. Work to increase the range of genres/styles that children can sing.
<p>Offer the opportunity to join a school choir/vocal ensemble</p>	<p>We currently have a KS2 choir that leads singing in school assemblies and participates in external music events.</p>	<ul style="list-style-type: none"> • Develop the choir to include regular rehearsals and to increase the range of musical genres. Music Lead to take advice from MPN/ Secondary school partner.
<p>Offer a school ensemble/band</p>	<p>We currently do not have a formal ensemble or band within the school. Pupils do sometimes perform as a class at the end of a unit of work.</p>	<ul style="list-style-type: none"> • Work to develop ensemble, initially for end of term performances (MPN tutors to support Music Lead with this)
<p>Provide space for rehearsal/individual practice</p>	<p>Year 6 classroom is currently available for practice at break times/lunch when Music Lead is available to support.</p>	<p>N/A at present</p>
<p>Termly school performances</p>	<p>These are well-established at SMP. We have 3 Christmas musical theatre performances (EYFS, KS1 and KS2) in which all pupils participate. In addition, we have Christmas and Summer concerts where all classes perform musical pieces (singing or instrumental) as well as individual and ensemble performances from pupils who have lessons either at school or outside of school. These are celebrations of our pupils' progress and</p>	<ul style="list-style-type: none"> • Continue to develop these performances, particularly musical ensembles in the winter and summer concerts.

	talents and are enjoyed by pupils, staff and parents.	
3. Leadership and Management		
NPME features	What we do now	What we need to do to improve
Music Lead is in place	We have an experienced Music Lead in place who oversees the planning of the music curriculum and all extra-curricular music activities. The Music Lead liaises with MPN to organise music tuition.	<ul style="list-style-type: none"> • Music lead to access further training from local music hub to update skills base considering MMC and guidelines of NPME. • Music Lead to carry out pupil voice and learning walks to get overview of current provision to inform development.
Staff have access to CPD where needed to enable curriculum to be delivered effectively and by those with subject knowledge	Staff have received support in school from the Music Lead and follow the <i>Kapow!</i> curriculum which has CPD videos for lessons and all units to assist teachers	<ul style="list-style-type: none"> • Explore the range of free CPD provided by MPN to provide additional training to non-specialist staff.
4. Community and partnerships		
NPME features	What we do now	What we need to do to improve
Provide opportunities for children to enjoy live music performance at least once per year	We do not currently have the opportunity to experience a live music performance. In previous years we have attended a concert at the Sage, Gateshead.	<ul style="list-style-type: none"> • Explore opportunities to engage with Royal Northern Sinfonia and other musical ensembles in the area
Participate in community music events	KS2 pupils attend a 'Big Sing' event at our partner secondary school. KS2 choir participate in the local Christmas Fair, singing at the lights switch-on and at the local library. In addition, we visit a local care home and sing to the residents.	<ul style="list-style-type: none"> • Increase opportunities for pupils to participate in local Music events (Music Lead to contact MPN to explore opportunities)
Communicate opportunities for children to participate in external musical events (e.g. choirs/ensembles)	We communicate with our parents via email, website and social media to inform them of opportunities for our school children to participate in a range of extra-curricular activities.	

Key priority areas for development for 2024-2025		
Area for development	Action	Date for completion
1. Develop listening curriculum	MS to use MMC to develop weekly musicians/composers to use in class (whole-school) for listening in the morning/quiet time	Sep 2024

2. Staff CPD	MS to liaise with MPN to access relevant CPD opportunities for teaching staff	Summer 2025
3. Develop school choir to increase membership and repertoire	MS to Introduce regular lunchtime rehearsal and increase range of genres of music covered by choir	Autumn 2024
4. Increase number of pupils engaging in instrument tuition.	Advertising to parents; information at summer concert.	Ongoing
5. Use of pupil voice, learning walks to inform development targets	MS to carry these out in advance of autumn term to inform planning/CPD	July 2024