



Music Development Plan

School: St Joseph's Catholic Primary School

Trust/local authority: BCP

Local music hub: SoundStorm Music Hub

Music lead: Amy Price

Music specialist (if applicable): Amy Price

Headteacher: Neil McDermott

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	Music Development Plan
1 – Vision or overall objectives	<p>At St Joseph's Catholic Primary School, we value music highly as a powerful and unique form of communication that can change and impact the way in which children feel, think and act. Music is a universal language that embodies one of the highest forms of creativity. We want our music provision to inspire children to sustain a life-long love of music and enhance their talent as musicians. Our curriculum is designed to increase each child's self-confidence and aspirations, recognising the way in which music can play an important role in the personal development of each child. Learning at St Joseph's aims to inspire and motivate children to continue with a life-long delight and involvement in music.</p> <p>As children progress, our intent is that the curriculum enables all children to develop a critical engagement with music, allowing them to compose and listen with discrimination to the best in the musical cannon. Children develop a greater appreciation of the world we live in, by understanding both their own and different cultures and societies through music.</p> <p>Our music planning has a coherent progression of interconnected knowledge and skills, purposefully driving forward each child's musicality. It is ambitious for all groups, including SEND. Greater depth opportunities are available for every learner to reflect our high expectations.</p>
2 – NPME 'key features' of high-quality music provision	<p>St Joseph's has a Music lead/specialist music teacher who teaches music from year 2 – 6 and monitors and supports music teaching in reception and year 1. Each year group from 1-6 receives a one hour, timetabled music lesson each week. Reception have shorter timetabled music sessions but also integrate singing into other aspects of their day.</p> <p>The school has a large and enthusiastic choir of 40 pupils from years 4 to 6 (with a waiting list) who rehearse each week and perform regularly. Currently there are two choirs running due to the opportunity to sing at the O2 in January as part of Young Voices. Once this is over, the school band will restart. There is a small recorder club and children work in instrument specific ensembles for our Christmas concert. Due to</p>

	<p>increasing numbers of string players, we hope to provide the opportunity to take part in a string band from September 2024.</p> <p>We do not currently have dedicated space for individual practice but we have a large, well-resourced music room and children are encouraged to speak to the music teacher to arrange time to practise their instruments if they wish. We also have some use of a mobile classroom on the playground for instrumental lessons.</p> <p>Reception and Year 1/Years 2 and 3 put on a nativity play each year. Year 4 work with a visiting musician and also perform with the BSO at the lighthouse each Spring. Year 5 take part in an Easter reflection for the school and parents and Year 6 put on a production at the end of the summer term. Choir perform at various concerts out of school as well as singing in the community e.g. for the Women’s Institute and carol singing in supermarkets and care homes.</p> <p>As part of our partnership with Soundstorm, we receive a visit from professional musicians each year which is always well received. We also take Year 4 to hear the Bournemouth Symphony Orchestra in one of their school’s concerts.</p> <p>We would like to be able to offer more music opportunities for younger children e.g. a Junior Choir. Band is popular with its members but when it has to take place in a lunch time it is not so popular. It can be tricky to find pieces for the repertoire of such varied instruments at varied standards, so this is something that needs developing. I have been looking at some resources but so far have only done my own arrangements.</p>
<p>3 – Other important features of high-quality music provision</p>	<p>Curriculum</p> <p>In our curriculum we use a range of resources and teacher-planned units to give pupils a broad range of opportunities and experiences, some linked to other areas of learning and others as stand-alone music units. The resources used include Sing up, BBC 10 pieces and Charanga. There is new staffing in EYFS this year so I need to speak to them in more detail about their music provision to ensure that they are confident about delivering their curriculum. All children in years 3 and 4 learn recorder and those in years 5 and 6 learn Ukulele. These instruments are also incorporated into other areas of music such as composing and performing.</p> <p>Music technology</p> <p>We have a set of keyboards which we use regularly, particularly in upper KS2. There are not quite enough for one between two, which would be ideal but we manage! As part of our Charanga subscription we have access to YuStudio and we have trialled this with KS2. This was very popular and fairly successful although there are some teething problems that need to be addressed and timetabling the computer suite at the same time as their music lessons can be difficult.</p> <p>Singing</p> <p>Children sing regularly in liturgy, assemblies and mass and they sing tunefully with lots of enthusiasm (as mentioned in our Catholic School</p>

inspection). On the way into assemblies we listen to a range of music, often linked to the children's current or previous learning, which gives them the opportunity to revisited composers they have learnt about in the past. I have offered to teach children songs to assist their learning in class in other areas e.g. French, Times tables, Science but no one has taken me up on it as yet! We have a team of children in year 4 who are "Singing Leaders" who play and sing with the younger children on the playgrounds at lunch time. Former singing leaders train up the new generation and lead singing and action songs in assembly.

Music Room

We are fortunate to have a lovely large and well-equipped music room for music lessons. This is also used by some of the peripatetic teachers when it's not in use for curriculum teaching. We also have access to a mobile classroom for peripatetic lessons.

Resources

We have a good range of instruments including a class set of Djembes, Samba, Keyboards and Recorders. They are well organised and generally in good condition although we are very short on headphone splitters for the keyboards and ear defenders for the Samba. Some of the percussion needs repairing where parts have fallen off due to wear and tear.

External links

We take up opportunities to work with Soundstorm, Poole Schools' Music Association and the Bournemouth Symphony orchestra whenever they arise. This means that the children experience live orchestra performances and see other performances from professional musicians throughout their time at St Josephs. They also take part in workshops run by visiting musicians e.g. Samba and African drumming workshops. Our choir are also singing at the O2 this year as part of the Young Voices series of concerts.

Music in the community

Our choir carol sing in the local community, at supermarkets and local WI meetings every Christmas. They also support those children who are taking their first Holy Communion by leading the singing at the services. In addition, the school Mini Vinnies often carol sing in a care home that they have links with and take part in Mass at the local church.

Improvements

The curriculum still needs some fine tuning to ensure a good balance of practical skills and knowledge of the history and theory of music. These have changed by necessity as the whole class tuition has changed and therefore needs reviewing. In addition, those teaching music in Early years require some extra training to ensure that their subject knowledge is sound.

We require a little bit of investment in our musical instruments to get them in perfect order e.g. ordering headphone splitters for the keyboards and mending the glockenspiels. In order to make our music storage more efficient we need to add some guitar holders to the wall in the music cupboard. This will also protect them. We have some instruments that could potentially be sold to raise money for these improvements.

	<p>We have trialled using the computer suite for music programming this term and next academic year, need to ensure that it is timetabled in for two year groups.</p>
<p>4 – Whole class instrumental lessons progressing to individual or small group instrumental lessons</p>	<p>Recorder</p> <p>Year 3 learn the recorder, taught by me, in the summer term. The children learn 3 notes on average and are able to read these notes and apply their Kodály knowledge to identify the rhythms. They can play simple harmony parts or a round. A couple of children with additional needs learn these parts on chime bars instead of recorder if this adjustment is suitable for them. We have a school supply of recorders but children are encouraged to buy their own where possible so that they can practise at home.</p> <p>Year 4 children then revisit the recorder in the Autumn term. 2023-2024 academic year is the first time we have progressed the recorder in this way as the year 4s used to learn Toots or Doods, but we did not feel that this was effective. They learn an additional 3 notes as which enables them to play some more complex and interesting pieces. Some children went on to play their recorder with the BSO in their schools’ concert in the summer term.</p> <p>For further progression, we have a recorder club, run by one of the year 4 teacher. We also have a school supply of treble recorders which children could progress to. In addition, children are given the opportunity for peripatetic flute/clarinet/Saxophone lessons if they wish to take their wind playing in that direction. In years 5 and 6, although children don’t necessarily learn more recorder, they are given the opportunity to use recorders when composing and can play recorder in the school band.</p> <p>Ukulele</p> <p>Year 5 have been learning the Ukulele. This was successful and a lot of children really enjoyed it. I would like to survey them to find out exactly what they thought worked particularly well. The tutor was great and used a variety of resources to keep it interesting and children did well at singing, playing and changing chords. We are able to hire a class set of Ukuleles from Soundstorm as part of their offer and some children choose to purchase their own.</p> <p>Next year, when the new year 5s are learning whole class ukulele the current year 5s (who will then be year 6) will also continue to develop their ukulele skills, possibly linked to their 12 bar blues unit as we will have the ukuleles on hire from Soundstorm.</p> <p>We have offered a Ukulele club (which would be run by the guitar teacher and paid for by parents) for those who wish to take it further or they can choose to learn guitar.</p> <p>In terms of progression following whole class tuition, we have visiting peripatetic guitar and wind tutors and these lessons are paid for by parents, though we always send out details of Soundstorm financial support where relevant, and at least one child has their lessons paid for through other funding.</p>

	<p>Other instrumental lessons offered in school are drums, violin and piano. Children are given the opportunity to take musical grades when they reach the relevant standard.</p> <p>We have a school band but rehearsals are paused at the moment due to rehearsals for Young Voices. Children can join band once they have been learning their instrument for a term and can play at least 3 notes/chords. Children do not yet tend to reach the standards required for out of school ensembles but I send information their way when they do!</p> <p>We advertise our instrumental lessons at the end of the summer term for the next year and one thing that seemed successful this year was getting the current learners to play for the other children. Come September, our peripatetic instrumental lessons are usually as full as time and space restrictions will allow; however, we advertise throughout the year if spaces become available (and teachers keep a waiting list where appropriate).</p>
<p>5 – Pupil Premium and SEND provision</p>	<p>We are investigating ways in which we can use some of the school's Pupil Premium Grant (PPG) to improve engagement of pupils.</p> <p>In lessons we ensure that the learning is either differentiated if necessary or that the individuals have extra support, either from me, a TA or partner/group work. Sometimes adaptations to the curriculum are necessary e.g. one SEND pupil has been bought her own chime bars to play during recorder lessons and she will also be able to take these home to practise.</p> <p>As a rule, children with SEND are not taken out of music lessons, unless their sensory needs require it. Sometimes absences cannot be helped, e.g. if the lessons clash with a visit from an outside agency.</p> <p>I will liaise with the SENDCo and office about finances to see if we can offer any support with instrumental lessons. Soundstorm also offer support for families in financial difficulty. Currently the children are not generally taken out of music lessons for extra support but this is something I will keep an eye on.</p>
<p>6 – Transition work with local secondary schools</p>	<p>We don't currently engage musically with our feeder secondary schools except at the PSMA Christmas Carol Concert although Year 6 are invited to watch the school show at one of the schools in the summer term.</p> <p>In the past I have not sent up details of pupil's musical learning to the secondary schools but I will speak to the year 6 teachers about the transition information and see what can be usefully added to ensure that those who have been developing their musical skills don't get 'lost'. This year the parents were sent a music transition form by Soundstorm however the uptake was very small despite reminders. This is something we need to develop.</p>

<p>7 – Communications</p>	<p>Currently, communication about music in school is limited to articles in the school newsletter after concerts and special performances and photos and information on class Dojo. The school has an X account which could be used to share news, videos and photos with parents.</p> <p>A letter with information about instrumental lessons goes out in the summer term, however, this could be replaced with a leaflet with more information about music in school and useful tips about practising at home.</p>
<p>8 – Staffing & CPD</p>	<p>Music is very important at St Joseph’s both in the curriculum and as part of our school worship. Staff and senior management are very supportive of musical activities and encourage and show interest in what the children are learning. Music has been well invested in and so we have good resources and are able to put on quality productions at Christmas, Easter and the end of the year.</p> <p>Music from year 2-6 is taught by a specialist music teacher as part of PPA cover which means that it is consistent and gives children the opportunity to build successfully on their previous learning. In Reception and year one, a TA teaches these lessons. In general this works well, although the staffing has changed a lot in reception this year due to staff movement and so we will need to ensure that music is still taught consistently in these classes.</p> <p>I am aware of many members of staff who play instruments and am working on getting them to play for the children occasionally! These staff help to rehearse with the children for our productions and one has agreed to run a recorder club for part of the year. Staff do not receive training in music in general although our early years staff have taken part in some training via Soundstorm last year. I attend training from Soundstorm whenever I can and use online training opportunities to develop my subject knowledge.</p> <p>I do all the planning for years 2-6. The TA who teaches in year 1 and reception uses the Sing Up planning, adapting it where she feels is necessary (she is a very competent musician herself). I need to give more support to the planning in Reception.</p> <p>This is not something I have thought about yet! I do have a document that summarises the learning across the year, which I regularly update and which makes clear links to the Soundstorm progression document.</p>
<p>9 – Budget</p>	<p>I am not currently involved in setting a budget for music. We are fortunate that the school pays for the annual offer from Soundstorm which includes money towards our whole class instrumental lessons, instrument rental and visiting musicians. The school also pays for our Sing Up subscription which helps to ensure high quality. The PTA regularly support our Year 6 production and, this year also supported our visit to Young Voices.</p> <p>If the budget allowed, we would need funding for:</p> <ul style="list-style-type: none"> ● two new keyboards, ● three glockenspiels, ● the resources to repair the existing glockenspiels,

	<ul style="list-style-type: none"> • a set of headphone splitters for use with the keyboards/computers
10 – The review process for the success of the Music Development Plan	<p>The MDP will be reviewed every 6 months. I will review it and consult with my line manager and a representative from Soundstorm.</p> <p>We aim to implement the NPME within 2 years.</p>
11 – Action Plan (The information and actions set here should be useful to feed meaningfully into your school’s wider improvement or development plans)	<p>Review date: September 2026</p> <p>Actions for first review period:</p> <ul style="list-style-type: none"> • Information for parents and children re instrumental lessons – September 2026 • Review of curriculum in particular to ensure progression of music notation reading and writing in line with MMC – October 2026 • Opportunity for year 4 to perform to parents in line with other year groups (Harvest liturgy?) – October 2026 • Gain access to school X account to share musical achievements with parents – October 2026 • Opportunity for children to play in an ensemble (e.g. school band) – January 2027