



Music Development Plan

Date of adoption: September 2024

Music

The Catholic School of St. Gregory the Great

Please also refer to:

Music Action Plan: [\\10.139.134.19\Common Room\5. Subject Leaders\Action Plans\Action Plans 2023-2024](#)

Music Vision and Intent document: [music-vision-and-intent-2022.pdf \(primarysite-prod-sorted.s3.amazonaws.com\)](#)

The school webpage: [Music Curriculum | The Catholic School of St Gregory the Great \(st-gregorygreat.gloucs.sch.uk\)](#)

Music lessons: [Music Lessons | The Catholic School of St Gregory the Great \(st-gregorygreat.gloucs.sch.uk\)](#)

Curriculum Music

area	what happens now	what we would like to see
Overview	We aim for all of our children to see themselves as musicians. We endeavour to inspire a sense of curiosity in our children and develop their enthusiasm for music, recognising that the skills and knowledge they learn through music can be used to have a positive impact on God's world around them. To be able to be a musician, children need to build up the skills, knowledge and understanding of the inter-related dimensions of music. They need to understand and use the language of music and apply these musical skills and knowledge across the curriculum, making connections both within music and across other subjects too.	Is current assessment musical? Develop a more bespoke assessment policy which allows for music to be assessed 'musically' and appropriately yet still in line with school assessment strategy.

area	what happens now	what we would like to see
	To be a musician, children should have access to a high quality music education which both engages and inspires them to develop a love of music and develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Our music curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Music and across other subjects too. The inter-connected dimensions of music are woven through this. Bespoke curriculum lessons are planned and delivered by our Specialist Music Teacher to cover all of the key skills and knowledge outlined in the National Curriculum. Progression and coverage of the Inter-related musical dimensions is therefore consistently built upon across phases. A variety of resources are drawn upon so as not to be dependent on a specific published scheme. Good progress is demonstrated by secure and incremental learning of the technical, constructive and expressive aspects of music, developing musical understanding.	

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	Children in EYFS and Year 1 receive music lessons from our Specialist Music Teacher for thirty minutes a week. Years 2-6 receive lessons for sixty minutes a fortnight. In addition to these lessons, our Specialist Music Teacher leads hymn practise for twenty minutes a week for each key stage (and occasionally whole school) providing additional opportunities to teach singing and link this through to the Liturgical Year. Lessons are taught, on the whole, in the Small Hall, which provides adequate space to create a specialist music environment. In addition, the St Gregory's wider curriculum map includes a number of vehicles to develop the whole child and includes: Inclusion using teaching for mastery, Oracy, vocabulary and reading for pleasure, Catholic Social Teaching, Metacognition and self-regulated learning (including growth mind-set and restorative practice), Retrieval opportunities Extracurricular opportunities. We continuously reflect on the impact that our Music curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.	

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	To assess how a child's journey to becoming a musician is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey. Our vision for Music is that each and every child sees themselves as a musician. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a musician. To reflect on the impact that the Music curriculum is having on each child, we use both qualitative and quantitative means including: *Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Music is formally assessed twice a year in line with school policy, against broad threads from the National Curriculum. This data is input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our assessment, recording, reporting and tracking (ARRT) policy and uses observations of practice, written work, recordings and pupil conversations. *Data helps to identify areas of strength and areas for development within our subject curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar	

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	strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils. *Children are self- regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves. *Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future. Subject leader time is allocated throughout the year to allow for the monitoring of impact. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about Music at many levels.	

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Whole Class Ensemble Tuition	Every child has the opportunity to learn a musical instrument for a year during their time at St Gregory's through whole class tuition which is led by the Specialist Music Teacher. We are mindful that this should be a musical instrument that is easily accessible for all and so we have chosen to teach children the ukulele so that children have the best chance possible of continuing these skills if they so wish once their in-school lessons have finished. We have a class set of ukuleles which are used in lessons and a small number of ukuleles which we are able to freely lend out to children who are interested. Ukulele club is provided as an extra-curricular activity to help children to deepen their confidence further. Skills on ukulele are also touched upon and developed in future years. Ukulele lessons are also available with the peripatetic teacher for those who wish to continue to learn and further their progression.	Ukulele lessons planned for Upper KS2 to develop previous knowledge.
Singing	Singing 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. All staff in the school are able to support singing in their own classrooms. The Specialist Music Teacher leads hymn practise for twenty minutes a week for each key stage (and occasional whole school) giving additional opportunities to teach singing and link this through to the	Participation in large scale singing experiences to further extend the visibility of singing within the school.

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	Liturgical Year. Class teachers are also in attendance, supporting and leading by example. The children develop an understanding of how to sing healthily and musically as they progress through the school. All pupils have an opportunity to perform regularly: EYFS and KS1 Nativity, KS2 Carols by Candlelight and Year 6 Production. They also sing regularly as part of mass at the church.	
Instrumental music	Children frequently play instruments in lessons. We have a well-stocked supply of un-tuned percussion instruments, a class set of ukuleles, a class set of glockenspiels and a few larger xylophones. Children are taught the correct playing technique for each instrument and encouraged to develop this as they progress through the school – i.e. using both beaters with glockenspiels/xylophones and holding instruments correctly.	Availability of a great selection of adapted instruments – i.e. ukulele Purchase of more ‘world instruments.’
Technology	Music technology is used as a learning resource in lessons where appropriate, both in curriculum music lessons and as part of the ICT scheme of work. Garageband, Incredibox and Chrome Music Lab are most frequently used along with composition programmes for KS1. ‘Play-along’ resources and musical recordings/film are frequently used to support music lessons.	Greater use of music technology.

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Opportunities to experience live music performance	Children regularly hear live music being performed both by their peers/teachers and through visiting professional musicians. All instrumental learners are encouraged to perform to their peers at in-school informal lunchtime concerts every spring/summer term and these have proved very successful in raising the profile of music within the school together with rapidly increasing the number of children learning an instrument. Children attend the Cheltenham Music Festival Concert for Schools and the Jazz Festival Concert for Schools every year. Visiting musicians from these festivals often provide workshops in a variety of genres for the children at school. We are regularly visited by the Longborough Festival Opera company who work with the Year 6 children and perform a short opera to KS2. Recent workshops have included Samba for Years 3 and 4 and African drumming for Year 1. Funding for the majority of these events is provided by the school with occasional parental voluntary contributions.	A greater number of live performance opportunities.

Extra-curricular and Co-curricular Music

area	what happens now	what we would like to see
Overview	Extra-curricular music is led by the Specialist Music Teacher and the opportunities available change each term to enable access to music by a wider group of children. Clubs in the past have included: KS2 Choir, KS1 singing club, bucket drumming, KS1 percussion, singing games and KS2 ukulele. Music clubs are all free to attend.	Greater commitment to clubs.
Singing	Extra-curricular singing groups available for children to attend have included KS2 Choir, KS1 singing club and Singing games club. Singing games club has proved to be particularly popular. Clubs take place after school or during lunchtime. They are led by the Specialist Music Teacher and occasionally other skilled teachers. Children perform in church, during mass and at the Carols by Candlelight service. They have also performed at Care homes within the wider community.	To develop a St Greg's Community Choir combining parents/carers/staff and children.
Ensembles	Ensemble opportunities offered in the past have included: KS2 Choir, KS1 singing club, bucket drumming, KS1 percussion, singing games and KS2 ukulele. They are led by the Specialist Music Teacher and performances are encouraged when appropriate.	To develop an ensemble for tuned instruments when a greater variety of instruments are being learned.
Tuition	The school provides both 1:1 and small group tuition through visiting private instrumental teachers (piano, ukulele, singing) four days a week and tutors from Gloucestershire Music (violin, cello, guitar, woodwind, brass). There is currently a waiting list for piano lessons due to increased demand.	Greater uptake of children learning brass and woodwind instruments.

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	All instrumental learners are encouraged to perform at in-school informal lunchtime concerts every spring/summer term and these have proved very successful in raising the profile of music within the school and the number of children learning an instrument. To date (06/24) there are 61 children learning an instrument at school, 26 boys and 35 girls. Drop-out rates are low. A short report to parents is provided at the end of every school year. A number of children also learn outside of school. All details about music tuition are promoted on the school website: Music Lessons The Catholic School of St Gregory the Great (st-gregorygreat.gloucs.sch.uk) and on newsletters. Success is shared on the school newsletter and via Class Dojo/school social media account. There is also a leaflet available for parents in the entrance hall detailing the costs/commitment involved in learning an instrument entitled: 'Help! My child wants to learn an instruments. What do I need to do?'	

Leadership

area	what happens now	what we would like to see
Governing body	Curriculum committee take responsibility for oversight of Music from a standards perspective. They speak with each class teacher at least annually about the integration and value of music in their classroom and receive a subject specific report from the key area team leader at least once annually. They speak with children to hear pupil feedback about the music and other curricular in each year group and music specific trips.	Visits from governors to see informal concerts and music lessons.
Senior Leadership Team	SLT treat music as any other foundation subject and this includes the implementation plans in place and the CPD time and monitoring that other subjects have. Implementation plan for music is integrated into the whole school development plan and monitoring takes place against these actions when SLT visit music lessons and when phase leaders monitor how music is integrated into each of our classrooms. Extra curricular music is an invaluable part of school life at St Gregory's and staff including SLT visit informal concerts, bring musician of the month into collective worship and shared time together and ensure that staff performance appraisal targets include keeping in touch with music for their class even though it is taught by a music specialist. Children, including those who are disadvantaged are encouraged into peri lessons at parent teacher reviews and the SLT actively engage with disadvantaged families to ensure they're aware of music bursaries and can access provision irrespective of income. SLT actively seek grant for specialist music provision annually to ensure children get the best	A great deal of drive of the subject comes from subject leader which is great but we would now value staff other than the specialist to lead on sharing some music info etc with others so that the workload is spread – this should begin with the KAT.

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	tuition for their music curriculum. Disadvantaged families are given tickets to school production so that the family can be part of a musical as audience. Assessments are in line with other foundation subjects twice a year and this data is analysed within the key area team to identify next steps. Music comments are included on pupil reports to parents.	
Subject leadership	The Specialist Music Teacher leads the subject across the school. See 'Curriculum Music' section above detailing the curriculum. Delivery is monitored through termly observations and feedback from SLT and through Pupil Voice interviews. CPD for the Specialist Music Teacher is provided mostly by Gloucestershire Music and all training is logged.	

Budget

area	what happens now	what we would like to see
Budget for Music	c. £200-£300 per annum	Larger budget!!
Music income	Parents are encouraged to offer charitable donations at large school performances. There is rarely a charge for tickets. Music lesson fees/instrument hire charges are collected directly by Gloucestershire Music or visiting tutors.	

Partnerships

area	what happens now	what we would like to see
Partnerships with schools	At present there are no specific links with other schools but as members of the newly created 'Little Way Catholic Education Trust' partnership it is hoped that musical links can be made with schools within this.	Develop links with other schools within the LWCET, sharing good practice.
Partnership or relationship with local music service or Music Education Hub	The school works closely with Gloucestershire Music and makes the most of a wide range of opportunities. GM provide some of our instrumental teachers, workshops and CPD courses. The Specialist Music Teacher is in regular contact with the leaders of GM and is also part of the Make Music Gloucestershire Advisory Board.	
Cultural partners for music	Cheltenham Music Festival Cheltenham Jazz Festival The Music Works Ole Samba Young Voices BBC Ten Pieces London Sinfonietta	

Accommodation and resources

area	what happens now	what we would like to see
Spaces for Music	On the whole, music is taught in the Small Hall. This space is adequate enough to create a specialist music environment. Extra-curricular activities also take part in this hall. The Small Music Room is a dedicated space provided for Instrumental tuition and is adequately resourced for lessons.	
Resources available for Music	We have a well-stocked supply of un-tuned percussion instruments, a class set of ukuleles, a class set of glockenspiels and a few larger xylophones. These are all conveniently stored in a large cupboard in the Small Hall. Instruments are all stored on trollies to ensure ease of movement around the school and within the hall as required. Children can be seated flexibly in the hall either on chairs or on the KS1 carpet. The school currently subscribes to the Musician of the Month website and Singing Games (activemusic.co.uk) website. The Specialist Music Teacher has personal access to a wide range of printed music and reference books. Resources are cleaned/maintained/repared and renewed by the Specialist Music Teacher and if necessary, the Instrument workshop department at GM.	

Inclusion

area	what happens now	what we would like to see
Overview	We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. The Specialist Music Teacher demonstrates flexibility in planning support and intervention. Typical support in place within music lessons includes: deliberate talk partner choices and seating arrangements, deliberate mixed ability groupings, targeted questioning and oracy opportunities, availability of a wide variety of resources which can be differentiated according to need, pre-teaching of key vocabulary and concepts. Adaptations to instruments can also be made available for those with physical disabilities. Where children are withdrawn from Music for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum. Children requiring a number of interventions join a group called a 'high needs' group have all been interviewed to understand which their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as music where they feel they have a relative strength. Children are exposed to a diverse range of music throughout the school, both in music lessons, their own classrooms and in worship/hymn practices. Each month we focus on a new	Tuition in non-Western instruments which reflect the heritage and traditions of pupils at the school

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	musician/composer across the school and these are specifically chosen to focus on a range of genres/time periods and demonstrate diversity. Children are able to discover more about each musician by referring to the display board in the corridor. Songs and singing games are often sung in languages other than English within music lessons and children are encouraged to share songs in their own language.	
Special Educational Needs and Disabilities	See above	
Religion	Specific concerns about how families' religious beliefs and wishes should be met in music lessons should be discussed with the Head Teacher. The school offers a curriculum encompassing Catholic Social Teaching and we strive for academic excellence whilst giving each member of our community the opportunity to see the world through the lens of our Catholic faith. It is this faith which drives us to be fully inclusive and to provide a wide range of support to help each person be the very best they can be.	
Financial hardship	Gloucestershire Music offers a very generous bursary scheme which provides free lessons and instrument hire. Many children at school receive this bursary and application for it is actively encouraged.	

Please refer to the Music Action Plan for specific annual targets:

[\\10.139.134.19\\Common Room\\5. Subject Leaders\\Action Plans\\Action Plans 2023-2024](\\\\10.139.134.19\\Common Room\\5. Subject Leaders\\Action Plans\\Action Plans 2023-2024)