

### Music Delivery Plan 2025 - 2026

<b>School:</b>	St Josephs Catholic Primary School
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### Planned Instrumental delivery for academic year 2025/2026

	Year Groups	Estimated Numbers	No. of terms delivery	Instruments being taught
CIL (Classroom Instrumental Learning – previously called WCET)			3	Recorder, Ukulele Glockenspiel
Individual Tuition (one-to-one)	NA	NA	NA	NA
Small Group Tuition (two to ten pupils)	2,3,4,5,6	40	3	Violin, Guitar Drums
Large Group Tuition (more than 10 pupils but not WCET)	NA	NA	NA	NA
Group Playing Activity (Ensembles or groups)	NA	NA	NA	NA

### Budget

	Music Hub Subsidy	School Budget	Parental income	Other (please state)
CIL (Classroom Instrumental Learning – previously called WCET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Individual Tuition (one-to-one)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Small Group Tuition (two to ten pupils)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Large Group Tuition (more than 10 pupils but not WCET)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA
Group Playing Activity (Ensembles or groups for example: Rock band)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA

Income	£
Music Hub Subsidy:	2000.00
School Budget Contribution:	1000.00
Estimated Parental Contribution: (based on your school's charging policy)	6000.00
Pupil Premium:	500.00
<b>Total:</b>	<b>9500.00</b>

### Tutors

Freelance/Agency	Name	Instrument
Musical Mates	Adam Nyberg	Violin
Musical Mates	Dan Potter	Guitar and Drums

## Section 2 – Music Development Plan

### Music Development Plan – key points

The NPME states that each school should have a School Music Development Plan in place and that the summary should be published on the website. Sunderland Music Hub as a partner of the North East Music Hub have a responsibility to support schools to develop this.

We know that for many schools, this plan will sit within the wider School Improvement Plan and where relevant the Multi Academy Trust Improvement Plan. We understand that schools may be at different stages of development of their MDP and so for those who are at the start of their journey we have created the below guidance to support this thinking. The NPME states that schools should offer the following and you might like to use this to support your answers to the following questions

- **Timetabled curriculum of at least one hour each week of the school year for key stages 1-3**
- **Access to lessons across a range of instruments and voice**
- **A school choir and/or vocal ensemble**
- **A school ensemble/band/group**
- **Space for rehearsals and individual practice**
- **A termly school performance**
- **Opportunity to enjoy live performance at least once a year**

Below are 5 questions that will help us to understand your school's Music Development Plan. Please use this space to provide context for the information provided in Section 1. Should you need support completing this part of the form please contact [hannah.taylor@sunderland.gov.uk](mailto:hannah.taylor@sunderland.gov.uk)

**What is the vision for music in your school and how does this align with the wider school vision or mission?**

### **Our Music Curriculum**

At St. Joseph's Catholic Primary School, we strive to provide a rich, diverse, and progressive music curriculum for all, regardless of needs or backgrounds. Our goal is to foster a lifelong love of music, while building confidence, collaboration, and resilience, so that pupils feel empowered to take risks, share their talents and perform in front of others. This will be achieved through high-quality teaching, with lessons designed to develop skills in performance, listening, and composition.

Pupils will learn about music history and explore key elements of music such as pitch, duration, dynamics, tempo, texture, structure, and timbre. Our curriculum will provide pupils with the opportunities to develop an appreciation and knowledge of various genres, instruments, and influential artists and musicians from different historical periods, cultures, and countries. We endeavour to make connections to music throughout the curriculum and school day, so our pupils learn that music is not limited to just a singular lesson.

### **Our Wider Opportunities**

We will offer a broad range of opportunities for our pupils to learn to play traditional and contemporary musical instruments, participate in school ensembles, and engage in regular performances both within the school and in the wider and parish community. Involving parents and the community in our music program will not only enrich cultural capital but also enhance the overall well-being and confidence of our pupils, while creating a supportive environment for music-making.

### **Music and Our Faith**

At St. Joseph's Catholic Primary School, music plays an integral role in our Catholic identity and values, enriching the spiritual and creative lives of our pupils. Using music, we not only nurture our pupils' creative expression but also deepen their spiritual experiences. The use of music in our school embraces the Church's traditions by incorporating traditional hymns, contemporary music and liturgical dance into times of worship and reflection. The use of music allows our pupils to deepen the understanding of faith and strengthen their connection with God. By participating in liturgical celebrations, school masses, and times of prayer, pupils experience the power of music in enhancing prayer and reflection and fostering a sense of belonging within our school and parish community. In this way, music at St. Joseph's is more than just a subject – it is a pathway that interconnects learning with faith, reflection and prayer, allowing our pupils to learn about the beauty of music while strengthening their Catholic values and guiding their spiritual growth.

**What do you feel the current strengths and challenges are for music in your school?**

#### **Strengths**

- Regular, engaging lessons with diverse repertoire and clear routines.
- Visible progression in singing, rhythm and ensemble skills.
- Strong communal singing culture and liturgical music presence.
- Active enrichment via visitors and events; growing external links.
- Frequent performance opportunities that build confidence and community.

#### **Areas for Development**

- Strengthen inclusion (SEND, EAL, high prior attainers) with planned adaptations.
- Formalise partnerships and pathways into instrumental tuition and ensembles.
- Build staff confidence with targeted CPD and shared resources.

**What key components/strategies will you put in place to support the development of music during 2025-26?**

### 1. Curriculum Development

- Review and update the music curriculum to ensure progression across year groups and alignment with the National Curriculum.
- Embed cross-curricular links (e.g., music in history, maths through rhythm patterns).

### 2. Enrichment Opportunities

- Organise termly performances (assemblies, concerts, community events) to showcase pupils' talents.

### 3. Access and Inclusion

- Offer subsidised lessons for disadvantaged pupils through Pupil Premium funding.

### 4. Staff Development

- Arrange CPD sessions for teachers on:
  - Delivering high-quality music lessons.
  - Using technology in music education.

### 5. Partnerships and Community Engagement

- **Collaborate with local music hubs, secondary schools, and arts organizations.**

### 6. Monitoring and Evaluation

- Track progression in skills through formative assessments.

## In what ways are you able to facilitate inclusive music making opportunities in your school?

### Inclusive Music-Making Opportunities in Our School

We are committed to ensuring that all children and young people have access to high-quality music-making opportunities, regardless of their circumstances. Our approach includes:

#### 1. Economic Barriers

Families eligible for Free School Meals, Pupil Premium, or experiencing financial hardship can access:

- Full or partial fee remission for instrumental lessons, ensembles, and music clubs.
- Loan of instruments at no cost, including maintenance and insurance.

#### 2. Life Condition Barriers

Adapted Provision for children with disabilities or sensory impairments:

- Use of specialist instruments (e.g., adapted percussion, digital interfaces).
- Collaboration with SEND specialists to tailor lessons.

#### Staff Training:

Our music staff receive ongoing CPD in inclusive practice

#### 3. Life Circumstances Barriers

Looked-After Children & Young Carers: flexible scheduling and priority access to music sessions.

#### 4. Behavioural Barriers

Positive Engagement Strategies: for children at risk of exclusion or with behavioural needs:

- Small-group or one-to-one sessions.

Specialist Support: collaboration with pastoral teams and external agencies to ensure participation.

## Are there any areas for development within your setting and how can the Music Hub support with this?

### Curriculum & Progression

- Further develop our sequenced, curriculum that builds secure musical knowledge (pulse → rhythm → pitch → structure → timbre → texture → notation → composition) so that there is clear progression from EYFS → KS1 → KS2 and into KS3, with increasing musical independence and accuracy.

### Teacher Confidence & Subject Knowledge

- Non-specialist teachers want support with: teaching pulse/beat, singing technique, classroom instruments, notation, improvisation/composition, and ensemble skills.

### Assessment (Practical, Not Burdensome)

- Develop pupil recordings/performance strategy as evidence rather than written tests.

### Inclusion & SEND

- Adaptive approaches for pupils with communication, physical, or sensory needs.

### First Access & Peripatetic Integration

- Greater Coordination with peri teachers (timetabling, progression routes).

### Cultural Capital & Performance

- Regular performance opportunities (class sharings, assemblies, hub festivals).

## General Data Protection Regulation (GDPR)

Your contact information will be stored by Sunderland Music Hub in accordance to GDPR guidelines. Sunderland Music Hub will use this data to contact you regarding Music Education. This data may also be used for monitoring purposes.

Should you wish for your data to be removed from our records, you can do so by emailing:

[lizzie.nixon@sunderland.gov.uk](mailto:lizzie.nixon@sunderland.gov.uk)

If you want to know more about how and why we store data, please read our privacy policy:

<https://sunderlandmusichub.org.uk/wp-content/uploads/2019/09/Privacy-Notice-Sunderland-Music-Hub-Sept-2019-Update.pdf>