



Holy Rood Catholic Primary School

Music Development Plan 2025-2026

Our vision for music

At Holy Rood we understand that music can inspire and motivate children, and play an important role in their personal development. Music can also help children develop a greater appreciation of the world we live in, by understanding different cultures and societies through music.

The school delivers a broad and balanced music curriculum, in line with national requirements, which enables pupils to:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use music technology, and progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Holy Rood, we use high-quality lessons, out of school experiences, workshops and cross-curricular opportunities to create a love of music throughout school. We hope that music is at the heart of the school and continues to inspire children and spread our school’s mission throughout the school community.

What do we do in the classroom and beyond?

	Where are we now?		Next steps?
Curriculum	High-quality teaching	<p>Using the GetSet4Music scheme, teachers deliver high-quality lessons which are adapted to each class and their needs. Teachers ensure all music lessons are delivered in small steps to ensure every pupil in the class can follow the lesson and achieve. Teachers use GetSet4Music lesson plans to ensure each lesson features singing, performing and ensemble opportunities.</p> <p>In EYFS, music is at the heart of learning. Pupils learn through a mixture of nursery rhymes and opportunities to improvise. Music is used as a way for pupils to express their emotions and therefore pupils are encouraged to explore</p>	<p>Ensure all KS1 staff are confident with delivering the GetSet4Music curriculum.</p> <p>Create vocabulary and sentence starter sheets for pupils to help them ‘talk like a musician’ in lessons.</p>

		<p>different sounds, songs and instruments freely. Pupils have opportunities to match sounds to instruments and use music to sing, perform, dance and communicate.</p> <p>In KS1, weekly music lessons are taught every other half term by class teachers. Teachers adapt the scheme's lesson plans to ensure pupils experience opportunities to sing, improvise, use instruments and perform. Year 4 receive weekly music lessons, provided by a specialist, where they learn to play, improvise and perform using the recorders.</p> <p>Years 3, 5 and 6 receive weekly music lessons, provided by a specialist.</p>	
	Timetabling	<p>In EYFS, music is taught throughout the school day across most subjects</p> <p>In KS1, music lessons are taught weekly for the duration of the Spring Term.</p> <p>In KS2, music lessons are delivered weekly for 45 minutes throughout the full year.</p> <p>In Years 3, 5 and 6, pupils are delivered music lessons by the Diocese.</p> <p>In Year 4, pupils receive weekly music lessons throughout the year.</p>	<p>Ensure all lessons (especially Year 3, 4, 5 and 6) cover the NC objectives and adapt if not.</p>
	Assessment	<p>EYFS pupils are assessed every term following the small steps progression which match with the Expressive Art and Design objectives.</p> <p>Pupils are assessed throughout music lessons using teacher judgements and plenaries. Teachers assess against the subject overview sheets which pupils stick in books. They then assess using Working Towards, Expected and Greater Depth.</p>	<p>Teacher subject knowledge in order to assess use of vocabulary.</p> <p>Use of books not yet implemented enough across the school. Could we introduce floor books in KS1 and ensure pupils make better use of books in KS2?</p>
	Transition	<p>Pupils experience a wide range of opportunities to help them transition into Secondary settings. These include: visits to Metrodome for vocal and instrumental performances, weekly hymn practices, choir club and private tuition delivered at school.</p>	<p>Ensure all pupils have opportunities for instrumental practices.</p> <p>Collaborate with secondary music teachers at Horizon.</p>

		<p>We have a particular focus on notation and musical vocabulary which we believe sets the children up for a positive transition into theory music lessons in Secondary school.</p>	
Whole Class Ensemble Tuition	<p>Pupils have opportunities to perform as a whole class ensemble in music lessons both vocally and with instruments.</p> <p>Following the Get Set 4 Music curriculum, pupils are given the opportunity to improvise together and are often encouraged to form 'bands' in their lessons to allow them to collaborate.</p> <p>Year 4 are able to perform at the Metrodome in an ensemble with multiple schools.</p> <p>In 2024, Year 5 had the opportunity to perform in an ensemble at the BYC Barnsley Sings event and the Opera North Big Sing.</p>	<p>Continue to find opportunities for pupils to perform.</p>	
Singing	<p>Pupils experience weekly singing assemblies, linked with the liturgical time of year.</p> <p>All pupils are exposed to singing in the majority of music lessons and are encouraged to perform in groups, individually and as duos.</p> <p>All KS2 children sing together during the Carol Concert and Year 6 pupils perform through song during the Christingle.</p> <p>KS1 deliver a Nativity performance every year that features a variety of singing opportunities.</p> <p>Year 5 and 6 collaborate during the end of year performance. They learn the songs together and are encouraged to create a variety of dance moves to match. Year 5 and 6 sing together and separately during these performances.</p>	<p>More opportunities for parents to come and watch their children perform in school.</p> <p>Could we do a talent show or music concert?</p>	

	Instrumental Music	<p>Year 4 participate in weekly recorder lessons where they learn notation, improvisation and performance. They then perform an end of year concert at the Metrodome.</p> <p>All year groups are encouraged to use instruments in music lessons including a variety of percussion instruments.</p> <p>Pupils are able to join weekly private music lessons delivered by a 3rd party.</p>	<p>Explore more instruments and make better use of the resources in our local music hub to allow pupils to practice with different instruments.</p>
	Technology and Digital Music	<p>Across both Key Stages, pupils are given the opportunity to create digital music. Pupils make use of the iPads (Garageband) to use layering and create songs. Pupils explore a range of digital sound for a wide variety of musical instruments and experiment with layering different instruments together.</p>	<p>Implementing digital music in more year groups and potentially across Computing lessons.</p> <p>Pupils making use of digital music in Class Worship and History lessons (Viking chants for example?)</p>
Cross-Curricular	Religious Education	<p>Pupils attend weekly hymn practice where they perform a range of hymns linked to the liturgical time of year including masses etc.</p> <p>Pupils will sometimes perform songs in RE lessons and teachers make use of religious music when children are working, praying or having discussions to encourage thoughtful work.</p>	<p>Encourage all teachers to use music in RE lessons to support with thoughtful work.</p>
	Assemblies	<p>Weekly hymn practices linked to the liturgical calendar.</p> <p>Termly music assembly focussing on a different genre of music and a 'musician of the term' linked to this genre will be displayed in school for pupils to explore.</p>	<p>Deliver music assemblies and ensure all teachers are sharing musician of the term with pupils.</p>
	Choir	<p>After school club delivered to Year 3-6 pupils. During this club, we focus on learning the songs and dances for the Young Voices concert. Every choir begins with a warm up, pupils take ownership of their own rehearsals and we perform these songs at the annual YV concert in front of parents and carers.</p>	<p>Could choir perform these songs to school in an assembly as a final reflection on the choir club?</p>

	<p>Out of school opportunities</p>	<p>Pupils have the opportunity to attend private music tuition in school where they learn to read music and play and perform on the piano.</p> <p>Year 4 have the opportunity to visit the Metrodome annually to perform their music work from the year. Parents are welcome to watch.</p> <p>Pupils are given the opportunity to attend the Young Voices concert out of school.</p> <p>In 2024, Year 5 were exposed to opera during the Opera North Big Sing at the Metrodome which featured opera, singing ensembles and acting. Parents watched this event.</p> <p>In 2024, Year 5 were given the opportunity to attend the BYC Barnsley Sings concert where they performed with other local schools in front of parents and carers.</p> <p>Many of our pupils attend the BYC after school choir in Barnsley and we have welcomed BYC into school for workshops to encourage the children to join.</p>	<p>Continue to find opportunities for pupils to perform out of school.</p>
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Leadership

	Where are we now?		Next steps?
Governing Body	Link Governor Meetings	<p>Half termly link governor meetings to discuss subject action plan, next steps and success from the term in music.</p> <p>Incredibly supportive link governor who shares ideas to help expand the music culture in the school.</p>	<p>Ensure link governor is kept informed of any changes through email before link governor meetings.</p>
SLT	Headteacher	<p>Very supportive Headteacher who believes in creating a positive music environment throughout the school. Headteacher supports teachers and subject leader when delivering music lessons and cross curricular music opportunities.</p>	<p>Have more regular meetings with Headteacher to explore better opportunities.</p>

		Headteacher helps create events for pupils to allow them to experience singing as an ensemble (Young Voices), performing (Metrodome) and expanding cultural capital (Opera North).	
	Assistant Head teachers	Supportive assistant head teacher, one of which has a musical background and supports teachers with subject knowledge.	Have more regular meetings with assistant head teacher to explore better opportunities.
Subject Leader	Action Plan	Action plan created at the start of the year and reviewed termly.	Completed for 25-26 and available in Teacher Shared.
	CPD	Regular CPD attended by music leader including music provision for SEN learners, Charanga CPD and accessing the GetSet4Music curriculum CPD.	This training was attended by subject leader and then shared with teachers in staff meetings. More CPD opportunities needed.
	Communication with staff	Regular staff meetings throughout the year to ensure teachers are confident with delivering music lessons.	Create staff questionnaire for teachers to respond to in order to highlight next steps.
	Monitoring	Regular monitoring throughout the year of music books, music lessons and pupil voice.	Complete more book looks, lesson visits and pupil voice throughout the year.

Communities and Partnerships

	Where are we now?	Next steps?	
Barnsley Music Service	Support	<p>Barnsley Music Service is invoiced termly for the support they provide in the school.</p> <p>As a school, we pay for lessons to be delivered in Year 4 (recorders) for the full year – this ensures a broad curriculum is being taught as pupils are introduced to instruments in KS1 and get the chance to develop this in Year 4 with a professional. Some Pupil Premium money is allocated to this. The recorders are loaned out to us from the Barnsley Music Service.</p>	Develop progression grids for Y4 to ensure they hit NC objectives.

		Children have the opportunity for private music lessons. These are £56 or £28.50 for Pupil Premium children as the school subsidises. Our piano teacher comes in to deliver these sessions for 2 afternoons a week.	
Partnerships with other agencies/schools	Support and collaboration	At our school, many of our pupils attend BYC and we have attended some BYC events. We have taken our Year 5 pupils to the bi-annual BYC Big Sing and have welcomed BYC in to deliver various singing workshops. We also worked with Opera North, who helped us to perform in their Wonderland Restored performance. They delivered 3 in school workshops and we supported our pupils using resources we had been given.	Look into any more opportunities with BYC and other agencies for performance. Contact Horizon for collaboration

Accommodation and resources

	Where are we now?		Next steps?
Music Spaces	Music Room	Pupils have access to the music room when attending their private music lessons. The music room consists of 3 keyboards which pupils use during their lessons. Pupils perform singing assemblies in the hall.	Ensure the music room display is up to date.
	Classrooms	Pupils perform all music lessons in their classrooms and are given enough space to correctly use equipment, warm up and perform. When pupils require more space for performing, the teacher will make use of the hall.	Ensure all teachers are exploring the option of using the hall during music lessons to allow pupils to perform more freely.
Equipment	Recorders	All Year 4 pupils have access to a recorder which they use in school and at home in order to practice.	Provide opportunities for more musical instruments to be used in school.
	Instruments	A wide range of percussion instruments including xylophones are available for the pupils during music lessons.	Ensure pupils have more frequent access to these instruments, especially during improvisation sessions.

	Technology	Ipads and laptops are encouraged in certain music lessons and allow the pupils to explore various musical mediums.	Introduce technology in more year groups.
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Inclusion

	Where are we now?		Next steps?
EAL/SEN	Visual support	Visual supports are provided in all music lessons to ensure EAL and SEN learners are supported with new vocabulary and tricky concepts.	Ensure all teachers are providing these consistently.
	Pre teaching	Where appropriate, teachers and TAs will pre-teach certain vocabulary, ideas, instruments and songs to ensure all pupils are supported.	As above.
	High quality music lessons	All EAL and SEN learners are encouraged to attend music lessons and therefore adaptations are made where appropriate. Where lyrics or sheet music are displayed on the screen, paper copies are provided for certain pupils to support with their learning.	As above.
	Equipment	Equipment adaptations are available for SEN pupils including adapted instruments, tools and ear defenders. All SEN pupils are encouraged to take part in music lessons and teacher gently encourage and support these pupils to ensure they feel confident and comfortable to take part.	Ensure all teachers have asked for adaptations. Music interventions to support with SEN needs.