



St Joseph & St Theresa School Development Plan: Music

What went well in 2024 25:

- **Specialist teaching provision:** Children from Year 1 to Year 6 continue to enjoy high-quality, engaging music lessons with Rokit Music each Friday.
- **Pupil voice shows skill progression:** Children can articulate the musical knowledge they are gaining, such as note names, note lengths (e.g. quaver), and specific vocabulary including *crescendo*, *rhythm*, and *tempo*.
- **Performance opportunities:** Pupils across the school had multiple opportunities to perform, including a May concert open to parents and the community.
- **Formal assessment in music:** Year 3 and Year 6 completed whole-class music exams, alongside pupils receiving peripatetic tuition.
- **Singing development:** Singing Playgrounds sessions took place termly, and weekly *Worship Through Song* provided regular singing practice for all year groups.
- **Community engagement:** In June, KS2 children performed in a collaborative Jubilee concert with the parish church choir. The school choir also performed at a residential home and at *Young Voices*.
- **Whole-school involvement:** The entire school featured in the diocesan Jubilee launch assembly video, singing the official Jubilee song.

What needs to improve?

- **Limited knowledge of composers and genres:** While children enjoy practical music-making, they are not yet confident in identifying a range of composers or musical genres. A new whole-school music document will address this next year.
- **Lack of classroom evidence:** The music in the classroom document was not consistently evidenced, likely due to time constraints. A streamlined document will be introduced to support manageable planning and recording. Staff will collaborate to agree on effective and realistic ways to evidence music in class.
- **Catholic Social Teaching links:** Music lessons currently have limited links to Catholic Social Teaching. There is an opportunity to embed CST values more meaningfully - such as community, dignity and care for creation - into music provision across the school through the new document for September.

Building the Kingdom

To deliver a music curriculum that inspires pupils to express and explore Gospel values and Catholic Social Teaching through creativity, performance, and reflection. By embedding themes of peace, justice, community, and faith, we aim to nurture pupils' spiritual growth, social responsibility, and a deeper connection to their Catholic identity.

Justification: How is Music a spiritual subject?

The universal language of music embodies and gives expression to one of the highest forms of creativity and communication. The transformational power of music offers all learners a channel to discover their God-given talents. Music endeavours to enable pupils to give expression to the heights and depths of their emotions, hopes and longings and may transcend the limitations found in other forms of communication.

Intent	Implementation	Impact
<p>At our school, we believe that Music is a special gift from God that helps us express our thoughts, emotions, and faith in ways that words sometimes can't. Through music, we explore important Gospel values such as peace, justice, love, community, and hope. Our music curriculum is designed to help children discover their God-given talents, grow in confidence and creativity, and build a deeper connection to their Catholic identity. Music brings us together, helps us celebrate our faith, and teaches us to listen, share, and care for one another — just like Jesus taught us.</p>	<p>In our Music lessons:</p> <ul style="list-style-type: none">• Children listen to, create, and perform music from a wide range of cultures, traditions, and styles, including sacred and liturgical music.• We use singing and instruments to explore themes such as peace, justice, community, and care for creation, linking our learning with Catholic Social Teaching.• Pupils are encouraged to express their feelings and faith through music, whether through composing, performing, or reflecting.• We celebrate music in collective worship, school Masses, liturgies, and special events, helping children connect music with their spiritual lives.• Music is used as a tool for unity and inclusion, giving every child a voice and helping them experience the joy of working and performing with others.• We reflect on the meaning behind the music we hear and create, encouraging children to think deeply about the messages and values being shared. <p>Teachers help pupils recognise that music is not just a school subject — it is a powerful way to praise God, bring people together, and share what is in our hearts.</p>	<p>Through our Music curriculum, children will:</p> <ul style="list-style-type: none">• Discover and grow in their musical talents, using them to express emotions, faith, and creativity.• Understand how music can share powerful messages of hope, peace, justice and love.• Learn to listen carefully, collaborate, and respect the contributions of others, developing a strong sense of community and belonging.• Use music as a way to reflect spiritually, celebrate their faith, and deepen their relationship with God.• Grow in confidence and self-esteem, feeling proud of their contributions in performances and worship.• Be inspired to use music to make the world a better, more loving and joyful place, living out Gospel values in their everyday lives.

Design Music Schemes of Work Incorporating CST and Gospel Themes			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Develop music schemes of work that include themes such as peace, justice, community, and other Gospel values. Encourage pupils to explore faith, social justice, and moral themes through music composition, performance, and reflection. 	<ul style="list-style-type: none"> Music Lead: Lead curriculum development; provide planning resources with CST themes. Teachers: Deliver lessons that embed CST and Gospel values in music learning. SLT: Support curriculum alignment with the school's Catholic mission. 	<ul style="list-style-type: none"> Review planning documents for CST and Gospel values integration. Evaluate pupil work and performances for understanding of these themes. Gather pupil reflections on the connections between music and faith. 	<ul style="list-style-type: none"> Pupils understand and explain how music reflects Gospel values and social justice. Increased pupil confidence in expressing faith and values through music. Music lessons inspire moral reflection and community awareness.
Provide Professional Development on Integrating Faith and Social Teaching in Music			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Organise training for teachers on incorporating Catholic Social Teaching and Gospel values in lessons. Share teaching strategies and resources. 	<ul style="list-style-type: none"> Music Lead: Plan and deliver CPD sessions; support staff with resources. All Music Staff: Participate in training and apply learning to teaching. RE Lead: Support faith and theological connections in training. 	<ul style="list-style-type: none"> Track attendance and feedback from training sessions. Review lesson plans to confirm integration of CST themes. Survey staff confidence in delivering faith-based music lessons. 	<ul style="list-style-type: none"> Staff feel confident and skilled in embedding faith and CST in music lessons. Pupils benefit from richer, values-led music education. Consistent integration of Gospel values across the music curriculum.
Organize School and Community Music Events Celebrating Catholic Identity and Social Justice			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Plan and host music events that showcase themes of Catholic faith, peace, justice and community. Encourage pupil involvement in performances and event leadership. Collaborate with local community groups to broaden impact. 	<ul style="list-style-type: none"> Music Lead: Coordinate events; liaise with community partners. Teachers: Prepare pupils and support participation. SLT: Facilitate faith links and community engagement. 	<ul style="list-style-type: none"> Document event participation and gather feedback. Review recordings and pupil evaluations. Collect reflections on the spiritual and social impact of events. 	<ul style="list-style-type: none"> Pupils actively participate in events promoting faith and social justice. Enhanced pupil confidence and sense of belonging. Strengthened community relationships through music.
Establish Systems to Monitor and Evaluate the Spiritual and Social Impact of Music			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Implement tools for pupil reflections on spiritual growth and social responsibility through music. Conduct observations and review pupil work to assess CST impact. Report findings to SLT and use data to improve practice. 	<ul style="list-style-type: none"> Music Lead: Lead evaluation and reporting. Teachers: Facilitate pupil reflection and contribute evidence. SLT: Support and act on evaluation findings. 	<ul style="list-style-type: none"> Collect and analyse pupil reflections and assessments. Conduct learning walks focused on CST in music lessons. Include findings in termly reviews. 	<ul style="list-style-type: none"> Pupils demonstrate understanding of Gospel values through music. Music supports pupils' moral and spiritual development. Curriculum evolves to better reflect the school's Catholic mission.

Oracy (Linked to Music Curriculum)

To embed high-quality oracy teaching across the curriculum by using music as a powerful vehicle for developing pupils' speaking and listening skills, enabling all learners to communicate effectively, think critically, and engage confidently in dialogue in a range of contexts.

Research Informed Justification

Embedding oracy within the music curriculum is supported by robust educational research, highlighting the role of spoken language in improving cognitive development, academic achievement, and social confidence. Music provides an ideal context for oracy by offering inclusive, creative opportunities for pupils to speak, listen, reason, and reflect. Studies from Voice 21, the EEF, and researchers like Alexander and Hallam demonstrate that music enhances language skills, promotes collaborative dialogue, and supports deeper learning. By integrating structured talk into music lessons—through discussion, critique, storytelling, and performance—schools can develop pupils' communication skills in meaningful and engaging ways, supporting both equity and lifelong success.

Intent	Implementation	Impact
<p>Our intent is to create a whole-school culture where oracy is a central pillar of teaching and learning. By integrating oracy into the music curriculum, we aim to provide regular, purposeful opportunities for pupils to speak, listen, reason, and collaborate. Through musical contexts—ranging from discussion and critique to storytelling, debate, and performance—pupils will develop the communication skills necessary for academic success and lifelong confidence</p>	<p>We will implement this vision by:</p> <ul style="list-style-type: none"> • Embedding oracy objectives into music schemes of work and lessons. • Providing staff with CPD on oracy strategies, including talk frameworks, feedback protocols and discussion scaffolds. • Structuring lessons to include varied oracy tasks such as group reflection, peer critique, musical storytelling and debates. • Hosting school-wide events and competitions that celebrate oracy through music. • Using assessment tools, observations and pupil voice to track and reflect on progress. <p>Staff will be supported to model effective speaking and listening behaviours and create classrooms that promote high-quality dialogue.</p>	<p>As a result of this:</p> <ul style="list-style-type: none"> • Pupils will confidently articulate their understanding of musical concepts, using appropriate vocabulary to describe rhythm, mood, dynamics, structure and instrumentation. • They will express personal responses to music, explaining how it makes them feel and why, and comparing different styles, genres, and composers. • Pupils will provide thoughtful, constructive feedback on their own and others' performances, using talk routines and sentence stems to support respectful and reflective dialogue. • In group music activities, pupils will collaborate effectively, negotiating ideas, justifying decisions, and engaging in musical storytelling and composition discussions. • Through regular opportunities to present, perform and reflect aloud, pupils will build confidence in using their voice purposefully in musical contexts - supporting both musical progression and wider communication skills. • This will lead to greater musical engagement and deeper understanding, particularly for pupils who benefit from verbal processing and collaborative learning.

Embed Oracy in Curriculum Planning			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Integrate oracy objectives into music planning Use discussion questions as prompts Include oracy outcomes in weekly lessons 	<ul style="list-style-type: none"> Music Lead: Revise curriculum Class Teachers: Plan oracy-rich lessons SLT: Support implementation 	<ul style="list-style-type: none"> Curriculum scrutiny Lesson planning reviews Learning walks 	<ul style="list-style-type: none"> Pupils articulate musical ideas clearly Pupils engage in structured music discussions
Provide Professional Development for Staff			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Deliver CPD on talk-rich pedagogy Share oracy scaffolds and sentence stems Model oracy-integrated music lessons 	<ul style="list-style-type: none"> Music Lead: Lead CPD SLT: Organise training All Teachers: Implement strategies 	<ul style="list-style-type: none"> Staff feedback surveys CPD attendance records Peer observations 	<ul style="list-style-type: none"> Pupils demonstrate improved speaking and listening in music Pupils use sentence stems to explain their thinking
Promote Whole-School Oracy Through Music Events			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Plan music-linked performances and showcases Run themed speaking competitions (e.g. "What music means to me") 	<ul style="list-style-type: none"> Music Lead: Coordinate events All Staff: Support pupil preparation and participation 	<ul style="list-style-type: none"> Event evaluations Pupil reflections Participation tracking 	<ul style="list-style-type: none"> Pupils perform and speak with confidence Pupils reflect on music publicly and clearly
Plan Lessons with Intentional Oracy Opportunities			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Use think-pair-share and peer feedback Include storytelling, drama and retelling in lessons 	<ul style="list-style-type: none"> Class Teachers: Use oracy strategies Music Lead: Provide support/resources 	<ul style="list-style-type: none"> Lesson visits Pupil voice Use of oracy checklists 	<ul style="list-style-type: none"> Pupils contribute effectively in group tasks Pupils show active listening and collaborative talk
Evaluate and Assess Impact of Oracy-Focused Teaching			
Actions	Staff Responsibilities	Monitoring	Outcomes (Impact)
<ul style="list-style-type: none"> Gather pupil voice Record performances and discussions 	<ul style="list-style-type: none"> Music Lead: Develop assessment tools Class Teachers: Gather evidence SLT: Analyse trends 	<ul style="list-style-type: none"> Recorded pupil work Annual review of impact data 	<ul style="list-style-type: none"> Pupils improve verbal reasoning and musical vocabulary Pupils understand how to improve their oracy through feedback

By December	
<p>Adults will launch the new whole-school music document, ensuring each class experiences a range of genres and composers.</p> <p>Adults will plan and deliver the KS2 Carol Service, KS1 Nativity, EYFS Christmas Celebration, and the community Christmas Light Switch-On.</p> <p>Adults will deliver a staff meeting to introduce Catholic Social Teaching (CST) and Gospel themes in music lessons.</p>	<p>Children will identify at least three composers or musical genres studied and describe key features using correct vocabulary with 75% accuracy</p> <p>Children will demonstrate performance skills and confidence in singing, acting, or playing during these Christmas events.</p> <p>Children will explain how music can express values such as peace, community, and justice</p>

By April	
<p>Adults will use the new planning document consistently, embedding CST and oracy objectives in lessons.</p> <p>Adults will prepare KS2 pupils to perform at Young Voices, ensuring regular rehearsal opportunities and confidence-building activities.</p> <p>Adults will continue CPD focused on talk-rich strategies for music to strengthen oracy.</p>	<p>Children will use musical vocabulary with 75 % accuracy, confidently to discuss rhythm, tempo, and dynamics during lessons.</p> <p>Children will perform at Young Voices with enthusiasm, teamwork, and musical accuracy.</p> <p>Children will demonstrate improved speaking and listening skills during music discussions and group work. Children will be able to answer in full sentences using key, musical vocabulary with 80% accuracy and through these discussions, they will be able to clearly demonstrate their musical appreciation.</p>

By July	
<p>Adults will review curriculum impact and gather staff/pupil feedback to inform 2026–27 planning.</p> <p>Adults will coordinate Year 6 and instrumental pupils' ROCK IT music exams with an external examiner.</p>	<p>Children will explain how music links to faith, emotion, or community themes.</p> <p>Children will complete music exams successfully, demonstrating progress in performance and musicianship with 90% of these pupils achieving the requirements to pass the exam</p>

Adults will showcase music and singing at end-of-year or liturgical events to celebrate musical and spiritual growth.	Children will perform confidently in school and community events, showing teamwork and enthusiasm.
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12 - 24 months	24 - 36 months
<p>Adults will strengthen curriculum sequencing to ensure clear progression in musical skills, vocabulary, and CST integration.</p> <p>Adults will maintain annual music events that celebrate faith and community through performance.</p> <p>Children will:</p> <p>Children will demonstrate secure understanding of composers, genres, and key vocabulary; 85% meet age-related expectations in music.</p> <p>Children will lead or contribute to school and parish performances that reflect Gospel values.</p>	<p>Staff Will:</p> <p>Adults will embed music as a key vehicle for oracy and Catholic Social Teaching, sharing good practice within the CMAT.</p> <p>Children will:</p> <p>Children will confidently discuss and perform music that expresses faith, identity, and community, showing musical skill and spiritual awareness.</p>

Data

	Summer 25		Spring 2		Summer 26	
	EXS+	EXC	EXS+	EXC	EXS+	EXC
Year 1						

Year 2						
Year 3						
Year 4						
Year 5						
Year 6						
Y1-6						
PP v NPP (31 v 143)						
SEND v none (22 v 152)						

Music Evaluation/Impact Report

Highlight (and date) actions/monitoring on plan above (autumn term, spring term, summer term)

		Impact Strengths observed from monitoring (work scrutiny, lesson visits, pupil voice, staff discussion), CPD, data	Areas for Development/Next Steps Identified from monitoring (work scrutiny, lesson visits, pupil voice, staff discussion) and/or; any necessary CPD
Autumn	1	<p>Whole-school Catholic Ethos & CST Links</p> <ul style="list-style-type: none"> The whole-school music planning document has been developed and shared with all staff. It includes explicit opportunities to make connections to Catholic Social Teaching (CST), ensuring music contributes meaningfully to the school's Catholic ethos and mission. Teachers are increasingly confident in making CST links within music lessons. Children across the school are engaging with a wide range of musical styles and experiences, supporting creativity, cultural capital, and enjoyment in music. 	<ul style="list-style-type: none"> Monitoring & Assessment - Further embed the new planning through observation of lessons, pupil voice, and evidence collection to ensure consistency and clear progression in musical learning. Staff Confidence - Continue to support staff in delivering the planned music curriculum and in making meaningful CST and liturgical connections.
	2	<p>Pupil Engagement & Enrichment</p>	

		<ul style="list-style-type: none"> • A school choir has been established and has already taken part in several public performances, including the community Christmas light switch-on, the parish Christmas lunch, and at a local residential home. • These performances promote pupils' confidence, sense of belonging, and understanding of music as a form of service to the community – supporting CST principles in a practical and joyful way. 	
Spring	1	<ul style="list-style-type: none"> • Pupil Engagement & Enrichment Music opportunities have continued to grow this term. Pupils participated in the Young Voices concert, performing as part of a large-scale choir, which significantly enhanced their confidence, teamwork, and enjoyment of music. In addition, children took part in instrument workshops delivered by Rockit Music, broadening their exposure to live music and new instruments. KS2 pupils have also engaged in both whole-class and small group performances, developing performance skills and fostering a sense of achievement and collaboration. 	<ul style="list-style-type: none"> • Monitoring & Progression Continue to monitor the implementation of the music curriculum through lesson observations, pupil voice, and evidence collection to ensure consistency, clear progression, and impact across all year groups.
	2	<ul style="list-style-type: none"> • Curriculum Breadth & Catholic Social Teaching (CST) Children across the school are accessing an increasingly wide range of musical genres within lessons. There is growing evidence that pupils are beginning to make links between music and Catholic Social Teaching, particularly in understanding music as a form of expression, unity, and service to others. 	<ul style="list-style-type: none"> • Embedding CST Links in Practice Further support staff in confidently and consistently embedding meaningful Catholic Social Teaching within music lessons, ensuring these connections are explicit and deepen pupils' understanding of music within the Catholic ethos.
Summer	1		
	2		

Appendix:

Examples of CST in Music Topics

Music Topic	Linked CST Principle(s)	Example Activity
Gospel and Spiritual Music	Human Dignity, Option for the Poor, Solidarity	Study gospel & spiritual music through the themes of faith, hope and suffering as a way to unite the community and resist oppression
World Music (Africa, Latin America, Indigenous cultures)	Global Solidarity, Human Dignity	Learn songs from different continents; explore cultural meaning.
Protest and Peace Songs	Peace, Rights and Responsibilities	Study civil rights songs or compose one about climate justice.
Liturgical Music	Community and Participation, Common Good	Participate in school Mass and reflect on how music builds worship and unity.