

Music development plan summary: Trinity Primary School

Overview

Detail	
Academic year that this summary covers	2024-25
Date this summary was published	08.2024
Date this summary will be reviewed	yearly
Name of the school music lead	Chloe Steele
Name of local music hub	Encore Enterprises https://www.encore-enterprises.com/

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

We provide a rich music curriculum, informed by the Model Music Curriculum and in partnership with our local music hub, Encore Enterprises, to offer a combination of structured curriculum resourced through Charanga Music, ensemble music tuition and wiser opportunities.

Our whole school approaches to adaptive teaching apply to our music curriculum, with a commitment to provide necessary bespoke adaptations to allow all pupils to access music teaching and learning through additional adult support, scaffolds, adapted grouping or resources.

Pupils in EYFS and KS1 focus on core musical skills, rhythm and untuned instruments, along with some use of glockenspiel to introduced pitch and melody.

The curriculum for pupils in Y3/4 is supplemented by 24 hours of ensemble tuition in ukulele across two years, with opportunities for performance and composition built into the provision.

Similarly, pupils in Y5/6 benefit from 24 hours of ensemble trumpet tuition across two years, with opportunities for performance and composition built into the provision.

Part B: Co-curricular music

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

Tuition outside of curriculum time is available for a range of instruments, including ukulele, brass, voice and piano. These are available in individual or small group sessions by arrangement with external providers who work with school. The sessions are paid for, and subsidies are available for low-income families on a case-by-case basis.

Opportunities for all pupils who undertake tuition to contribute to regular concerts in assembly time and a yearly evening concert are supported by the school.

School choirs are on offer as teacher-led extra-curricular groups, without charge, and are offered multiple opportunities to perform in school and within the local community across the year, including Christmas concerts and participation in Young Voices yearly for Years 4-6.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Musical experiences in school are mapped out yearly to ensure all pupils have the opportunity to contribute to performances through choral voice and/or instrumentally. Families and the local community are invited to share in the performances to provide all pupils with the opportunity of performing to an audience. This includes participation in Christmas concerts for Years 3 and 4, Christmas performances for EYFS-Y2 and A summer musical performance for year 6.

Singing takes place in weekly assemblies, with whole-school progression in line with the Charanga music programme. Additionally, across school, trips to local performances or concerts are arranged routinely to support and align with curriculum content.

In the future

- We aim to ensure all pupils have opportunities to experience expert musical performance through visits or visitors to provide essential cultural capital.
- We aim to increase uptake in individual music tuition, particularly from disadvantaged groups to support equity of opportunity.