

Music Development Plan Summary: Trewidland Primary School

Overview

| Detail | Information |
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| Academic year that this summary covers | 2024 - 2025 |
| Date this summary was published | June 2024 |
| Date this summary will be reviewed | July 2025 |
| Name of the school music lead | Kathryn Pipe |
| Name of school leadership team member with responsibility for music (if different) | |
| Name of local music hub | Cornwall |
| Name of other music education organisation(s) (if partnership in place) | ASONE Hub |

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.

Our school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.

Music intent - to provide an extensive, diverse, and progressive music curriculum for all children within school. To provide high-quality music provision for all children. They will learn to play, sing, compose, listen to, and appreciate music through structured and engaging activities and exciting musical experiences. They have the choice to learn to play an instrument from a range of instruments taught in school and to participate and perform in musical performances both in and outside school. As they progress through the school, instrumental performance and composition will be a major part of music lessons.

Children leaving our school will have a sound musical understanding and competence and confidence in music, enabling them to enjoy music to the full throughout their lives as an interest or hobby, or, as a firm base on which to build a musical career.

All children will have access to a variety of pitched and unpitched instruments and will use these to further develop their musical learning and understanding.

This will be delivered through strong leadership and inspiring music delivery currently from specialist music teacher from ASONE.

Within this, an exciting programme of performance opportunities will be offered including concerts, shows and music assemblies. This will also maximise cultural capital for all our children, their overall wellbeing and confidence, while creating a supportive community of music making.

All children will have one 45-minute class music lesson every week, along with regularly singing sessions, both in class and in assemblies.

We are careful to ensure that all children have the opportunity to sing, play, compose and listen in a variety of musical styles and genres. Curriculum music is delivered by a specialist music teacher from CMST but class teachers are encouraged to regularly play music in their classrooms and to incorporate singing, clapping patterns and pulse activities into their daily class routines.

Parents are kept updated through newsletters and emails and are invited to performances.

SEND children have equal access to music lessons and lessons are adapted to meet the needs of all children.

Children who have instrumental lessons in school with teachers from CMST receive an annual report documenting their achievements and setting out their next steps.

We work closely with the Hub Music Engagement Lead for our area and are always keen to be involved in Hub events including training and development for staff.

Part B: Extra-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.

In Spring 2024, a peripatetic music teacher from CMST joined us on Friday afternoons to deliver individual instrumental lessons to pupils. She offers tuition on flute, keyboard and a range of brass instruments.

Instrumental learners are encouraged to attend a 'next steps' ensemble at Looe Academy led by a music specialist from CMST/ASONE

Part C: Musical experiences and events at Trewidland

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.

Children are involved in performances throughout the year. For example, Harvest lunch included whole school singing and a song which was written by the pupils with one of our teachers, Christmas play, Christingle Service in the local Church, Trust events (e.g. The Trust Poetry Slam including poetry and combined singing across our three Trust primary schools), summer performances.

Whole School Singing Assemblies – these are planned to support children's singing development across a wide range of themes and music styles over the year.

Repetition of learnt songs is important to develop confidence and pleasure in singing.

Assemblies – we have a composer/musician of the month. Assemblies use this music for the children to walk in and walk out of the hall. This supports children in developing their understanding of a wide range of musicians/composers. They are planned to support children's development in understanding the history of music.

In the future

This is about what the school is planning for subsequent years.

- We intend to link further with local schools including secondary to provide more experiences for our pupils. We are keen to establish a partnership with the Music Department at Liskeard Community College to assist with the transition to secondary school for our KS2 pupils and to support children's musical learning, share resources and create a strong partnership.
- We will seek local musicians to perform for our pupils.
- We intend to seek opportunities for an increased number of children to learn a musical instrument.
- We consider how positively music is received/viewed in school and its place in our school and community life.

- We consider how many children learning are instruments and are hoping to start an ensemble (vocal and/or instrumental) in school in the future.