Music development plan summary: [*Holy Trinity CE Primary School*]

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the national plan for music education:

At Holy Trinity CE Primary School we offer:

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- offer a strong grounding in music in our Early Years classes
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- Year 3 learn to play the recorder
- Year 5 learn to play the Ukulele
- UKS2 steel pan lessons and performances
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Overview

Detail	Information
Academic year that this summary covers	26/27
Date this summary was published	22//9/26
Date this summary will be reviewed	22/9/27
Name of the school music lead	Lisa Miles
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Haringey Music Service (London Borough of Haringey)
Name of other music education organisation(s) (if partnership in place)	

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 uses Charanga music scheme and follows this curriculum overview https://www.holytrinityn17.ldbsact.org/docs/music_curriculum_map.pdf

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for maintained schools and for academies and free schools.

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the Charanga Music Scheme. Charanga philosophy of music education is based on the principle that it should be fun and engaging for all concerned. Every child is a born musician, and music plays a role in every aspect of our lives – wherever and whoever we are.
- Children have opportunities to listen and appraise, play warm up games, improvised with resources and compose. They can learn to sing or play an instrument during lesson time.
- We have a resident musician who leads a steel pan group called Panation, who teaches our Year 4, 5 and 6 each week. Children are taught musical notation and harmony and perform to parents and children. The school has performed at festivals and at St Paul's Cathedral.

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.

Children in Year 3 are offered Steel pan lessons in afterschool club.

We have a choir club that runs after school

We invite musical organisations to come into school and play for the children

The National symphony Orchestra come into school for composition workshops

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.

At Holy Trinity, we sing every day, our collective worships include whole school singing where we share popular songs and hymns.

Each term we have showcases where classes sing for the parents and other visitors.

We have a steel pan concert for all parents to come into school and enjoy.

We have a Christmas show and a Summer show each year that includes songs and singing from Year 3 upwards.

Our Year 6 children have played publicly at St Paul's Cathedral a number of times.

We are planning musical concerts for this academic year that include singing and instrumental recitals and steel pans.

Our choir performs for the whole school and parents.

We have invited a number of musical groups/external agencies to visit our school this academic year.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

In the future

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

To further enhance our music provision, we aim to follow the 7 features of high quality school music provision directed by the Government paper, National Plan for Music Education.

We want our children to:

experience a broad musical culture in schools and education settings, accessing high quality curricular and co-curricular music, and progressing into appropriate qualifications

• access the expertise, instruments, technology and facilities they need to learn, create and share their music

• engage with a range of enrichment opportunities to play and sing, to perform, create and experience live music, and have their music heard

• have opportunities to progress their musical interests and talents, and routes into a variety of music careers • are supported by a skilled and dynamic workforce

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

We also expect music education to be fully inclusive, so that all music educators:

• commit to achieving greater access and more opportunity in music education, identifying and removing barriers, including for children in low-income families and children with special educational needs and disabilities (SEND)

• take action to support increasing access, opportunity, participation, and progression of groups that are currently under-represented in music

• support understanding of inclusive music education and skills development among teachers, tutors, practitioners and leaders, informed by high-quality research and evidence.

In order to achieve this, we will give opportunities for training for staff and purposefully choose pupils who may need extra music tuition. We will create opportunities for children to experience a wide variety of musical listening and appraisal to broaden their musical preferences.

Further information

The Department for Education publishes a guide for parents and young people on how they can get involved in music in and out of school, and where they can go to for support beyond the school.