

Music development plan summary: Trent CE Primary School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Susan Ordon
Name of local music hub	Barnet education Arts trust

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.

Intended Curriculum

At Trent, each child begins to develop the key skills of a musician, giving them the knowledge and confidence to perform, compose and understand music from a wide range of times and places. Pupils experience and understand music through the development of three key skills: Performing, Creating, and Theory and Listening.

The study of music involves engaging pupils in lessons that enable them to understand and access increasingly complex musical ideas and skills through a focus on practical music making. Doing this through a breadth of topics allows pupils to experience wide ranging musical traditions, and develop skills in a range of instruments, voice and technology. With this in mind, we have established a school curriculum plan for music as an entitlement for all pupils that is: Aspirational in terms of instilling in our pupils a desire to achieve the highest levels of success through providing them with the opportunities to excel in terms of their development of skills and knowledge. Such high aspirations are clearly identifiable in the progressive and increasingly challenging key objectives of each unit;

Logical, and broad and balanced in terms of the areas of subject content we have selected which reflect the guidance and the demands of the National Curriculum. For example, pupils experience music from throughout history and from around the world, as well as performing on instruments such as keyboards, ukuleles and mixed percussion;

Progressively more challenging from Reception through Year 6 both in terms of the complexity of the subject knowledge we want our pupils to acquire and also the skills which they develop. These anticipated outcomes in knowledge and skills acquisition are detailed in the objectives of the scheme of work for each topic;

Built upon and has continuity with the provision for music established in the Early Years Foundation Stage, and designed to be a solid foundation for skills and knowledge developed in the Key Stage 3 Curriculum and beyond.

Inclusive in terms of delivering the same curriculum to all of our pupils irrespective of specific learning needs or disabilities and differentiating where necessary through, for example, in class support and alternative learning activities.

Curriculum Delivery

At Trent, we implement a practical approach to learning and teaching in music that develops our pupils as young musicians. Through lessons centred on performance and composition, our pupils develop understanding of musical vocabulary, analysis, notation and historical and geographical context alongside performance and composition skills.

The focus on performance and composition throughout schemes of work in music helps to make learning activities relatable and engaging, as pupils learn and perform music which has real-life context. As children progress through Trent they revisit key skills and knowledge in a variety of contexts, with increasing degrees of complexity.

Music lessons are interactive and practical, and pupils often work as a class, small group and individually within one lesson. Pupils use a variety of 'real' instruments as they progress through the school (including mixed percussion, ukuleles and keyboards) and listen to a breadth of professionally recorded music from history and around the world. Pupil work is recorded through videos and sound recordings, ensuring the focus remains on the key objectives (rather than attempting notation which could be much too tricky, for example), although pupils do develop skills in creating graphic and score notation as they progress through the school, enabling them to work on single pieces for a number of weeks. Prior learning is constantly revisited and built upon, forming solid foundations of musical understanding.

Each scheme of work has clear objectives and anticipated outcomes. They are also carefully structured to enable pupils to build skills through each lesson, culminating in the completion of a performance or composition.

The curriculum has been carefully planned to enable children to develop their understanding and skills as they progress through the school.

Impact

Each scheme of work has clear objectives and set outcomes for pupils in terms of knowledge, understanding and skills acquisition. Lessons are differentiated to ensure that all children are challenged. We ensure that when assessing pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during lessons, observing and interacting with pupils while they are practising and refining skills, and listening to final performances of learnt pieces or compositions. The outcomes of each lesson and scheme of work serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Outcomes are used to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year, we make a summative judgement about the achievement of each pupil. At this point teachers decide upon a 'best fit' judgement as to whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the learning goals for music at the end of the year is used as the basis of reporting progress to parents.

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.

Currently, pupils are able to learn the piano, guitar, drums and clarinet with visiting peripatetic teachers. We regularly gauge interest in other instruments from pupils and parents, and work with BEAT to organise additional lessons accordingly. To give all pupils the ability to access instrumental lessons, all pupils eligible for Pupil Premium funding are offered lessons on an instrument for free.

Pupils in Years 1-6 are also able to join the school choir, which rehearses after school on Tuesdays (Infants) and Wednesdays (Juniors). These groups are often full, and pupils have the opportunity to perform in concerts including Prom Praise for Schools at the Royal Albert Hall, Young Voices at the O2 Arena, and local events such as the School Fairs and CAMEO (senior group) dinners at Church House. Our choirs are free clubs which are open to all pupils.

Many pupils who have individual lessons in school work towards instrumental grades, and pupils are regularly signposted towards BEAT holiday provision and after-school/weekend sessions such as choirs and bands.

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.

Collective Worship

Singing is an important part of Collective Worship at Trent, with pupils singing songs every day, and Hymn Practise happening once a week.

Concerts and Shows

In School

Throughout their time at Trent, pupils have the opportunity to take part in many musical performances.

Reception learn a number of songs to sing as part of their Christmas Tableaux.

Years 2 and 3 learn songs and dances as part of the Christmas Nativity.

Years 4, 5 and 6 perform songs and dances in the Summer Show.

All classes include musical performances such as singing, ukulele or compositions in their termly Class Assemblies. These are either performed live or recorded.

Out of School

Each year, Year 2 take part in the Infant Music Festival hosted by BEAT, where they learn songs and perform them alongside other Infant classes at a local school.

Year 5 take part in the BEAT Music Festival every year. This is an exciting event held at the Arts Depot in Finchley. On the performance day the class, alongside other Barnet schools, rehearse the songs which they have been learning. They then take part in an evening performance to an audience.

There are also a number of opportunities for children who participate in choir, including singing in Prom Praise for Schools concerts at the Royal Albert Hall (Y3-6), Young Voices at the O2 (Y3-6), CAMEO (Church senior group) dinners (Y1-6) and School Fairs (Y1-6).

Parents are only asked to make a contribution to the cost of the Young Voice concerts and Prom Praise for Schools concerts, which we subsidise as much as possible.

In the future

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

In the future, we hope to include more opportunities for pupils to showcase their skills on the instruments which they are learning in class. This will be through class assemblies or class performances to parents.

We hope to incorporate more live performances for the pupils to watch, for example visiting concerts.

We will continue to develop and extend our curriculum to ensure that pupils are developing their skills further on the instruments which they learn in class (e.g. playing with two hands on the keyboard).