

Music development plan summary: Trinity CEVAP

Overview

Detail	Information
Academic year that this summary covers	2026 2027
Date this summary was published	11 th June 2025
Date this summary will be reviewed	June 2027
Name of the school music lead	Trinity CEVAP Mrs L Curran Spain
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Suffolk & Norfolk Hub
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.

- Music Curriculum Statement Trinity CEVAP School

Intent The National Curriculum for music aims to ensure that all children:

- • perform, listen to, review and evaluate music
- • be taught to sing, create and compose music
- • understand and explore how music is created, produced and communicated

At Trinity CEVAP School, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and

acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. Implementation The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances, the learning of instruments, and the joining of one of our many musical ensembles.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom children learn how to play an instrument, from three main instrument groups of wind, strings, and both tuned and untuned percussion. In doing so they learn to understand the different principle of each method of creating notes, as well as how to read basic music notation. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Through the modal music program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Children throughout the school have opportunities to learn instruments such as the keyboard, glockenspiel, recorder and ukulele, and build upon their own prior musical knowledge.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music is taught in a dedicated music room and is timetabled for 1 hour per week for KS1 and KS2 children.

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 can also participate in extra music lessons through Band Academy and I Rock Sessions, this additional music session offers the children the opportunity to have small group and 1:1 sessions in instruments and vocals at an additional cost.

When learning ukulele or recorder children are able to take these instruments home for further practice.

The school Recorder Club meets weekly and will perform in school events

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.

We sing daily in collective worship and learn songs from The Christian Tradition, in addition to songs relating to the school year and seasons, in addition to this we have a singing assembly every two weeks, which is a fantastic opportunity to come together and sing favourite songs with gusto and to learn new ones.

In addition to the Nativity at Christmas performed by KS1 and EYFs, and the school play in the Summer performed by Yr 5 and 6, children prepare for termly performances in Celebration Assemblies throughout the year.

We also sing at the Carol Service, Easter Service and Leavers Service.

Year 5 and 6 participate in the Diocesan Big Sing Event

Composer of the (half) term, where this music is listened to in CW and in any class quiet time/ writing, time exposing children to a wide variety of composers, Information on composers is shared with children and kept in their books as a point of reference. We include famous and contemporary musicians.

In the future

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

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.

Also consider including:

- Introduce the teaching of Keyboarding in Yr 5 and 6
- Include playing of instruments in Celebration Assemblies/ Collective Worship
- Develop the School recorder club so they perform at school events

- Enable some writing and recording of music learning and appreciation

Further information (optional)