

Music development plan summary:

Detail information Academic Year that this summary covers	2025-26
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of school music lead	Joshua Keane
Name of SLT member with responsibility for music	James Newbery
Name of local music hub	Wiltshire/Dorset Music Education Hub

"I will sing and make music." – Psalm 57:7

Hans Christian Anderson, **"Where words fail, music speaks."**

Part A: Curriculum music

We teach music weekly in each year group, we always aim to teach formal music lessons for the statutory hour each week. Alongside this the children develop their singing skills and techniques in a weekly singing assembly. Our class teachers are experts in adapting our curriculum to meet the needs of children with additional needs and/or disabilities, and these bespoke adaptations ensure that music can be enjoyed by all.

We believe that all children all have the capacity to be musicians and to enjoy music. We aim, through good teaching and leadership, to offer progressive music curriculum for all children.

There are opportunities to learn musical instruments, and participate in ensembles in school, along with regular performances, both in and out of school will showcase our children and make our school a leader in music education within the local community and beyond. This, allied with a real sense of purpose, will maximise cultural capital for all our children and allow all children to enjoy the joy of music.

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.

- A suite of musical instruments, to be used in class – within unit of music teaching
- Whole class recorders in Year 3
- Whole class Persuasion and Samba – taught by expert teacher in Year 4

We are exploring the possibility of offering offer peripatetic music tuition via Wiltshire/Dorset Music Education Hub. We endeavour to be supportive of all children studying for formal gradings with The Associated Board of the Royal Schools of Music and offer timetable variations where necessary to help with these. We signpost children to live music opportunities within the local area. Our pupil premium grant funding is always targeted and spent on a bespoke basis which includes, where requested, funding lessons or instrument hire for children wanting to access such.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts, nativities, I Sing Pop experiences across the Trust in Year 4 and shows, and trips to professional concerts. All children take part in a weekly singing assembly. During the year we produce musical shows for parents which usually takes the form of a small-scale musical for younger children at Christmas and an end of year musical production for key stage 2. We also sing as a whole school in church for important festivals such as Easter, Harvest and Christmas.

Our Summer music concert also allows classes to show case their talents and provides more vital opportunities for performing. We are currently in discussion with our local middle schools to develop a link school musical collaboration. This will take the form of a joint concert across the key stages. All performances put on by the school are free for parents.

Staff take part in regular music development in staff meetings led by the Music lead and other visitors from the Trust. In addition, the school takes part in musical workshops with colleagues across the trust and within our school clusters.

In the future

We use a vehicle, Charanga to support our curriculum, but we endeavour to use a personalised approach to make the learning bespoke to the needs of each cohort. Training and upskilling staff is a vital part of this journey, ensuring staff a confident in their ability to teach each aspect of the music curriculum.

At Trinity we recognise that music is a powerful tool and, used effectively, can enable children to shine and flourish musically, as well as socially, emotionally and spiritually. As such we aim to continually develop our understanding of how music can make a difference and what we, the educators, need to do to ensure the best possible musical provision.