# Music development plan summary:Kingsway Primary and Nursery School



## Overview

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| Detail | Information |
| Academic year that this summary covers | 2024/2025 |
| Date this summary was published | 27/08/2024 |
| Date this summary will be reviewed | September 2025 |
| Name of the school music lead | Mr Gareth Dale |
| Name of school leadership team member with responsibility for music (if different) | Ms Claire Lowe – DHT and Curriculum Lead |
| Name of local music hub  | Trafford Music Service |
| Name of other music education organisation(s) (if partnership in place)  | N/A |

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.

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| At Kingsway Primary School, the music curriculum is designed around a values-based and relational approach to teaching, learning, and developing a passion for learning and building resilience for all of our children. Our goal is to foster a love of music, build confidence, and celebrate the diverse talents of all children. Below is an outline of how these principles shape our music curriculum:1. ****Values-Based Approach to Music***** **Core Values Integration**: Our music curriculum integrates key values such as respect, resilience, creativity, and collaboration. These values are woven into every aspect of music education, from classroom learning to performances.
	+ **Respect**: Children are taught to appreciate different musical styles and cultures, developing respect for diversity in music.
	+ **Resilience**: Learning music, whether it’s mastering an instrument or performing in front of an audience, teaches children perseverance and resilience.
	+ **Collaboration**: Group performances and choir participation foster teamwork and the importance of working together to create something beautiful.

2. ****Relational Approach to Teaching and Learning***** **Positive Relationships**: Our teaching is rooted in strong, positive relationships between staff and pupils. Music is a collaborative and social subject where children are encouraged to express themselves in a safe and supportive environment.
	+ **Individual Support**: Teachers provide individualized feedback and support, ensuring each child’s needs are met, whether they are struggling or excelling in music.
	+ **Emotional Well-Being**: Music lessons and activities are designed to promote emotional well-being, using music as a tool for expression, emotional release, and joy.

3. ****Fostering a Love of Music***** **Engaging Lessons**: Music lessons are dynamic and engaging following the Kapow scheme of work which is designed to capture the interest of all students. We use a wide range of musical genres and instruments to ensure that every child finds an area of music they enjoy.
* **Extra-curricular Opportunities**: A range of extra-curricular music clubs, including choir, instrumental groups, and performance workshops, allow children to explore music beyond the classroom.
* **Celebration of Music**: Regular performances, such as the Harvest Assembly, Christmas events, and school productions, celebrate music across the school and provide children with a sense of achievement.

4. ****Building Confidence Through Performance***** **Safe Performance Opportunities**: We offer regular, supportive opportunities for children to perform in front of their peers and the community. This builds self-confidence and encourages them to take pride in their musical abilities.
* **Diverse Musical Experiences**: Children are exposed to a variety of musical experiences, including singing at the Greater Manchester Primary Schools Singing Festival, performing in assemblies and in local venues, and showcasing their talents in school productions.
* **Inclusive Performances**: We ensure that all children, regardless of their individual starting points, have the chance to perform. This inclusivity fosters a sense of belonging and boosts confidence for all children within our school family.

5. ****Thriving on Difference***** **Celebrating Diversity**: We believe that diversity enriches our school community. Our music curriculum reflects a wide range of musical traditions and cultures, helping children understand and appreciate differences.
* **Support for Disadvantaged Pupils**: Special provision is made to ensure disadvantaged pupils have equal access to all music activities. This includes subsidized lessons, access to instruments, and prioritized participation in concerts and trips.
* **Personalised Learning**: We recognise that children learn in different ways. Our music curriculum is flexible and adaptive, allowing all children to thrive, regardless of their musical ability or prior experience.

ConclusionThrough our values-based and relational approach, the music curriculum at Kingsway Primary School not only fosters a love for music but also builds confidence and celebrates difference. By integrating these principles into our teaching and behavior management, we ensure that all children have the opportunity to succeed and grow through music. |

## 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.

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| At Kingsway Primary School, we offer a rich variety of extra-curricular music opportunities designed to foster a love of music, build confidence, and celebrate the diverse talents of all children. These opportunities extend beyond the classroom and play a key role in our values-based and relational approach to education.Key Extra-Curricular Music Opportunities:1. **Choir Participation**
	* The school choir is open to all children and provides regular opportunities for public performances, including:
		+ **Singing at Sale Waterside** during Christmas celebrations.
		+ **Attending the Greater Manchester Primary Schools Singing Festival**, where the choir joins other schools in a large-scale musical event.
		+ **Performing at local church events** during Christmas and Easter, providing both spiritual and musical enrichment.
2. **Instrumental Performance**
	* Children who learn musical instruments are given opportunities to showcase their skills by:
		+ **Performing in school assemblies** at various points throughout the year.
		+ Taking part in school concerts and other events to build confidence in their musical abilities.
3. **School-Wide Performances**
	* All children are involved in school-wide music performances, such as:
		+ **Harvest Assemblies** where every class sings and performs together.
		+ **Christmas Performances**, where the whole school participates in musical performances that include singing and playing instruments.
		+ **Easter Assemblies** where the entire school community comes together to perform music.
4. **EYFS and KS1 Nativity Performances**
	* Early Years and Key Stage 1 pupils participate in annual **Nativity plays**, combining storytelling with music and performance, which helps to build confidence from a young age.
5. **Year 6 End-of-Year Production**
	* Year 6 pupils put on an end-of-year play, which incorporates music and performance, giving children the chance to develop their dramatic and musical skills as they prepare for secondary school.
6. **Workshops and Masterclasses**
	* Throughout the year, children are invited to participate in **music workshops and masterclasses** led by professional musicians, offering an inspiring and hands-on learning experience.

Inclusive and Accessible for AllWe are committed to ensuring these opportunities are inclusive, particularly for disadvantaged pupils, who receive additional support such as access to free or subsidised music lessons, instruments, and priority in performance events. This inclusive approach ensures that every child, regardless of background or ability, has the chance to participate and thrive in our music programme.These extra-curricular activities not only enhance musical skills but also support children's personal development by building resilience, promoting teamwork, and encouraging a love for music that lasts a lifetime. |

## Part C: Musical Events and performances

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.

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| Here are the opportunities for children at Kingsway Primary School to perform or experience high-quality music during this academic year:* **Year Groups and Choir** will sing at Sale Waterside during Christmas.
* The **School Choir** will attend the Greater Manchester Primary Schools Singing Festival.
* **All Classes** will sing and perform during the Harvest Assembly.
* **The Choir and All Classes** will perform at the local church at Christmas.
* **The Choir and All Classes** will also perform during the Easter Assembly.
* **The Whole School** will watch a Christmas performance, including singing and playing instruments.
* **Children Learning Musical** **Instruments** will perform for the whole school in assembly at various points throughout the year.
* **EYFS and KS1** will put on Nativity performances.
* **Year 6** will perform in the end-of-year play production.

These opportunities provide a platform for children to showcase their musical talents and experience the joy of performing and listening to music.  |

## In the future

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| To enhance music provision at Kingsway Primary School, the following plan will be implemented, with a particular focus on increasing opportunities for disadvantaged pupils and fostering a deeper cultural experience for all students:1. ****Curriculum Integration***** **Values-Based Approach**: Embed music into the values-based curriculum, ensuring all students, regardless of background, have access to high-quality music education that aligns with the school's ethos.
* **Book-Led Themes**: Use music to complement book-led themes in literacy, reinforcing key curriculum content and promoting cross-disciplinary learning.

2. ****Inclusive Music Education***** **Further support for Disadvantaged Pupils**: Target disadvantaged pupils by offering subsidised or free music lessons, instruments, and participation in school choirs or music ensembles.
* **Tailored curriculum delivery**: Work with the SEND team to ensure students with additional needs can access music education in full through inclusive quality first teaching practices.

3. ****Concert Attendance Program***** **Regular Concert Exposure**: Create partnerships with local orchestras, theaters, and concert venues to provide regular opportunities for students to attend live music performances. Disadvantaged students will receive priority in attending these events through funded tickets and transportation.
* **Parent Involvement**: Involve families, especially from disadvantaged backgrounds, by offering family tickets to concerts and encouraging them to participate in musical events alongside their children.

4. ****After-School Music Clubs and Enrichment***** **Extracurricular Opportunities**: Continue to build after-school music clubs, offering everything from choir to instrumental groups. These clubs will be accessible to all pupils, with subsidised spaces reserved for disadvantaged children.
* **Performance Opportunities**: Organize termly school concerts, where pupils can showcase their progress and talent. These events will encourage participation and celebration of music across the school community.

5. ****Community and Professional Links***** **Partnerships with Musicians and Local Artists**: Bring in local musicians and music professionals to conduct workshops, masterclasses, and performances at the school, giving pupils a chance to engage with real-world musicianship.
* **Kingsway Music Festival**: We aim to host a yearly school music festival where students, parents, and the local community come together to celebrate music. The event will aim to feature performances by students and local artists.

6. ****Monitoring and Evaluation***** **Tracking Pupil Engagement**: Monitor the participation of disadvantaged pupils in music activities through regular tracking and feedback systems to ensure equitable access.
* **Pupil Voice**: Gather pupil feedback to refine the music provision, ensuring it remains engaging, inclusive, and meets the needs of all learners.

This comprehensive approach will continue to ensure that music is a core part of the cultural and academic life at Kingsway, broadening horizons and fostering a love for music across for all members of our school family. |