

## Music Development Plan summary: Consortium Trust

### Overview

| Detail                                                                             | Information                  |
|------------------------------------------------------------------------------------|------------------------------|
| Academic year that this summary covers                                             | 2026-2027                    |
| Date this summary was published                                                    | 03.07.26                     |
| Date this summary will be reviewed                                                 | Sept 2027                    |
| Name of the Trust Curriculum Lead                                                  | Debbie Thomas                |
| Name of school leadership team member with responsibility for music (if different) | Nicola Jones                 |
| Name of local music hub                                                            | Suffolk and Norfolk          |
| Name of other music education organisation(s) (if partnership in place)            | Suffolk County Music Service |

### Part A: Curriculum music

Consortium Trust have a model Trust music curriculum, available for schools to adopt and adapt, to meet their individual needs. The curriculum is designed to ensure that all the musical concepts are taught and revisited throughout children's primary years, ensuring the progression of skills and knowledge. Teaching is sequenced to ensure pupils revisit prior learning and develop a deep understanding of musical terminology. The curriculum makes explicit links to other areas of learning including specific texts that children are familiar with through literacy lessons.

The Trust curriculum has been informed by the [model music curriculum](#) (March 2021) and provides a broad range of musical genres for children to experience and appreciate. Children have opportunities to sing and perform on a regular basis, through whole class or phase performances and smaller group performances to peers and parents. These opportunities are carefully planned for and are explicit on the medium-term plans.

Children are taught to play a range of tuned and untuned instruments (recorder, violin, ukulele) and experience opportunities to explore sound, pitch and tempo leading to the composition of their own pieces of music.

Children are encouraged to critique and discuss their musical preferences, considering a broad range of styles and periods of music. Many linking to cross curricular learning and others taken from the model music curriculum (2021).

Music should be timetabled weekly in our schools. However, some schools prefer to teach music in blocks. This is an area identified for development (Part D). Regular teaching in this manner enables pupils to recall prior knowledge with greater ease and is therefore the Trust's preferred model for delivering music.

## **Part B: Co-curricular music**

Across the Trust a variety of opportunities to learn instruments are on offer to pupils. These include, but are not limited to, 1:1 guitar, piano and drumming teaching from experienced musicians. Pupils are encouraged to perform to an audience as part of a sharing assembly/concert or to accompany singing performances or live staged performances at larger, public events. Many schools, in geographical range, perform at Snape Maltings, taking part in multi school events.

School choirs are encouraged, for all pupils, as part of the extracurricular offer; resulting in performances at a range of events i.e. summer fayres and Christmas concerts. Schools provide a variety of after school enrichment relating to musical development. These sometimes change termly to ensure a variety of experiences are available for pupils to explore.

Music hubs are employed by some schools, bringing a broad range of experiences and expertise which can be accessed by all pupils. These include whole class drumming teaching and workshops such as those offered by Ipswich School.

During assemblies pupils are exposed to a variety of musical genres, spanning many cultures and instrumental variations. Pupils sing together during assemblies and are taught the importance of participation and collaboration.

## **Part C: Musical experiences**

The curriculum provides planned opportunities for pupils to perform on stage in Nativity's and Leavers plays as well as smaller class performances to peers. However, the Trust encourages schools to broaden pupil's experiences through educational visits to theatres and other live music events such as Latitude festival and Snape Maltings concerts.

Where opportunities arise schools actively seek participation in multi-school events enabling pupils to perform to large audiences and work alongside musicians with varied cultural influences.

## Part D: In the future

- Trust wide music development will focus on ensuring that every school offers a choir with community links and planned performance events.
- Schools will provide an educational visit for all pupils to experience a large-scale musical performance.
- The Trust will monitor music teaching to ensure a consistent offer of one hour of timetabled music lessons per week.

## 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.

All Trust schools/hubs publish their own personalised Music Development Plan Summary which is reviewed annually.