

Music development plan summary: Kensington C.P. School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Alison Heeney
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Resonate: The Music Education Hub for Liverpool
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.

Information about Kensington Primary school's curriculum for music can be found via the school's music webpage. Click on the medium-term plans tab for detailed information about the curriculum within each year group.

[Kensington Community Primary School - Music \(kensingtonprimary.co.uk\)](https://kensingtonprimary.co.uk)

To summarise:

- **Planning documentation on website and Google Drive:** Intent, Implementation and Impact statements, Programmes of study, long/medium term plans, big question map, EYFS to Y6 progression of knowledge and skills, musical vocabulary and useful websites
- **School Scheme:** Charanga Musical School: used by many Liverpool schools and subscribed to via Resonate Music Hub. The scheme is designed to ensure a consistent, progressive approach based on repetition, mastery and a spiral development of skills,

knowledge and understanding. Support for specialists / non-specialists and a wealth of resources provided

- **Structure of Curriculum:** Units of work based around a musical genre and linked song. Similar music introduced during each listening and appraisal sessions. Six lessons per unit and six units per year group (Charanga musical school original scheme)
- **Structure of individual lessons:** Each lesson takes about 45 minutes and is split into three main areas of musical learning:
 - **Listen and Appraise**
 - **Musical Activities:** includes Games, Singing, Playing Instruments (*glockenspiel, recorder, a range of additional tuned and untuned percussion instruments*), Improvising and Composing
 - **Perform/Share**

Delivery of curriculum: Curriculum lessons are delivered by individual class teachers, whilst the music lead has overall responsibility for planning, monitoring and providing necessary support/training.

SEND access: Pupils with special educational needs will be supported in accessing the music curriculum to ensure music provision is fully inclusive. This will include additional adult support, peer group support, a multi-sensory approach and appropriately modified tasks/resources (instrumental, ICT and visual/written resources). Music lessons will be delivered in line with the school's wider SEND provision and planning (see SEND website pages for more detailed information on inclusion and support for pupils with special educational needs and disabilities).

Links to Music Hub: The school music lead maintains links with curriculum and instrumental specialists at Resonate Liverpool Music Hub, attending all relevant training and feeding back key information during in house staff meetings.

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.

Instrumental tuition:

The school provides small group instrumental tuition outside of curriculum lesson time in woodwind (flute and clarinet), strings (violins) and brass (trumpet, cornet, trombone). Lessons are delivered by specialist peripatetic teachers in partnership with Resonate, Liverpool's music education hub. This provision constitutes a total of 5 hours per week of extra-curricular music (2 hours woodwind, 2 hours violin and 1 hour brass). Pupils mainly from years 4, 5 and 6 are offered the opportunity to take part in trial sessions and those who demonstrate both aptitude and an interest in continuing, are allocated an instrument and weekly lesson time. The school does not charge pupils for lessons or instrument hire, but it is expected that pupils take care of their instruments, attend lessons on time and practise regularly at home to enable them to

progress through pre-grade levels and work towards graded ABRSM music exams. School subsidises the cost of graded examinations.

Clubs and Ensembles:

Choir: Open to all pupils in KS2 who enjoy singing and want to take part in performances. Rehearsals take place during designated lunchtimes.

Instrumental Ensembles:

- School ensembles: woodwind, strings and brass pupils practise melody and harmony parts in 'instrumental family' groups and then come together to form larger ensembles for end of term whole school performances.
- Let's Play Orchestra: instrumental pupils are signposted to Resonate Music Hub's orchestras and ensembles, including the 'Let's Play Orchestra' at Bellerive FCJ College. These sessions are run by Resonate Music Hub staff and take place after school on Tuesdays. Sessions are free of charge and pupils gain valuable experience of playing in an ensemble. School does not, however, provide transport to out of school music clubs. Parents are asked to ensure participating pupils arrive and are collected on time.

Rehearsal space and time:

Pupils are able to practise for lessons and performances during morning enquiry time and a dedicated space is allocated in either the creative arts room, or one of their phase classrooms. Pupils can request a practice space as needed.

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.

Key Stage Singing Assemblies:

All children take part in weekly key stage singing assemblies (30 minute sessions). A wide range of genres and styles are covered and children have experience of singing with both piano accompaniment and instrumental backing tracks. Singing is at the core of the primary music curriculum and participating in regular singing sessions enables pupils to not only improve their vocal skills, but also their reading, listening and performance skills and their understanding of musical dimensions. Children's knowledge and use of musical vocabulary is regularly reinforced (i.e. pulse, rhythm, pitch, tempo, dynamics...etc.) and opportunities are given to play percussion accompaniments. We draw many of our songs from 'Sing Up' (an online singing resource platform).

Key Stage Listening and Appraising:

Listening to music beyond the classroom is intended to broaden the children's musical horizons, deepen their understanding of how music is constructed and build cultural capital. Throughout the year, children are introduced to music from different historical periods, styles and cultures, either during assemblies, or at the start of singing lessons. It is important they develop an understanding of context, composers and stylistic features and are able to respond to music. Composers and styles are drawn from the Model Music Curriculum suggested

listening material for Western Classical music (before and after 1940), Popular Music and Musical Traditions.

Year 6 end of year show:

During the Summer Term, Year 6 will rehearse and perform their annual musical theatre style show. This is a musical production, incorporating singing, drama and dance. The whole year group work together to learn ensemble songs and some children take on solo, or small group singing parts. The children take part in afternoon and evening performances for the school community, family and friends. Recent shows include Joseph and the Amazing Technicolour Dreamcoat, Moana the musical and Aladdin.

Nativity:

At Christmas, Year 2 children, assisted by a Year 6 choir and readers will work towards their annual Nativity performance, incorporating both traditional and modern Christmas carols and songs. The wider school community and families are invited to watch performances.

Instrumental / vocal performances (both in and outside of school):

Instrumental soloists, ensembles and choir will have opportunities to perform across the year. This will include performances at end of term assemblies and performances out of school, for example Christmas choir performances at the hospital and local shopping centres. Parents will be informed and where possible, able to attend certain performances.

Music service staff and members of school staff will form small ensembles to perform pieces during end of term assemblies alongside pupils.

School Talent Show:

Some pupils may choose to play an instrument, sing a solo piece, or take part in a group musical performance as part of the annual 'Joga's Got Talent' show. Rehearsal space and time will be allocated as needed at lunchtimes.

In the future

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

Areas of focus for the academic year 2025-2026:

Timetabling: Key stages 1 and 2 will continue to have 45 minutes per week of timetabled curriculum music, supplemented by 30-minute weekly singing sessions and weekly focused listening sessions during assemblies. EYFS will adopt a more flexible approach in line with the EYFS Expressive Arts and Design Strands goals. Across the year, different year groups will also work towards planned musical performances.

Listening and Appraising: We will continue to explore the model music curriculum suggested listening material for key stages 1 and 2 during assemblies/singing sessions to supplement and broaden pupils' overall focused listening experiences.

Musical Dimensions: To ensure children are regularly taught to analyse and create music using their knowledge and understanding of the dimensions of music (as introduced within year group and key stage planning).

Musical Vocabulary: To continue to promote explicit teaching and learning of key musical vocabulary to support the children in their development of musical skills, knowledge and understanding.

Musical experiences:

- To explore and provide more opportunities for children to enjoy live and recorded musical performances (e.g. BBC Ten Pieces concerts)
- To further develop ensemble work and provide opportunities for end of term ensemble performances
- To encourage more pupils to access Resonate after school instrumental provision (e.g. RMH Let's Play Orchestra)

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.

Liverpool's Resonate Music Hub also has a local plan for music education in place that includes useful information. Please follow the link below to explore Resonate provision.

[Resonate \(resonatehub.co.uk\)](https://resonatehub.co.uk)