



Music Development Plan: Bowdon Church School



Detail	Information
Academic year that this summary covers	September 2024 – July 2025
Date this summary was published	February 2025
Date this summary will be reviewed	October 2025
Name of the school music lead	J. Cunliffe & J. Byrne
Name of local music hub	Trafford Music Service

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.

At Bowdon Church School, we recognise music as an essential part of our students' education and personal development. Our music curriculum is designed with the following key intentions:

- **Valuing Music as a Form of Communication**
- **Supporting Holistic Development**
- **Broad and Balanced Curriculum**
- **Inspiring and Engaging Experiences**
- **Fostering Musical Excellence**
- **Interconnectedness of Music**
- **Creating a Musical Community**

At BCS, our music curriculum is thoughtfully designed to nurture each child's musical potential while supporting their overall development. Through engaging, diverse, and enriching music experiences, we aim to create a vibrant musical community that fosters creativity, expression, and a deep appreciation for the art of music.

Our music education is implemented through a carefully structured curriculum that aligns with the National Curriculum requirements. We utilise the Sparkyard Music Curriculum, which offers an innovative, skills-based approach that emphasises the development and revisiting of key musical concepts across year groups. Below, we outline the various aspects of how music is taught at BCS.

1. Curriculum Framework

- **Sparkyard Music Curriculum:** This curriculum provides teachers with a clear sequence of musical activities tailored for primary classrooms. It allows for flexibility, enabling teachers to adapt lessons to suit the unique needs of their classes.
- **Skills-Based Approach:** The curriculum focuses on core musical skills such as listening, singing, playing instruments, and composing, ensuring a progressive build-up of knowledge and understanding as children advance through the year groups.

2. Whole School Singing Practices

- **Community and Collaboration:** Singing is highly valued at BCS, with whole-school singing practices fostering a sense of community. Children participate in regular singing sessions where they develop essential skills such as warm-ups, breathing techniques, posture, dynamics, phrasing, and vocal health.
- **Performance Opportunities:** Children showcase their musical skills through various performances, including nativities for Early Years and Key Stage 1 (KS1), Carol Services for Key Stage 2 (KS2), and collective worship services led by staff and students. These performances not only enhance their confidence but also strengthen their musical abilities.

3. Music in Early Years Foundation Stage (EYFS)

- **Integral Learning Tool:** Music is woven into the EYFS curriculum, where children learn a variety of songs and rhymes. These activities enhance their learning journey, helping to develop their musical awareness and express emotions through music.
- **Skill Development:** Children engage in collaborative singing and music-making, promoting skills essential for their overall development.

4. Progression Through Key Stages

- **Key Stage 1 (KS1):** Children learn to use their voices expressively and creatively, play tuned and untuned instruments, listen attentively to music, and experiment with sounds. They begin to understand the inter-related dimensions of music.
- **Key Stage 2 (KS2):** Building on KS1 skills, students perform in both solo and ensemble contexts, using instruments and their voices with increasing accuracy and expression. They learn to understand musical notation, improvise, and compose for various purposes, deepening their appreciation of music history and diversity.

5. Instrumental Education and Collaboration

- **Instrumental Learning:** In KS1, children are introduced to the Ocarina and Recorder, while KS2 students learn instruments such as the Trumpet and Saxophone.
- **Partnerships:** BCS collaborates with **Trafford Music Service**, allowing students to access expert instruction and broaden their musical experiences.

6. Extra-Curricular Activities

- **Musical Clubs:** BCS offers various musical clubs, including a KS1 singing/recorder club, Lower Junior Choir, Upper Junior Choir, and School Ensemble, providing additional opportunities for students to engage with music outside the classroom.
- **Visiting Music Teachers:** Peripatetic music teachers are available to teach guitar and violin, allowing for personalised instruction and growth in specific musical areas.
- **Bowdon St. Mary's Church Choir:** We maintain a strong relationship with our parish church choir. Our choirs join them for services and our students are often encouraged to join the church choir as regular members.

7. Performance and Community Engagement

- **Community Performances:** Students perform at events such as the Trafford Singing Festival and church services, fostering a sense of belonging and encouraging them to share their musical talents with the wider community.
- **Instrumental Concerts:** Twice a year, instrumental concerts provide students with opportunities to perform solos, duets, and collaborate with the school ensemble in front of parents and community members.

8. Cultural Exposure and Experiences

- **Field Trips:** BCS organises trips to cultural events, such as the Liverpool Philharmonic Orchestra Children's Concert, exposing students to professional music performances and enhancing their understanding of music's role in society.

The music education program at Bowdon Church School aims not only to meet the statutory requirements of the National Curriculum but also to have a profound and lasting impact on our students. Through a well-structured curriculum, diverse musical experiences, and a focus on community and self-expression, we expect to see several positive outcomes for our children.