

Music development plan summary: Bowling Park Primary school

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	October 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Jorden Murgatroyd
Name of school leadership team member with responsibility for music (if different)	Lucy Griffiths
Name of local music hub	West Yorkshire Music Hub
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. You can also find our music curriculum map on our website which supports the information provided.

Part A: Curriculum: Music

Music lessons at Bowling Park:

At Bowling Park, we meet the requirements for the National Curriculum for Music which is informed by the Original Music Curriculum. This is through a combination of the Charanga music platform, Whole Class Ensemble Teaching (WCET) via Bradford Music and Arts and engagement in musical opportunities and experiences across the year.

The National Curriculum Key Stage objectives are broken down into smaller steps for each year group building progressive skills, knowledge and vocabulary over time. EYFS- Music is woven throughout other subjects and provision. We are supported with our delivery of the curriculum through the West Yorkshire music hub and our curriculum provider Charanga.

In Key Stage 1 music is timetabled for 45 minutes per week. In Key Stage 2 children have a weekly music lesson of one hour every other half term. KS1 + KS2 also have a

25-minute music assembly every week this comprises of both in class and as a whole school. Year 3 also have a weekly 40-minute Ukelele lesson with a specialist teacher from the West Yorkshire Music Hub. We also have small group tuition for 20 minutes per week in which children learn how to play the violin, again courtesy of the West Yorkshire Music Hub.

Our music curriculum is designed with our whole school drivers at the heart, allowing children opportunities to develop their resilience, communication and mutual respect.

We provide our children with a range of musical experiences throughout their time here at Bowling Park. Musical opportunities support children's mental health and allow them time to express their emotions. Children perform, listen and analyse critically, sing, improvise and compose music and understand the musical elements as building blocks within music.

All classes are supported by a scheme offered through the Bradford Music and Arts Service called Charanga in their music lessons. The whole school follows the original scheme from Charanga and assemblies consist of a whole school focus, for example: 'The Big Sing' or Christmas Concerts. Further details of the music skills taught to each year group can be found by requesting the music long term plan or skills and knowledge documents for each year group.

In addition to the learning opportunities embedded in our curriculum approach, we endeavour to build a strong and durable understanding of the principles, theories and styles of music through our curriculum. This is achieved through retrieval practice which focuses on the following concepts and skills across each year group: • Interrelated dimensions of music and musical vocabulary • Musical styles • Repertoire of songs and lyrics • Knowledge of and the ability to play instruments • Knowledge of and the ability to follow notation. • Age-appropriate instruments mapped out with support from West Yorkshire Music Hub.

All lessons begin with a, "What do you notice?" format which helps them to make cross curricular links and build their long-term memory through retrieval. Teachers' use of questioning also helps this.

Supporting Our SEND Children in Music at Bowling Park, we strive to ensure all children are actively included in all our subjects that are taught, and we continue to develop our inclusion of our SEND pupils. Where there are barriers to learning, these are built into provision to ensure that all pupils can participate. Each music lesson we ensure that we have: • Use of visual activities supported by Charanga. • Actions with songs to allow all children to access the lyrics.

Part B: Co-curricular Music

Bowling Park are very fortunate to have access to a specialist teacher who delivers whole class Ukelele teaching during school hours once a week. Year 3 are taught to

play the Ukulele for 40 minutes once a week. Each class has this provision for one term, per year. We also provide a small group tuition provision for some of our year 4 children who are learning to play the violin.

Choirs – At the moment, we are reviewing our choir and how this can work across the key stages to be more inclusive for all children.

After conducting pupil voice interviews, it was clear that the children are eager and enthusiastic to learn to play a variety of instruments. (This has resulted in the introduction of the violin lessons this year, and we hope to develop this further next year.) This is something we are looking to facilitate in the coming year, if not next year, with the support of the West Yorkshire Music Hub.

We have plentiful spaces in school where children can rehearse and practise individually or in groups should they wish to.

We work closely with West Yorkshire Music hub to support our pupils to engage with Music; whether this be curriculum wise or extra-curricular activities

Part C: Musical Experiences

Regular events include weekly singing assemblies, musical performances as part of class assemblies and nativity, harvest and leavers events.

All pupils across school are involved in performances, from Reception through to Year 6, with pupils being audience members and participants. All events are free to parents and carers.

Children benefit from attending music events within school such as performances from the 'Plumber Drummer' and Bradford Music and Arts Staff Concerts. The whole school also have the opportunity to perform at our winter concerts and as part of our whole school project during the week of Christmas.

Our Year 5 children partake in the annual, "Big Sing" event and perform at St George's Hall as part of a wider city project.

This year, we have also participated in the sing up day as a school and will aim to do this with the sing up programme next year so that the whole school can be part of a digichoir.

Year 1 perform the nativity which includes a range of songs and instruments. They also visit a local residential home to perform their songs to the residents.

In the future

- We are hoping to hold an additional music sharing assembly in which each class can share a song that they have been learning.
- Including a performance of the Ukelele learning.
- Whole school talent shows in which children can audition and progress through rounds to eventually reach a final which could be performed to the whole school and parents.
- More opportunities for children to experience musical performances from outside agencies especially for our younger children.
- We are always looking for ways in which to improve and develop our music offer for pupils and make the most of local area events.
- • Additional music tuition for children at subsidised costs through the help of the West Yorkshire Music Hub.
- • Introduction of our revised school choir.
- Begin to use Sparkyard to complement the curriculum, assemblies and extra curricular activities.

Further Information (optional)

Our local plan for music education will be informed by the new West Yorkshire Music Hub. Useful links Bradford Music and Arts Services:
<https://www.bradfordmusiconline.co.uk/site/>

For further support please speak to the music lead (Miss Murgatroyd) or visit The Department for Education who have published 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.