

Music development plan summary: Rosherville Church of England Academy

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	October 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	C Foster
Name of school leadership team member with responsibility for music (if different)	Justine Roddan
Name of local 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.

At Rosherville we value music because it is a powerful and unique form of communication that can change and impact the way we feel, think and act. Music plays a key role in brain development and helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. We follow the [Charanga scheme](#) of work for the planning and delivery of Music lessons.

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.**

Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory [model music curriculum](#) (March 2021).

This Scheme provides clearly-sequenced units and lessons with week-by-week support for each year group. There are lesson plans, assessment documentation, a clear learning progression, as well as engaging and exciting songs and resources to support every lesson. At the centre of each lesson is a song around which the musical learning is centred. Building children's singing ability and musicality alongside the use

of instruments (both tuned and untuned). Throughout units children have the opportunity to listen to and appraise a range of musical genre; learn and sing a variety of songs; play instruments (glockenspiel and recorder within main class lessons) following written notation; explore, improvise and compose. Throughout the units there are many opportunities to perform as a group.

The Scheme follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills incrementally. In this manner, their learning is consolidated and augmented, increasing musical confidence and enabling them to go further. Teachers can adapt their teaching to respond to the strengths and needs of the children they teach.

Charanga's philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. Music plays a role in every aspect of our lives, wherever and whoever we are. For this reason, we divide the academic year into six units, each corresponding with one of our six recurring Social Questions, combined with a unique Musical Spotlight.

Last year, Rosherville took part in the Royal Opera House Create day (Year 5/6) and this year is going one step further by participating in the ROH Cultural Champions Programme ensuring greater access, use of and understanding of the ROH Create and Learn Programmes with pupils across the school.

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.

Rosherville has a well-established and successful pupil choir that meets weekly. This is free to pupils and open to pupils within Key Stage 2. The choir performs annually as part of the Young Voices at the O2 and within the Academy Trust's annual music festival.

There is also a music club run on certain terms throughout the year for KS1.

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.

At Rosherville we sing everyday as part of our worship assembly. Throughout the year, children have the opportunity to take part in other religious festival 'performances' involving singing and/or other musical elements, for example Christmas KS1/LKS2,

Easter Year 5. At the end of each school year, the oldest children (Year 6) perform a musical show. These performances are both to the other pupils within the school and to parents and carers. We also include music and dance as part of our celebration and learning about other religious festivals throughout the year, for example dance as part of Diwali.

The school has a link with the local Bhangra group who perform both dance and drum to the pupils.

All Rosherville pupils experience the local theatre annually for a pantomime performance and whenever possible similar experiences are built into the curriculum (visiting groups and external trips).

In the future

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

Moving forward Rosherville will:

- ensure all classes deliver hour long, weekly music lessons following the Charanga scheme. Additionally, specific instrument focus will be assigned to each year group.
- offer further after school music clubs, including learning an instrument with the hope of moving towards a school ensemble, band or group.
- enable more pupils and year groups to participate in the ROH create and learning programmes.
- Ensure all pupils have the opportunity to perform to the school at least once across the academic year.
- increase to opportunity to enjoy live performance (at least once a year).

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.