



# Music development plan summary: Rose Wood Academy Overview

Detail	Information
Academic year that this summary covers	2024-24
Date this summary was published	September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Stuart Downing
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Tees Valley Music
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.

As a school, we value music and the contributions this can make to the wider development of a child. We want our pupils to enjoy music and encourage them to develop a love of music.

The music scheme we use, Charanga, progressively introduces our children to music from all around the world, across the generations and teaches the children to respect and appreciate music of all traditions and customs. The history and cultural context of music is explored within music lessons and in cross-curricular learning, and discussed to develop the children’s understanding and love of music.

Charanga allows the staff to deliver the music curriculum with confidence and increasing knowledge, without increasing workload. The scheme is comprehensive and progressive through the strands of performing, listening, composing as well as the elements of music, pitch, duration, dynamics, tempo, textures and timbre.

We are beginning to adapt the Charanga scheme to create a bespoke long-term plan for our school, where units are designed to fit the context of our classes. This ensures the learning of musical knowledge and skills is sequential from EYFS to Year 6, and National Curriculum aims are met. Within each unit, learning is based around a focus song. Music lessons then progressively draw out a range of music elements by creating opportunities for children to interact and explore these songs. Children will listen and analyse critically, sing, improvise, compose and perform, as well as gain understanding of the musical elements as building blocks within music.

Within the singing and performance aspects of each unit, children are taught how to sing fluently and expressively, play and tuned and untuned instruments, and use this learning to create their own improvisations and compositions on a range of instruments and using online music production tools. By following this clear sequence of learning in our spiral curriculum, the children are able to reinforce their previous learning, apply their musical skills to different genres and times, and improve their recall and knowledge every year.

Throughout the school, the children have weekly sessions of roughly 40 minutes. Our teachers make relevant adjustments to ensure that music is inclusive and accessible for all learners.

## **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.

Further enrichment and co-curricular music opportunities are provided in school, with the aim of developing children's passion for music. In Year 4, the children have the opportunity to learn guitar alongside a specialist music teacher for the entire academic year. This is funded by our school, and the children are then given the opportunity to perform to parents and share their learning.

The KS2 choir gives children the chance to sing individually and as part of an ensemble, led by a professional musician. Each year they perform for parents and contribute to the wider community by singing at charity events, in local care homes and sometimes in competitions.

There is an opportunity for classes to perform musicals at Christmas and to showcase their music knowledge by performing as part of our parental engagement sessions.

## 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.

During our weekly singing assemblies, we sing a range of songs to backing tracks or accompanied by guitar. They are often linked to seasons or festivals.

In EYFS and Key Stage 1, each class rehearses and performs a Nativity Play including musical and drama performances. Key Stage 2 children also have the opportunity to be involved in a Christmas performances which includes singing.

During the summer term, the Year 6 class rehearse and perform an end of year production, including drama and singing, which is shared within our school and to parents/carers on performance nights.

We encourage children to appreciate live music and take opportunities for them to watch performances (e.g. children attended a Spring Ensemble performance at Middlesbrough Town Hall).

The school's drama club enables children in KS2 to rehearse and perform a musical during the Spring or Summer term.

## In the future

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

Our action plan for music includes:

- Increasing opportunities for pupils to perform music throughout the school year
- Continuing to tailor our music curriculum to dovetail with our wider curriculum.
- Increased opportunities for children to be exposed to musical performances both inside and outside school

These targets will be reviewed annually by the Music subject lead.