



Rossett Acre Primary School

Music Development Plan 2024/25

Headteacher: Corrine Penhale

Music Lead Teachers: Miss Rebecca Illingworth and Mrs
Lesley Stott

Rossett Acre Primary School

Pannal Ash Road
Harrogate
HG2 9PH

Music development plan summary: *Rossett Acre Primary School*

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2024-25.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2024 - 2025
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Miss Rebecca Illingworth
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	North Yorkshire Music Hub
Name of other music education organisation(s) (if partnership in place)	Membership to the Music Mark Association

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.

Our Vision for Music

At Rossett Acre, our ethos is 'Excellence and Happiness for all'. Our vision for Music is to ensure that all pupils have the opportunity to engage in a range of musical experiences that will develop key transferable skills for life and learning, all pupils to foster connections to develop memory and coordination, all pupils to engage with music actively and creatively, and for collective singing and performances to bring joy and a love for music throughout our school and community.

Our Intent for Music

- By the end of Year Six, we intend our children to appreciate of a variety of music and understand the timeline of music genres.
- At Rossett Acre, we set high expectations for all our children to engage in a range of musical experiences, which will develop transferable skills for life and learning.
- We offer opportunities for children to learn to practice a range of instruments and foster an inclusive environment where SEN pupils access all provision.
- We intend our children to take part in performances and use rehearsals to practice using a range of instruments.

Our Implementation for Music

Our broad and balanced music curriculum is carefully planned through the progression of skills and knowledge, with key concepts which are revisited by all year groups, so that understanding is deeper and that connections can be made throughout different elements of music repertoire. To help us to develop confident, enthusiastic musicians, music lessons are planned and structured effectively following the National Curriculum. We use cross-curricular opportunities across school to make connections, particularly within themed work and PE sessions. This provision is supplemented with additional resources such as, *Charanga* music scheme. Peripatetic lessons are available and encouraged across school instruments for a range of instruments. Pupils are given the opportunity to engage in a range of musical experiences including collective singing and performances. There are clubs available for children to join such as Key Stage One choir and Singing Squad. Additional opportunities are used across the year to enhance music provision at Rossett Acre; these include a Harvest Festival and Carol Concert at the local church, care home visits, Young Voices and a summer music concert.

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.

Your school should already publish the school curriculum for music for each year group online. This should also include how you are increasing access for disabled pupils and supporting pupils with special educational needs (SEND). Include a link to this information in this summary. For more, see the school information guidance on curriculum and on SEND for [maintained schools](#) and for [academies and free schools](#).

If not included in your published school curriculum information, set out how time per week is allocated for curriculum music for each key stage and term (or each half-term) of the academic year.

Also consider including:

- whether your school music curriculum is informed by the [model music curriculum](#) (March 2021), non-statutory guidance for teaching music from Key Stages 1 to 3 or any other published curriculum guidance.
- a brief summary of the opportunities pupils have to learn to sing or play an instrument during lesson time, such as through whole-class ensemble teaching in some or all year groups.

information on any partnerships the school has to support curriculum music, such as with your local music hub or other music education organisations. If you are a music hub lead school, you can refer to this here.

Our Curriculum

Our Music curriculum is carefully planned through the progression of skills and knowledge, with key concepts which are revisited by all year groups, so that understanding is deeper and that connections can be made through different elements of music repertoire.

Early Years

In Early Years music is delivered through holistic practice as an integral part of early development and that musical development matters. Music is planned for across the curriculum. There are daily planned opportunities to engage with music. Children listen and respond to different styles of music and begin to embed the foundations of the interrelated dimensions of music. Children learn to sing or sing along with nursery rhymes and action songs, for example, counting songs. There are musical instruments available in the classroom for children to access and improvise their own compositions. There are opportunities to share and perform the learning that has taken place.

Key Stage One

Music in Key Stage One develops to a more formalised approach, ensuring coverage of the National Curriculum by using the Charanga scheme. Throughout the day there are numerous opportunities for singing and listening to music across all the curriculum. Year One and Two spend time learning key notes on the Glockenspiel, ensuring progression of skills.

Key Stage Two

In Key Stage Two, the children explore music through cross-curricular, theme-based planning. They also apply their skills to progress and learn further instruments. In Year Three, the children learn to play the recorder, in Year Four, children revisit their prior learning by performing using Glockenspiels, in Year Five, the children learn the ukelele, how to play African drums and begin to use Apple Garage Band to compose music.

SEND and Inclusion in Music

- Music is inclusive for all learners.
- Children with SEND are included in Music lessons and all other musical opportunities throughout school.
- They are supported through use of ear defenders, partner support to access activities, visual supports, multi-sensory approach in lessons to suit all learners.

Music resources

We have a large, dedicated music room, which is equipped with a variety of tuned and untuned instruments. These instruments are used in whole class lessons and the room can be booked to teach classes in.

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.

Start with what music tuition your school offers outside of what is taught in lesson time, including one-to-one, small-group and large-group tuition for instruments or voice.

Set out what ensembles that pupils can join outside of what is taught in lesson time, such as choirs or vocal ensembles, as well as instrumental ensembles, bands and groups, and other forms of music-making.

Set out how pupils can make progress in music outside of lesson time, including instrument loans, weekend, after-school or holiday provision such as Saturday music centres, and any qualifications or awards pupils can achieve.

Also consider including:

- what instruments are offered, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- how pupils can join choirs or ensembles and from which year groups, charging and remissions information, and if the tuition is subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).
- information on where pupils can rehearse or practice individually or in groups.

Draw on information of any partnerships the school has to support co-curricular music, such as with your local music hub or other music education organisations.

Alternative titles for Part B could be 'Extra-curricular music' or 'Music tuition, choirs and ensembles'.

- Weekly whole school singing assemblies.

We have a dedicated music teacher who runs:

- Key Stage Two Singing Squad – held after school.
- Key Stage Two Orchestra – held before school.

Our dedicated music teacher also leads a team of committed, individual peripatetic teachers who offer:

- Peripatetic Music lessons offered: Lesley to add instrument info and charges etc

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.

Set out what musical experiences are planned for the academic year, including regular events such as singing in assembly, musical performances, concerts and shows at the school, and trips to concerts outside of the school.

For musical performances, concerts and shows in and out of schools, include how pupils get involved and from which year groups, whether pupils are participating or are members of the audience.

Also consider including:

- charging information, and if events are subsidised or free, including for parents or carers in particular circumstances (e.g. pupil premium eligibility).

Draw on information of any partnerships the school has to support musical experiences, such as with your local music hub, music education organisations, music organisations or musicians.

Alternative titles for Part C could be 'Musical events' or 'Musical performances'.

- Weekly whole school singing assemblies.
- Harvest Festival celebration held at St Mark's Church (cost – free).
- Key Stage Two Christmas Concert held at St Mark's Church: evening performance where parents/carers attend (cost - free).
- Summer Music Concert held each year at Harrogate Grammar School (link school within our trust) Evening performance where parents/carers attend. (Cost – free).
- Young Voices concert (paid for event, pupil premium discount offered)
- Choir performances at other whole school events, for example, the Summer Fair
- Year 4 take part in English National Opera's *Finish This* showcase, developing composition, improvisation and performance skills.
- Year 5 showcase their African drumming to the whole school in assembly.

In the future

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

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

- Plan to collaborate with Harrogate Grammar School more for orchestra showcases to give children the opportunity to hear live music and be inspired with their music lessons could take them in the future
- Monitor lesson time that's being spent on Music and set targets to increase this if required – 1 hour a week (Singing assembly adds to this target)
- Look at opportunities for visitors to come in and enjoy live performances at least once a year – use contacts in RKLt to look at cost-free opportunities
- Look at opportunities to increase music lesson opportunities
- Look at areas within the music curriculum where classes can showcase their musical learning and experience performing to an audience (either in class or singing assembly)

Also consider including:

- any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.
- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

Further information (optional)

Use this space to provide any further information about your school's music development plan, including links to your local music hub partners, other local music education organisations and contacts.

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.

Your local [music hub](#) should also have a local plan for music education in place from September 2024 that should include useful information.

If your school is part of a multi-academy trust with a trust-wide music development plan, you may also want to include a link to any published information on this plan.

[Home - North Yorkshire Music Hub](#)