

ROCKLIFFE MANOR
PRIMARY SCHOOL



**MUSIC
DEVELOPMENT PLAN**

2025-2026

PART OF THE



Music development plan summary: Rockliffe Manor Primary School

Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	September 25
Date this summary will be reviewed	September 26
Name of the school music lead	Miss C Gallagher
Name of school leadership team member with responsibility for music (if different)	Miss C Gallagher
Name of local music hub	Greenwich Music Hub
Name of other music education organisation(s) (if partnership in place)	Blackheath Halls Young Voices Woolwich Works

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.

Curriculum – At Rockcliffe Manor Primary School, we use the Charanga Primary Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners.

Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

How This Subject is Taught - Music is taught using the Charanga scheme of learning. Charanga is a progressive program that enables pupils to reflect and build on their musical knowledge and skills.

This scheme is taught from Reception to Year 6.

Pupils are now familiar with the structure of music lessons and know the high expectations set by staff.

Nursery sing simple rhymes and songs, and Phase 1 phonics activities, which link to the Early Years Framework.

In addition to Charanga, each Key Stage have weekly 30-minute singing sessions, led by members of staff. These include music appreciation and learning and performing songs in unison and in multi-parts.

Planning and Coverage - The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school, excluding Nursery. It provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum and Development Matters.

Each academic year is broken into 6 units of work (1 per half term), each divided into 6 progressive steps.

Each unit is designed to take approximately six weeks, often focused on a specific song or piece of music. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.

Each Unit of Work focuses on the strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising

2. Musical Activities - a. Warm-up Games b. Optional Flexible Games c. Singing d. Playing instruments e. Improvisation f. Composition

3. Performing

Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different 3 musical activities enable a more secure, deeper learning and mastery of musical skills. The teacher can plan and provide the opportunity to embed a deeper learning, knowledge, understanding and skills.

- Teachers have been using Charanga in the progressive sequence which results in pupils being able to make links between skills.
- A variety of instruments are being used to support children's development.
- Music is a timetabled subject, with schemes of work and assessment in place. All students can access this curriculum from EYFS to Year 6 which ensures the progression of skills and knowledge throughout each year group.
- Pupils with SEND can participate and progress well (supported by technology, tools and instruments), which enable music lessons to be fully inclusive for all pupils.
- Every child is entitled to learn to play a tuned instrument. Teachers are supported in their instruction of glockenspiels through Charanga, and further tuned tuition is also available through the local music service.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks to each ability group.
- Providing resources depending on the ability of the child.
- Using classroom assistants to support the work of individuals or groups of children. We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. Our ARP continues to use singing and rhymes to support and develop pupils communication skills.

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music. We continue to use singing and rhymes to support and develop pupils communication skills.

Resources - We have a range of percussion instruments.

There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- one piano in the hall

Future Plans - Our plans for subsequent years include expanding our instrumental program, increasing the number of performances, and further developing our partnerships with music education organisations. By continuing to build on our current foundation, we aim to provide an enriching and comprehensive music education that

Part B: Extra Curricular Music & Enrichment

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.

At Rockliffe Manor Primary School, we offer a variety of music tuition options beyond the regular curriculum to ensure children have ample opportunities to develop their musical talents.

These include:

- One-to-One Tuition: personalised peripatetic lessons for instruments such as piano, keyboard, violin, guitar, and voice.
- Small Group Tuition: Small group sessions for instruments like guitar, keyboard and drums, enabling collaborative learning and peer support.
- Large Group Tuition: Ensemble and band practices that develop teamwork and collective music-making skills.

Ensembles and Groups - Children can join various ensembles and groups to enhance their musical experience outside of lesson time.

These include:

- School Choir
- Instrumental Ensembles: IRock: An ensemble for children who want a rhythmic approach to learning the drums, guitar, keyboard, bass or vocals.
- Regular Singing Assemblies: Held weekly for all children, encouraging community singing and vocal practice.

Progress and Achievement in Music - We provide numerous opportunities for children to progress in music outside of lesson time, including:

- Instrument Loans: Instruments are available for loan to children who do not have their own, ensuring all children have the opportunity to practice. We are able to loan ukuleles, guitars and keyboards at request.
- After School Programmes: After-school clubs provide additional instruction and practice time.
- Qualifications and Awards: children who work towards recognised music qualifications and awards, such as graded exams from accredited music boards are celebrated in school.

Joining Choirs and Ensembles

- Participation: children from various year groups can join choirs and ensembles. Information about the specific year groups and joining criteria is provided at the beginning of each academic term.
- Charging and Remissions: Similar to instrumental tuition, participation in choirs and ensembles is subsidized or free for eligible children, ensuring inclusivity. We charge a small fee to ensure a commitment to music however this can be waived for eligible children. This is reviewed on a case-by-case basis.

Partnerships and Support - We have established valuable partnerships with our local music hub and other music education organisations, such as Greenwich Music Service, Blackheath Halls and Woolwich Works. These partnerships support our extra-curricular

music activities by providing additional resources, expertise, and opportunities for our children.

Future Plans - At Rockliffe Manor, we are committed to continually enhancing our music provision to provide the best possible opportunities for our children. Our future plans include:

- **Expanding Instrumental Tuition:** We aim to introduce tuition for additional instruments, such as wind and brass, to offer a more diverse range of musical experiences.
- **Developing New Ensembles:** We plan to establish new ensembles, such as a joint guitar and ukelele club.
- **Increased Performance Opportunities:** We will organise more frequent performances, including collaborations with other schools and community events, to give children additional platforms to showcase their talents.
- **Strengthening Partnerships:** We aim to deepen our relationships with local music hubs and education organisations to bring in expert musicians for workshops and masterclasses.
- **Inclusive Programs:** Continuing to expand our efforts to make music education accessible to all children, with a particular focus on those with special educational needs and disabilities.
- **Developing digital musical outcomes:** Create rich and exciting digital music outcomes for those with a keen interest in digital literacy, to enhance their musical literacy. By implementing these initiatives, we aspire to create an even more dynamic and inclusive music education program that nurtures and inspires our children for years to come.

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.

Throughout the academic year, we at Rockliffe Manor hold regular opportunities for children to demonstrate their musical talents by performing something they have been working on. These performances should showcase pieces the children have been practicing for at least a few weeks. For example, if they have learned any pieces on their instrument for a grade exam or if there is a song they know every single word to, this would be a good example of something they might be ready to perform.

If children are ready to perform, we make every effort to include them in the event; the only restriction is the number of children performing. We are very privileged to have many talented young musicians here at Rockliffe Manor, but this does unfortunately mean that not every one of them can perform at every event.

Our main performance opportunities throughout the year are:

- KS2 Winter Concert (December): Featuring performances from various year groups, including choir and instrumental ensembles. Open to all children in KS2.
- KS1 and EYFS nativity: Featuring performances from children in EYFS and KS1.
- Irock termly concerts: Featuring performances from those who access the tuition.
- Year 6 Production: A high-quality musical production involving all Year 6 children, who audition for chorus, solo singing, and instrumental parts. This event is a highlight of the school year and demonstrates the culmination of our children's musical education at Rockliffe Manor. Information about each event is always released closer to the time. If you are interested in your child performing at one of these events, it is never too soon to start practicing!

Participation and Audience Involvement -

- KS2 Winter Concert: Open to children from KS2 year groups, either as performers, and KS1 as audience members.
- Year 6 Production: All Year 6 children participate, with the entire school and parents invited to watch.

Charging and Subsidies -

- Performance Events: Most events are free for participants and audience members. For any ticketed events, we offer subsidised or free tickets for parents or carers in particular circumstances, such as those eligible for the pupil premium.
- Trips to Concerts: Occasionally, we organise trips to external concerts. These trips may have associated costs, but subsidies or free tickets are available for eligible families.

Partnerships and Support - We draw on information and resources from our partnerships with the local music hub and various music education organisations. These partnerships support our musical experiences by providing additional expertise, resources, and

opportunities for our children. By offering these varied and enriching musical experiences, we aim to develop a love of music and performance in all our children at Rockliffe Manor

In the future:

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

As we look to the future, Rockcliffe Manor is committed to continually improving our music provision to ensure we offer a comprehensive and high-quality music education.

Here are our planned steps and improvements for the coming years:

Curriculum Music Enhancements -

- **Introduction of New Instruments:** We will introduce the teaching of new instruments, including brass and woodwind, to diversify the musical experiences available to our children. This will start with pilot programs in the next academic year and expand based on child interest and feedback.
- **Enhanced digital music production opportunities:** We hope to develop the teaching of music using a digital suite of music technology tools to allow children to develop their music production skills.

Extra-curricular Music Development -

- **Expanded Access to Instrumental Lessons:** We aim to increase access to lessons across a broader range of instruments and voice. This includes recruiting additional specialist instructors and offering subsidized lessons to ensure all children have the opportunity to participate.
- **Enhanced Choir and Ensembles:** We plan to expand our school choir and create additional vocal ensembles to cater to different age groups and skill levels. We will also develop new instrumental ensembles, such as a jazz band and an orchestra, to provide more varied group music-making opportunities.

Musical Experiences and Performance Opportunities -

- **Regular School Performances:** Starting next academic year, we will introduce a termly school performance to give children more frequent opportunities to showcase their talents. This will include themed concerts and collaboration with other schools for joint performances.
- **Live Performance Opportunities:** We will ensure children have the opportunity to enjoy live performances at least once a year by organising more trips to concerts and inviting professional musicians to perform at our school.

Improved Resources -

- **Digital Resources:** We will integrate more digital resources into our music curriculum, including music composition software and online learning tools, to enhance child engagement and learning.

Inclusive and Accessible Music Education -

- **Support for SEND and Disabled children:** We will continue to develop our inclusive music education practices, ensuring that disabled children and those with special educational needs (SEND) have full access to all music programs. This includes tailored lessons, adaptive instruments, and specialized support.
- **Pupil Premium Eligibility:** We will expand our subsidy programs to ensure that financial

barriers do not prevent any child from participating in music lessons, ensembles, or performances.

Strengthening Partnerships

- **Local Music Hub Collaboration:** We will deepen our collaboration with our local music hub and other music education organisations to bring in expert musicians for workshops, masterclasses, and special projects.
- **Community Engagement:** We aim to build stronger connections with the local community through joint events, community performances, and partnerships with local music groups and organisations.

By implementing these initiatives, Rockliffe Manor aims to create an enriching, inclusive, and dynamic music education program that inspires and nurtures the musical talents of all our children. We are excited about the future and look forward to seeing our children thrive in their musical journeys.

