Music development plan summary:
Roskear Nursery and Primary

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	October 2025
Date this summary will be reviewed	October 2026
Name of the school music lead	Natasha Davies
Name of local music hub	CMST

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.

- From the early years at Roskear School, children are introduced to fundamental concepts in music, such as rhythm, melody, pitch, tempo, and dynamics. They learn through simple activities, songs, and games that help them develop a basic understanding of musical elements. Our music curriculum can be found on the school website.
- All children are taught through a carefully sequenced, progressive lessons of quality music each half term.
- Charanga is used within the school, which uses the Early Years Framework and the Model Music Curriculum at the heart of its program of study. Charanga regularly includes elements of music appreciation. Children are exposed to a variety of musical genres, styles, and famous composers. Listening exercises are common, allowing pupils to develop an ear for different musical elements and styles.
- Children have opportunities to listen and appreciate music in all lessons and within assemblies.

- Children have planned events during the year where they sing and perform.
- Children have the opportunity to play and learn a variety of musical instruments within lesson. Private lessons are also available.
- Music is inclusive for all learners through methods of adaptive teaching.
- Musical technology is taught through Charanga where children create music using their software.

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.

- We have events throughout the year where all children partake such as Harvest festival, shows etc.
- A music club/choir club runs every half term which is free to attend.
- A music specialist teacher offers the opportunity for children to learn to play ukulele, guitar, brass, string, piano and woodwind.
- A music professional teaches Samba to each year group once a term.
- Genre Focus: Each half term, we spotlight a different music genre. Pupils learn about the development of the genre over time, its cultural significance, and influential figures who shaped the music. This helps broaden their understanding and appreciation of music's diversity and history.

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.

- To perform within musical plays within school – we have a yearly Christmas production and watch the Year 6 play at the end of the academic year.
- To watch an orchestra – professionals are invited into school.
- To perform Samba learning to parents/carers each academic year.
- To visit the local community and perform our learning (usually clubs).
- To access opportunities provided by ASOne.

In the future

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

- To reach out and make local community links with secondary schools, community care homes etc.
- Expand opportunities for live music performances within the school.
- CPD opportunities to enjoy live performances more than once a year.
- To perform in the local community – we aim to join events such as Song Fest.