

Music development plan summary: Roche CP 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	2025-2026
Date this summary was published	1.5.2026
Date this summary will be reviewed	1.5.2027
Name of the school music lead	Karen Welch
Name of school leadership team member with responsibility for music (if different)	Jeremy Walden
Name of local music hub	ASONE

Name of other music education organisation(s) (if partnership in place)	Rocksteady Music School
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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.

At Roche, we endeavour to provide a rich and varied music curriculum. We encourage children to be expressive within these lessons and develop their confidence in a creative and interactive way.

Music Intent

- At Roche, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.
- We want children to develop a curiosity for the subject, as well as an understanding and acceptance and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life.
- We aim to provide children with the opportunity to progress to the next level of their creative excellence.
- We are committed to ensuring that children understand the importance of music to their own and other’s lives and wellbeing and also the impact that music has on the wider community.
- All children have access to music regardless of their ability. SEND children are actively encouraged to participate fully as music as it is often an area which allows them to engage fully, enjoy and excel.

Implementation

- The music curriculum ensures children sing, listen, play, perform and evaluate.
- Through the musical program Charanga, teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.
- Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools.

- Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding.
- The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.
- Children learn how to play the Ocarina or the glockenspiels as well as a variety of percussion instruments. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation.
- Children who do their own music lessons outside of school are encouraged to bring in their own musical instrument and play alongside their classmates.
- Pupils also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.
- Children composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

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.

- Each term a music assembly is organised to showcase the music that has been taught in classes.
- Some children can take part in the TPAT Super Orchestra which involves children from a variety of schools in the trust. They meet regularly at Helston Community College. Children with a variety of musical abilities, levels and ages are encouraged to take part.
- An after school club for Ocarina is open for all children including those with special educational needs throughout the year. Children can join at any point in the year. Depending on cohorts, there can be a beginners and an advanced group. Children support newer members to help them join in and access the group.
- Paid for music lessons are available once a week to join the Rock Steady Band. Some children are subsidised by Pupil Premium to allow them to access this resource.
- Children take part in some shared music activities organised by ASONE music hub where children perform as a whole music or singing ensemble. Events are also organised where children can try out a variety of musical instruments in music workshops.

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.

- Children take part in termly music assemblies where children showcase what they have been learning in class. This is performed to either their Key stage or the whole school.
- Children involved in the TPAT Super Orchestra culminate their ensemble by performing at the Hall for Cornwall in the end of year Music Showcase.
- The Ocarina after school club performs in the Hall for Cornwall TPAT Music show case at the end of the Year.
- Children are encouraged to watch the other performers during the half of the show they are not performing in.
- Parents are invited to watch this performance as a paid for event.
- Children involved in the Rock Steady Band perform in a School Assembly.
- Musicians are invited into the school to perform for the school as well as to discuss their instruments and how they learnt to play, encouraging children to discuss this with their parents.

In the future

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

- Our goal is to increase the amount of different music provision that we have currently have by:
 - The possibility of starting a choir
 - Increasing the type of musical instruments available to play
 - Encouraging further associations with outside agencies, music providers and our own academy.

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.