Music development plan summary: Rowley Hall Primary School

Overview

Detail	Information
Academic year that this summary covers	26/27
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Holly Downing
Name of school leadership team member with responsibility for music (if different)	Holly Downing
Name of local music hub	SIPs Music Education
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.

- Children progress through each of 6 strands in music: listening and evaluating, improvising and composing, performing, creating sounds, notation and history of music.
- Pupils participate in 3 units of music across the year, consisting of 5 one hour sessions.
- Pupils are given five key concepts to study, which have been developed from the Model Music Curriculum and Music programme of study for Key Stages 1 and 2. The

five key concepts are: Musicianship, Performing, Composing, Historical Understanding and Appraisal.
- There are two units of study: Skills and Understanding and Keyboards.
- Children are exposed to examples of high quality music throughout both units of study, including a variety of genres, cultures and historical periods - covering the six eras of musical history (Medieval, Renaissance, Baroque, Romantic, Classical and Modern).
- Children are given opportunities to compose their own music using a photograph, image or video as a stimulus.
- Children are taught both standard notation and graphic notation during both units.
- There is an emphasis on the musical elements throughout each unit: pitch, timbre, duration, texture, dynamics, tonality, melody, structure/form and harmony.

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.

- Children have access to a Performing Arts Club, led by skilled practitioners, where they are taught to sing a wide range of musical genres and are encouraged to perform in an ensemble and as a soloist.
- Children who are in the school choir (including Young Voices) and children who have SIPs music lessons (including strings, brass and woodwind) perform in Christmas and Summer concerts for parents.

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.

- Once each term the whole school performs songs on the playground, we call it a Big Sing - with each year group practicing and then performing for all the other children.
- We are active participants in the Young Voices programme, rehearsing for, and then performing in, the showcase performance in Birmingham each year.
- Children are given the opportunity to perform in the annual performance from our performing arts club. which takes place every Summer term. This includes dancers and singers from the Performing Arts club.

- Children are given the opportunity to attend a performing arts residential at Ingestre Hall.
- Once a year children attend Wolverhampton Theatre.

In the future

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

- To develop children's opportunities outside of the music curriculum
- To engage with more community projects.
- Provide more opportunities for children to experience live music.
- To develop children's musical historical understanding.