

Music development plan summary: Rothersthorpe CE Primary School Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Ruth Catley
Name of local music hub	NMPAT
Name of other music education organisation(s) (if partnership in place)	MEHEM

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.

At Rothersthorpe CE Primary School, our aim is to provide a music curriculum that will encourage children to develop a lifelong love of music through the enjoyment of singing, composition, performances and appreciation of music across different times and cultures. Guidance from the Model Music Curriculum together with Dimensions Curriculum units enable children to experience and progress towards the National Curriculum expectations for Key Stage 1 and 2... *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, *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. Through the Dimensions curriculum, the children will have the opportunity to feel inspired from past and present musicians, including the opportunity to watch and study performances from musicians which may lead to their own musical achievements. Our curriculum exposes children to music from around the world and

across generations, teaching children to respect and appreciate the music of all traditions and communities.

Implementation of our Music Curriculum

Music is taught through thematic units, both through Skills Development Tasks and through learning which then apply those skills. Progression documents map out which thematic units feature Music and clearly show the objectives taught, as well as vocabulary, knowledge and skills progression throughout EYFS, KS1 and KS2. Music is taught through a combination of subject knowledge and composing, performing, listening and appraising skills. The knowledge building blocks that are revisited throughout this spiral curriculum are:

- Instrumentation,
- Notation,
- Cultural Understanding,
- Musical Vocabulary,
- Inter-related dimensions of Music,
- Singing.

Every child has a planned 1 hour Music lesson per week within their timetable, as well as, singing assemblies and other music sessions that occur in Dimensions topics. These sessions incorporate recommended musical pieces and composers from the Model Music Curriculum.

Teachers accommodate the needs of pupils by altering music lessons, if and when required. This may include:

*Help in managing the written communication aspects of music (such as symbols) by using larger print, colour codes, a greater emphasis on aural memory skills, etc.

* Encouragement to use their voices expressively and to use different forms of communication, such as gesture if necessary.

* Opportunities to learn about music through physical contact with an instrument and/or sound source.

*Provide alternative sound sources and resources if necessary, such as the use of ICT.

We will continue to work closely with Northamptonshire Music and Performing Arts (NMPAT) to plan and organise group performances and other opportunities to explore tuned instruments as part of First Access projects.

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.

At Rothersthorpe, we offer a wide variety of extracurricular music opportunities tailored to different age groups. For all students, we have a choir and NMPAT sessions for piano, ukulele, violin, flute and guitar, which are available in both one-on-one and small group formats. In addition to these offerings, we also have a Music/Singing Club during lunch breaks. All of these activities take place in a designated area within the school, allowing students to rehearse in both small and larger groups. Moreover, the NMPAT Music Hub offers a range of extracurricular music sessions at various locations across Northamptonshire, including Saturday Music and Arts Centres. <https://nmpat.co.uk/>

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.

At Rothersthorpe, children have numerous opportunities to perform and celebrate music, both with their peers and in front of an audience. These opportunities are not only integrated into regular classroom activities but also feature during key events and celebrations such as Harvest, Christmas, the NMPAT first access performance, NMPAT performances, performances for EYFS, KS1 and KS2, and the end-of-KS2 summer performance. Additionally, students have the chance to share their musical talents with the wider community.

As well as performing, students are also inspired and enriched by experiencing live performances throughout the academic year. These include ensembles from NMPAT, experience days, Rocksteady performances, a Pantomime show and inspirational visits from local musicians.

In the future

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

*Throughout the year: Regularly review and update the song lists for topics in every year group and for singing assemblies, using the Model Music Curriculum for support.
*Autumn 2025: Conduct a resources audit (including ICT) with a particular focus on SEND support.

*Develop a music area and display to raise the profile of music in school.

*Spring 2026: Develop a song list for each class to support understanding of key facts in other subject areas, music being a resource for children to remember and retrieve facts and knowledge.

*Summer 2026: Further develop children's opportunities to participate in projects and perform to an audience by continuing to liaise with local secondary school bands/orchestras and schools within the IMAT academy.