

Music Development Plan for St Oswald's Primary School 2025 - 2026



Overview

Detail	Information
Academic year that this summary covers	2025 - 2026
Date this summary was published	August 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Mrs Danielle Beesley
Name of local music hub	Edsential
Name of other music education organisation(s) (if partnership in place)	N/A

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 St Oswald's CE Primary 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 St Oswald's we use the **Charanga** scheme to teach music across the school. The link to Charanga: <https://charanga.com/site/>

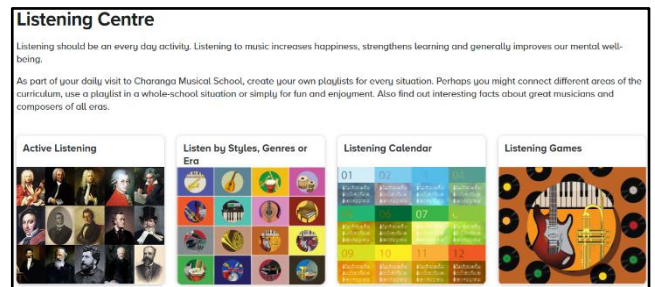
Every class receives the equivalent of one hour of music tuition per week either from the class teacher, a highly-skilled and trained leader or a specialist music teacher from our Music Hub partner Edsential.



Charanga's scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021. We have designed our music curriculum to incorporate both Charanga's Original Scheme and the Model Music Curriculum scheme. 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**

Through the Charanga scheme our children have the opportunity to listen and appraise many examples of music styles and genres from different times and places. These are explored through the language of music via active listening with questions and games, performing and composing activities, all of which enable understanding of the context and genre. Examples include vocal melodies from Medieval times, Tudor court music, Romantic ballet music, Pop, Rock and Hip-Hop music, as well as traditional and classical music from across the globe. It is not just within the hour-long music lesson each week that the children can listen to a wide range of musical styles but also as part of the wider curriculum e.g. History or MFL, during our daily worship times, school performances, visiting music groups and trips such as the annual school pantomime visit.



- **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.**

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

At St Oswald's we have devised our music curriculum so that it contains units from both Charanga's Original Scheme and the Model Music Curriculum; this ensures that the children have a wide variety of musical performance, using vocals and instrumentation as well as a variety of listening experiences and to incorporate different opportunities for composition.

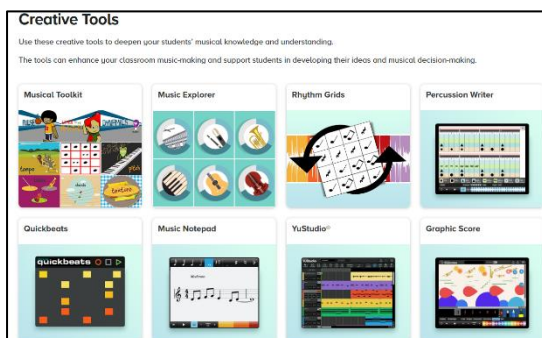


In KS1, the children learn the Glockenspiel alongside playing a range of un-tuned percussion instruments. In KS2, the children learn the recorder as part of their class lessons, they also have at least one term learning the either the Ukulele or Djembe drums. All instruments are provided by the school. Within the lessons there is plenty of scope for improvisation and composition activities with their instrument as well as a chance to perform to other classes or parents at the end of the term.

As our children progress through KS2, they have the opportunity to use technology to support their composition skills using the YuStudio on Charanga. This is a browser-based music production software, otherwise known as Digital Audio Workstation (DAW), specially designed for the children to create and edit compositions. As the children have their own YuMu login and it is browser-based, all their compositions can be saved and our children can continue making music online at home if inspired!



- **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.**



During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration,

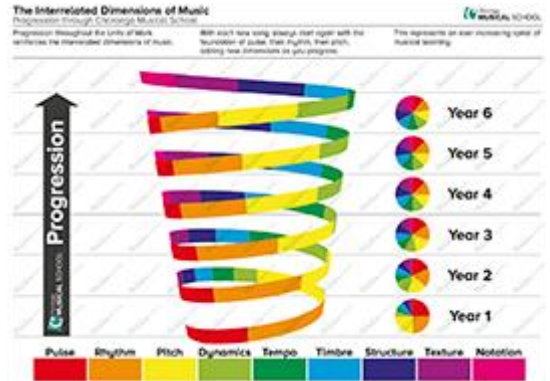
tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

A wide variety of notations, including picture, graphic, rhythm and staff notation are integrated, wherever appropriate, with practical music-making activities throughout the scheme.

Notations are used progressively to promote understanding and use of the representation of sound in symbols by all children. The children learn to use Rhythm Grids and other creative tools within the Charanga scheme to aid them with this process.

In summary, we explore music through the inter-related dimensions of music: listening, understanding the history of music, singing, playing instruments, composing and performing. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. As the children progress through St Oswald's, they will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

The Charanga scheme we use follows a spiral approach to musical learning, with children revisiting, building and extending their knowledge and skills. The children can aim towards bronze, silver and gold awards within each of the units. Overall, our aim at St Oswald's is to help children to feel that they are musical, and to develop a life-long love of music.



SEND

All our curriculum subjects follow an inclusive approach. Each leader of music lessons uses the Charanga scheme for music lessons and adapt it to ensure every child can access and enjoy music within our school. We make adaptations for any physical needs; use resources such as ear defenders and we have a Sensory room in school for children who need regular sensory breaks within lessons. Please follow the link here for more information on SEND provision within our school:

<https://stoswaldsprimary.co.uk/key-information/send/>

Assessment

Music is taught and assessed using the school's "Coverage and Progression" document. The Teacher Assessment documents within each Charanga unit taught by the classes were used to create our Coverage and Progression documents for the current academic year, these documents support summative assessments for each of the specific learning activities from the unit. It highlights what most children will achieve and what some children might achieve who work at a deeper level. These documents help our teachers to recognise how the children in their class are progressing and the next steps for further development. This enables teachers and leaders to ensure that the required skills are taught progressively throughout the school.

Monitoring takes places on a regular basis including pupil voice, lesson observations, observations of musical performances and learning walks, which all evidence pupils having good understanding of what they have been taught and the associated musical skills, techniques and vocabulary. Going forward, we will use Seesaw to upload children's work for evidence and assessment, to help us track the children's progress.

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 St Oswald's we work with our local Music Hub to help us provide enrichment activities. The link to our Music hub is:

<https://edsential.com/music/>



We offer extra-curricular piano lessons which are provided by Helen Yip from Music Squad, Cheshire West. We currently offer 1:1 piano lesson during the school day. There are leaflets at the school entrance or more information can be found on their website: <https://www.musicsquad.co.uk/>

We offer extra-curricular band lessons which are provided by iRock School of Music. They currently offer group tuition for bands at St Oswald's concluding each term with a rock concert and for the first time in 2024-2025 held a week of summer camp fun in our school! More information can be found on their website: <https://www.irockschool.com/>



We have a singing club during the Autumn and Spring terms led by Miss Jackson, a trained musician. The aim of the singing club is to foster an excitement and love of music! In turn, children are invited to join choir which has excellent links within our community and have performed at our local Hospice of the Good Shepherd and entertained residents at our two local care homes.

We aim to perform with *Amasing* this academic year:

<https://amasing.org.uk/>

In July 2026, we will host another whole school performance from iRock School of Music as well as their end of termly concerts which parents are invited to.



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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually.

The children all enjoy our weekly singing practise assemblies. At Easter, Harvest and Christmas, the children will perform songs they have rehearsed to parents as part of our whole school worships either at school or at Backford Church.

We have had musical workshops from visiting companies, most recently a Music Squad assembly which was enjoyed by all and has promoted the take-up of peripatetic lessons within school and previously a drumming workshop among others. We are always looking for a range of opportunities for our children to experience live musical theatre performances, we invite music groups and ensembles into our school to showcase to our children a wide range of different musical styles and instruments. Every year our children look forward to watching the Rock and Roll Pantomime at Theatre Clwyd in Mold. These events are subsidised from our school PTA – this year is Cinderella!

Within our small schools' cluster group, we hold a Singing Workshop which is very successful.

Our KS1 children take part in an annual Nativity production and they also have the opportunity to attend Sing the Christmas Story at Chester Cathedral where they perform one of their favourite Christmas songs to the other schools attending.

Our KS2 children perform in the end of year production, many children having the exciting opportunity to sing solo as part of the performance.

In the future

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

We aim to:

- Ensure there is a musical performance by the children each term, either intra-class or to a wider audience.
- Develop a dedicated, fully resourced music practise space within school.
- Plan further CPD for classroom teachers to increase confidence in compositional skills and delivery of curriculum music, specifically with regard to the use of technology for composition through the Charanga scheme.
- Develop the use of YuMu, allocating a personal login for each child in KS2 and encouraging teachers to assign work and save evidence of children's work and assessments on this online platform or on Seesaw.
- Musical engagement with our feeder secondary schools – look for opportunities to work with feeder secondary school e.g. CPD support for staff, resources and to watch performances.

Further information

Our local music hub partner is Edsential part of Cheshire and Wirral Music Hub: <https://www.cheshireandwirralmusic hub.com/>



This is the link to Edsential:

<https://edsential.com/music/>

Other useful contacts for information about musical provision and opportunities within Chester and Cheshire West: <https://www.theculturehub.online/authorities/cheshire-west-and-chester>

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.