

Music development plan summary: Standhill Infants' School

Overview

Detail	Information
Academic year that this summary covers	September 2024 – July 2025
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school's music lead	Abi Thompson
Name of local music hub	Nottinghamshire Music Hub

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 Standhill Infants' School we use the sing up music scheme across the school. 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;
- 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;
- 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.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher has access to the scheme, although the Music Subject Leader currently teaches music throughout KS1. In

conjunction with each class teacher, the music teacher adapts and plans lessons to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

Sing Up aims for every child to have access to high-quality, practical and engaging musical experiences. We want all children to develop the self-confidence, skills, knowledge and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to.

We explore music through the inter-related dimensions of music: *performing, listening, composing, the history of music*. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Sing Up scheme, to ensure that children receive quality music lessons. We cover one unit per half term, with music taught as a discrete lesson, once a week.

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. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery and Content

Within each music lesson, the following elements are incorporated:

- A clear learning objective which is used by both the teacher and the children to assess the lesson's work.

- A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that
- introduce the children to the theme of the music unit.
- The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

All Sing Up units contain songs and games that can be played at other times in the week, for example during assembly or in carpet sessions.

Music in EYFS

We teach music in Foundation Stage 2 as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Early Years Foundation Stage Framework (2023). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

Planning

There are 3 phases of curriculum planning and these are based on the KS 1 NC and the EYFS

- Long term plans- *two-year rolling programme for KS1, 1 year cycle for FS2*
- Medium term plans- *details of each unit of work for each half term*
- Weekly/ short-term plans- *includes specific objectives and outcomes for each session*

Topics in Music are planned to enable progression so that the children are increasingly challenged as they move through the school.

Each half term will include a music topic which links with the overall theme as well as other subject areas to enable rich, purposeful cross-curricular links.

SEND

Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

Assessment

On-going Assessment for Learning (AfL) practices within class and group sessions include the sharing of and reference being made to Learning Objectives and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programme. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are also used by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards, achievements and provision, and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Assessment where teachers record their progress in the Expressive Arts specific area.

Resources

There is a central store of:

- Sing Up Scheme Online and associated resources
- A variety of percussion instruments, both western and multi-cultural
- Songbooks and Christmas Production packs;

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

During the course of the year pupils in EYFS and key stage one have the opportunity to sing as a collective during assembly times. They also enjoy small scale performances in the community, building on existing school links (Harvest Festival at the local church, performing at the retirement home).

They also perform at the Nativity and Christmas Concerts in school as well as end of year leavers performances.

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, which occur during the school year and contribute to the overall planning and time allocation for music.

Singing and listening to music is part of our assemblies. We have a Harvest Festival, Nativity and we sing festive songs in the community which emphasises the need for children to develop their singing to a good standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have a range of opportunities to experience live musical theatre performances such as the Pantomime.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. in history and art.

The overall provision is diverse valuing all musical styles genres and traditions equally.

In the future

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

CPD

Current subject leader is new to leading the zig we're planning to develop their skills through appropriate CPD.

In previous years we had a successful choir that performed in the community we do not have one at the moment but aim to identify staff who would be willing to take the lead on this. The choir would be available to key stage one children.

Children do not currently learn an instrument. We will investigate opportunities for whole class music tuition to learn an instrument.

Research funding streams to allow children from disadvantaged backgrounds to learn an instrument if they would like to. Also, look at community groups to provide 'music workshops' so children can experience and join in with live music.