

1. Vision and Intent for Music

Our infant school is committed to providing a **high-quality** music education in which every child can find their musical voice, experience joy in music making, and make on going musical progress from Nursery to Year 2. Music will be an entitlement for all pupils, not a privilege, and will reflect our school’s ethos of inclusion, creativity and high expectations. By the end of Year 2, pupils will have a strong foundation in singing, listening, composing and performing, and will be ready to continue their musical journey in Key Stage 2.

2. Curriculum Music (Classroom Provision)

- All pupils from Nursery to Year 2 will receive a minimum of one hour of planned music learning per week across the year, which may be delivered in a single lesson or through shorter, regular sessions.
- The curriculum will be progressive and sequenced, so that pupils revisit and deepen key concepts (pulse, rhythm, pitch, tempo, timbre, structure) through singing, movement, playing and listening activities. Charanga schemes will be used for mainly year 1 and year 2 and will be available for Early years to use as reference.
- Each year group will follow a clear long-term plan that sets out what is taught and why, showing how musical knowledge and skills build from term to term and across the infant phase.
- Class music will include:
 - Regular high-quality singing, including unison songs, call-and-response and simple rounds/canons as appropriate to age.
 - Opportunities to play tuned and untuned percussion, exploring sound, pattern and simple notation appropriate to infant learners.
 - Listening to a wide range of music from different times, places and traditions, including music that reflects our school community and broadens cultural capital.
 - Age-appropriate composing and improvising, where children create short patterns, soundscapes and songs, and share their ideas with others.
- Planning and assessment:

- Teachers will use clear learning objectives and simple success criteria in child-friendly language so pupils know what they are learning and how to improve.
- Ongoing formative assessment (observation, pupil voice, recordings) will be used to track musical progress and inform planning, rather than relying only on written evidence.
- Music progression expectations for Nursery, Reception, Year 1 and Year 2 will be documented so that staff have shared benchmarks for “typical”, “emerging” and “greater depth” attainment in music.

3. Co-Curricular and Enrichment

- Singing and ensembles:
 - The school will run regular singing opportunities beyond the classroom, such as singing assemblies and a simple choir or singing club for interested pupils in Years 1–2.
 - All pupils will have the chance to perform songs and simple instrumental pieces in class sharing events, assemblies or seasonal performances at least once per year.
- Instrumental and specialist opportunities:
 - The school will work with visiting music specialists or the local music hub to offer short “first access” experiences (e.g. percussion, recorder, ukulele or DJ/sound exploration tasters) tailored to infant learners.
- Wider experiences:
 - Pupils will have opportunities to experience live or virtual performances (e.g. visiting musicians, local concerts, online performances) to inspire them and connect classroom learning with the wider musical world.
 - Simple cross-curricular links will be made (e.g. music and story, music and movement, music and wellbeing) where they enhance learning without diluting the musical focus.

4. Inclusion, Access and Pupil Voice

- Inclusion:

- Music provision will be designed so that all pupils, including those with SEND, EAL and disadvantaged pupils, can participate fully and succeed, with appropriate adaptation of tasks and resources.
- A range of musical styles and role models will be used so that children see themselves represented and encounter music beyond their immediate experience.
- Pupil voice and wellbeing:
 - Pupils will be encouraged to express preferences, make choices and take simple leadership roles in music (e.g. choosing warm-up songs, leading actions, suggesting ideas for compositions).
 - The emotional and social benefits of music will be recognised: music will be used to support confidence, turn-taking, collaboration and self-expression, particularly for pupils who may find verbal communication more challenging.

5. Staffing, Training and Resources

- Staffing:
 - The Music Lead will oversee the development of music, coordinate curriculum planning, monitor provision and act as the link with the local music hub.
 - Class teachers and support staff will be expected to deliver music regularly; they will be supported with planning, model lessons and resources so that they feel confident to teach music well.
- Professional development:
 - The school will identify staff confidence and training needs in music (musical skills and pedagogy) and plan CPD accordingly, drawing on support from the local music service where appropriate.
 - Staff will be offered opportunities to observe specialist music teaching, attend training sessions and share good practice in staff meetings or phase meetings.
- Resources:
 - The school will maintain a basic but well-organised set of infant-appropriate instruments (e.g. untuned percussion, chime bars, small tuned instruments) and recorded music resources, with a clear system for storage, care and booking.
 - Digital tools (e.g. simple music apps, audio recording) will be used where appropriate to support creativity, capture learning and share outcomes with families and the wider school community.

6. Time, Space and Organisation

- Time:
 - Music will have protected curriculum time for every class each week across the year, and will not be routinely removed for catch-up or other interventions.
 - The annual calendar will identify key musical events (performances, themed weeks, projects) so that music is visible across the school year.
- Space:
 - Where possible, a suitable space (hall or designated area) will be used for music that involves larger-scale movement or group performance, with consideration for acoustics and storage.
 - Classrooms will be arranged, when needed, to allow circle work, movement and group music-making, not only desk-based activities.

7. Monitoring, Assessment and Impact

- Monitoring:
 - The Music Lead will periodically observe lessons, listen to pupil performances, review planning and speak with pupils and staff to gain an accurate picture of provision and standards.
 - Simple evidence such as audio recordings, photos of practical work and pupil reflections will be used to illustrate and celebrate musical learning, rather than relying on written worksheets.
- Assessment and impact:
 - Each year group will use a small set of key “can do” statements to summarise attainment and progress in music at least once per year, aligned with the school’s curriculum progression.
 - Findings from assessment and monitoring will be used to update the development plan, prioritise training and adjust curriculum planning, ensuring continuous improvement.

8. Partnerships and Community

- External partnerships:

- The school will maintain an active relationship with the local music hub and other providers, seeking advice, CPD, projects and performance opportunities that enrich infant music provision.
- Where possible, the school will participate in local or online massed singing or music events suitable for young children.
- Parents and community:
 - Families will be informed about the school's music vision and development plan through the website and newsletters, and invited to attend performances and sharing events.
 - The school will share simple ideas to help parents support musical engagement at home (e.g. singing, listening, simple rhythm games) regardless of musical background.

9. Action Plan Summary (Infant Phase)

- Year 1 (current year):
 - Finalise and publish the music vision, progression overview and this School Music Development Plan on the school website.
 - Audit current provision (time, resources, staff confidence) and address quick-win gaps in instruments and planning resources.
- Year 2:
 - Embed the agreed curriculum in all classes; provide targeted CPD for staff; establish at least one regular co-curricular singing or music club.
 - Strengthen partnerships with the music hub and explore at least one external project or performance opportunity for infant pupils.
- Year 3:
 - Review impact (pupil outcomes, staff confidence, pupil voice); refine curriculum and enrichment offer; plan next steps in line with updated national and local guidance.
 - Ensure smooth musical transition for pupils moving into Key Stage 2, sharing progression information with the receiving school or junior phase.