



Music Development Plan Summary

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Miss Catherine Allen
Name of school leadership team member with responsibility for music (if different)	Mrs Nicki Kitchen
Name of local music hub	Rotherham
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 area:

- Curriculum music
- co-curricular provision and musical experiences
- Musical experiences

It also summarises 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 Herringthorpe Infant School, music is a way for children to express their emotions enjoyably and creatively. It plays an important role in personal development and we aim to provide opportunities for all children to create, play, perform, listen, analyse and enjoy music across a wide range of periods, genres and styles.

Music curriculum - EYFS, KS1 & SEND

Our curriculum goes beyond the level of the national curriculum, seeking to address social disadvantage by addressing gaps in knowledge, skills and experiences (i.e. concerts, live events).

Music is taught for every year group across the year and is within every timetable.

Early Years music is delivered through holistic practice as an integral part of early development and that musical development matters. The school has developed a progression document for Expressive Arts and Design which outlines clear building blocks from F1 -F2. This progressive tool enables pupils to be ready to begin the Year1 scheme of work for music.

Being Imaginative:

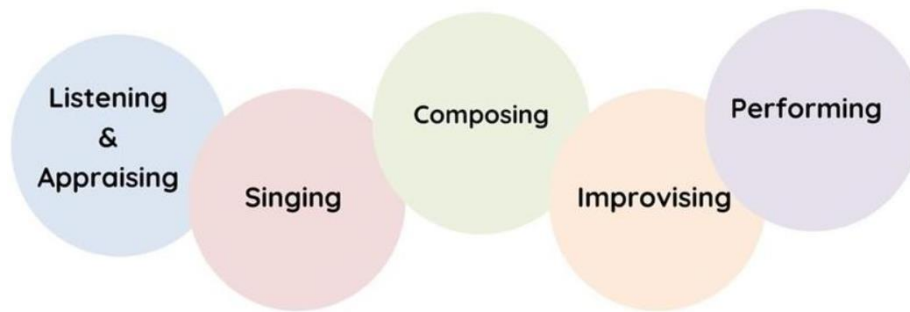
<https://primarysite-prod-sorted.s3.amazonaws.com/herringthorpeinfantotherham/UploadedDocument/b2fb03a5-9847-4a5d-9dcf-7fa8339e65eb/ead-being-imaginative-progression-of-skills.docx.pdf>

The Charanga Musical School Model Music Scheme has been used as the main framework for our music curriculum from EYFS to Year 2. Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning which responds to the national requirements for musical education. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing for increasing musical confidence, while constantly being gently challenged to go further.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
YEAR 1	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
YEAR 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay

Teachers are able to produce inclusive lessons for all children to access the musical curriculum considering individual needs and adjusting where needed e.g. use of ear defenders.

Each unit taught covers these five elements:



Classroom instrumental teaching

Throughout our music curriculum journey, children will learn how to play Glockenspiels. A glockenspiel is a percussion instrument. Percussion instruments are instruments that are played by hitting or striking them, in this case with a beater. The glockenspiel is a tuned percussion instrument, metal bars of different lengths arranged in a similar way to the piano. It is the different lengths of the metal bars that produce the different notes of the glockenspiel as they are hit. The longer the metal bar is, the lower the note produced.

This instrument provides our young children with a first experience of learning how to play a tuned instrument. Pupils from F2-Y2 have exposure to this instrument.

Pupils in Year 2 are also offered the opportunity to learn how to play the Recorder. Learning to play the recorder can provide numerous benefits for children. From developing fine motor skills and cognitive abilities, to fostering a love of music and improving social skills. The recorder is a valuable instrument for children to learn.

All Pupils also have the opportunity to use a variety of percussion instruments within music lessons. Instruments are provided for free without insurance costs to remove any barriers.

Links with external music organisations/Music CPD

Herringthorpe Infant School has links with Rotherham Music Service, who offer CPD and enrichment opportunities for the school. CPD opportunities throughout the year are used to offer teaching staff further development within this curriculum area.

Communications

The Music curriculum and school's Music offer is shared on the school's website. Here we set out Intent, implementation and impact and curriculum coverage.

Parents are kept up to date with Music Curriculum updates by

- ClassDojo
- Letters

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.

Cultural Capital Experiences

Throughout our curriculum we offer many opportunities for pupils to sing and play music across school. This is through assemblies where we explore a range of musical genres half termly where children are given the opportunity to sing and perform and just enjoy music. During social time out on the playground a music box is provided where the children are able to play music they love and enjoy giving the children opportunities to talk about music they listen to or music that means something to them using memories that provoke an emotional response.

Rotherham music services offer ensembles which provide our children with the opportunity to see live musicians who share their skills and expertise offering the children the opportunity to play a musical instrument outside of the curriculum.

The overall provision is diverse, valuing all musical styles, genres and traditions equally. Children are exposed to music from varied countries, cultures and ethnic backgrounds celebrating culture, values and traditions enabling children to make creative choices and decisions on musical preference.

We provide children with varied opportunities to expand their knowledge of music beyond the curriculum taking the children to the pantomime which allows the children to make progress in their knowledge and understanding beyond the curriculum.

In EYFS, children are provided with daily opportunities to listen to and sing a range of well-known nursery rhymes and songs. These are mapped out in the skills progression document to ensure that the curriculum offered is broad. These opportunities are incorporated into different areas of the curriculum and parental/carer involvement opportunities, such as maths and number with music sessions in the Early Years, linked to the ELG.

The creative curriculum offered allows children to perform songs, rhymes, poems and stories linked to areas of the curriculum.

We signpost parents to opportunities outside of school through our social media pages and class dojo.

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.

Weekly timetabled music sessions are part of the inclusive curriculum for music, and music sessions happen weekly.

Opportunities beyond the classroom (enrichment opportunities) include:

- Herringthorpe Infant School is actively linked with Rotherham schools' music service. Live performances are planned throughout the year for pupils to have exposure to live music performances.
- Recorder club at lunch time for Y2 pupils
- Pantomime- opportunities to see a live performance of singing and live music performances
- Opportunities are developed with the Junior School to watch their live performances (plays; nativity performances) and to perform their own Nativity to a junior audience.

In the future

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

- To plan and implement a yearly overview of musical experiences (enrichment opportunities)
- To establish a school choir – develop a plan of performances to live audiences.
- Use music technology appropriately for pupils in EYFS to make their own choices about independent listening.
- Develop a progression of skills document for key instruments; Glockenspiel; Introduction (EYFS), Level 1 (Year1) and Level 2 (Year 2)

Appendix 1

Useful resources for schools:

Classroom 200 – 200 Pieces of classical music for Primary schools with all the accompanying teaching resources <https://www.classroom200.org/login>

BBC 10 Pieces – High quality resources for Primary and Secondary schools
www.bbc.co.uk/tenpieces

Sing Up – Vocal resources for your school (annual membership required)
www.singup.org

Charanga – Digital music teaching resource (annual membership required, discounted for all primary schools in Wolverhampton)

Out of the Ark – A collection of songbooks for schools, including: musicals, assembly songbooks, nativities and leavers' songs, class assemblies, sing-along stories and curriculum-based learning.
www.outoftheark.co.uk

TES Collection – Resources linked to lesson planning, creative and cross-curricular for EYFS, KS1 and KS2
www.tes.com/articles/tes-collection-music-top-20

Music Express – An online resource for EYFS and Primary teachers
<https://subscriptions.collins.co.uk>

Musical Futures – A wide collection of resources to help deliver music in the classroom
www.musicalfutures.org

Garage Band – Apple's leading digital music-making tool
www.apple.com/mac/garageband

Music Mark – The National Association for Music Education
www.musicmark.org.uk

The Incorporated Society of Musicians (ISM) – Professional body for musicians and subject association for music
www.ism.org

Musical Contexts – provides teachers with quality, "ready to use", tried and tested and professionally presented resources for use in the primary and secondary music classroom.
www.musicalcontexts.co.uk