



Music Development Plan Summary:

All Saints Church of England Infant and Nursery School

Selston Church of England Infant and Nursery School

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	June 2024
Date this summary will be reviewed	June 2025
Name of the school music lead	Joanna Redfern
Name of school leadership team member with responsibility for music (if different)	Joanna Redfern
Name of local music hub	Nottinghamshire Music Hub (INSPIRE)
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 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.

Our Music Curriculum Intent:

Music plays a vital role in our culture and is a natural part of our everyday lives. Young children can often experience music as calming and soothing, a way of expressing love and joy, and a means of interaction with others around them. Music making can make us feel connected to others and part of something bigger, and as such is fundamental to children's academic, spiritual, social, emotional and physical development.

We want our children to be inspired to develop a lifelong love of music. Therefore, our music curriculum aims to promote joy and social interaction, as well as the subject-specific knowledge and skills necessary to become competent musicians. Through developing children's musical talent (by singing, listening to, playing, composing and talking about music), we aim to increase their self-confidence, creativity and sense of achievement. Our children are exposed to music from a wide variety of cultures and traditions, developing their knowledge of the diversity of the world, and enriching their own lives.

We believe in setting high expectations for our pupils, whatever their prior attainment or level of need. All pupils benefit from access to high quality music lessons. These are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

As practitioners working with young children, we are also mindful of the critical role a high-quality music education plays in language acquisition, and the development of early reading and mathematical skills, and we take every opportunity to exploit this.

Our music curriculum is informed by the model music curriculum, and comprises four main elements:

- singing
- listening
- composing
- performing/instrumental performance

We also use the Ann Bryant scheme to structure teaching in Key Stage 1.

At least one hour per week is allocated to a specific music lesson. This is planned and taught by class teachers with the support of an experienced peripatetic musician. Our curriculum identifies the key learning intentions that must be taught in music lessons. We focus on two key concepts:

- **Expression** - ideas and emotions can be expressed through the manipulation of pitch, duration, dynamics, tempo, timbre, texture and structure in music.
- **Appreciation** - the knowledge and understanding of the themes and qualities of music.

Progression in Expression:

Year 2

Know that dynamics are chosen for specific reasons to give a piece of music its distinctive shape

Know that musical notation is a way of recording music

Children:

- **distinguish between** time signatures (3/4, 4/4) by tapping or moving to the relevant time signature
- **know** how to sing in two parts, using their voices expressively and creatively and responding to dynamics
- **apply** their understanding of musical notation in their own compositions
- **compose** their own music using unpitched instruments and apps, **applying** their knowledge of simple dynamics
- **know** how to play a pitched instrument coordinating with others (e.g. ukulele), following simple musical notation, and incorporating dynamics
- **know** how to read simple musical notation

Year 1

Know that dynamics give a piece of music its distinctive shape

Children:

- **investigate** how to use their voices expressively and creatively when singing, using simple dynamics
- **represent** their own compositions on paper, identifying simple dynamics
- **understand** that music can be represented on paper
- **identify** the steady beat in a piece of music
- **understand** how to follow a conductor and respond to instructions linked to dynamics
- **understand** the term dynamics
- **improvise** music using a variety of instruments and their developing knowledge of dynamics
- **understand** how to coordinate with others when playing pitched and unpitched instruments
- **describe** the difference between pitched and unpitched instruments
- **know** what a conductor and an orchestra are
- **know** how to copy and create a rhythm
- **know** how to keep the steady beat

Reception

- Know that high/low, long/short, loud/soft, fast/slow and pulse are dynamics in music

Children:

- **know** how to follow simple instructions relating to dynamics when singing in unison
- **know** how to pitch-match short melodic phrases by copying an adult
- **know** how to hum a known melody

- **improvise** known music to create a variation using a variety of instruments
- **know** how to copy a rhythm
- **listen** for the steady beat in a piece of music and start to keep it following an adult model
- **know** and use the words high/low, long/short, loud/soft, fast/slow
- **talk about** the different sounds instruments make
- **know** the names of a wider selection of instruments (e.g. tambour, shekere)
- **investigate** and choose sounds to represent different things
- **investigate** and make sounds that are different using objects, instruments and body parts
- **explore** music by moving in different ways

Nursery

- Know that pieces of music are different from each other

Children:

- **know** how to sing the pitch of a tone sung by another person
- **know** how to sing the melodic shape (moving melody such as up)
- **know** the names of instruments used in the nursery (e.g. claves, finger cymbals, tambourine, cabasa)
- **know** how to hold instruments correctly and play them with control
- **investigate** sounds through (e.g.) sound matching games
- **talk about** what they are doing
- **investigate** making their own songs
- **experiment** with different ways of playing instruments
- **investigate** ways of making music with their bodies

Progression in Appreciation:

Year 2

- Know that people can be made to feel or think a certain way through the deliberate shaping of a piece of music

Children:

- **describe** the differences between pieces of music written in 3/4 and 4/4 time
- **identify** simple time signatures in different pieces of music using the terms 3/4 or 4/4
- **consider** what emotion the composer was trying to create
- **explain** how the use of dynamics in a piece of music makes them feel and **listen** to the views of others
- **identify** the meaning in pieces of music from different times and cultures
- **compare** and **contrast** the effect of dynamics in different pieces of music

- **actively listen** to the music of live and recorded artists from different times and cultures, focusing on the use of specific dynamics
- **explain** the effect of singing in parts

Year 1

Know that music evokes emotions because of the way it is shaped

Children:

- **explain** how a piece of music makes them feel using the language of dynamics
- **explain** why a given dynamic has been chosen in a piece of music
- **describe** the effect of a particular dynamic in a piece of music
- **identify** more than one dynamic in a piece of music (e.g. slow and quiet)
- **move** to music written in 3/4 and 4/4 time, following the appropriate beat accurately
- **listen attentively** to music from different times and cultures
- **know** the names of some famous composers from different time periods and cultures (e.g. Johann Sebastian Bach. Pamela Z)
- **explain** how singing in unison makes them feel

Reception

- Know that music evokes emotions in themselves and others

Children:

- **know** the name of a composer
- **know** that a composer writes music
- **describe** how a piece of music makes them feel (e.g. happy, sad, scared, relaxed excited etc.)
- **identify** one given dynamic in a piece of music after careful listening
- **respond** to a piece of music by tapping, clapping in time to the beat
- **listen** to music from different times and cultures
- **enjoy** performing the music they make
- **know** that singing together is enjoyable

Nursery

- Know that music evokes emotions in themselves

Children:

- **express** their emotions to a piece of music through movement
- **express** their emotions to a piece of music through drawing or painting
- **talk about** the music they hear using words such as loud and quiet
- **respond** to a piece of music by tapping, clapping in time with an adult model
- **listen** to different pieces of music with attention
- **enjoy** singing

During their music lessons, pupils have opportunities to play unpitched instruments and some pitched instruments (such as chime bars, xylophones and glockenspiels). The school funds a year's instrumental tuition for all Year 2 pupils so that they can learn to play an instrument and begin to read musical notation. This is partially funded by the Pupil Premium.

We work with the Nottinghamshire Inspire Team, which offers support and guidance in developing an effective music curriculum.

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.

We ensure pupils have frequent opportunities to sing and play music outside of music lesson time. Our Song and Rhyme Progression provides a structure for this. This progression is intended to be used every day in the Early Years and Key Stage 1. Core rhymes and songs have been identified, including well known songs and rhymes, rounds, number songs and movement songs. Some opportunities for children to listen to songs and make their own music linked to traditional tales have also been included. These can be extended during music lessons. Singing sessions incorporate instruments, body percussion and actions to ensure children develop a knowledge of both the steady beat and the rhythm.

It is well known that there are many benefits to singing in early childhood. Incorporating songs and rhymes into daily routines at home, in school or in early years settings, can significantly enhance children's social, emotional and cognitive development. Opportunities to share personal responses to songs and rhymes and to use creative and imaginative skills nurture children's spirituality. They foster a growing understanding of the value of ourselves, others, the beauty of the natural world and connection to a higher power, contributing to children's holistic growth.

Songs and rhymes are powerful tools for promoting learning across the curriculum. Incorporating them into daily activities enriches children's learning, making it fun, engaging and memorable.

In addition to the Song and Rhyme Progression, a well-stocked music area is available in a shared space of the school to allow pupils to select a range of instruments and compose their own music during child-initiated learning. Children in the Early Years

Foundation Stage have access to their own sets of musical resources indoors and outdoors.

These areas provide opportunities for the following:

- **Instrument exploration** (simple instruments like tambourines, maracas, and drums for exploring rhythm; xylophones and glockenspiels designed for young children).
- **Movement and dance** (songs that include movements to develop coordination; simple dances to music to enhance rhythmic understanding and physical expression; games that incorporate music and movement to make learning fun).
- **Listening and appreciation** (exposure to different genres and styles of music; using music to tell stories and create soundscapes).
- **Creative music making** (creating their own rhythms and melodies; simple composition activities, such as creating short songs or musical patterns; using everyday objects to create and explore different sounds).

Pupils take part in daily collective worship that incorporates the singing of modern worship songs and more traditional hymns. A weekly hymn practice is also timetabled.

All Year 2 pupils have the opportunity to learn to play a musical instrument through the Inspire partnership. This is funded by the school. As a result, some pupils continue with private music lessons when they move into Key Stage 2.

Choirs are formed for special occasions such as celebrations in Church, leavers' services and nativities. Pupils also sing for residents of local care homes.

Nursery children share a singing session each week with toddlers who attend the Church playgroup. This is a valuable opportunity to introduce musical skills early on, and to model songs and rhymes to parents/ carers who attend.

Part C: Musical events and 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.

We believe pupils should have regular opportunities to perform music throughout the year to showcase their developing musical expertise. This helps to build their confidence,

self-esteem and presentation skills. Participation in events beyond the school broadens pupils' experience and is valuable preparation for their future education and lives.

Performance opportunities fall into three categories:

Classroom performances:

- regular opportunities to perform in front of their peers – both their own class, and other classes in the school.

Special school occasions:

- fortnightly Church services, when pupils sing and play percussion instruments for the congregation;
- a Christmas production in Church, involving singing and music making for an audience of parents/ carers, wider families and community members;
- an Easter service in Church, when pupils sing and play percussion instruments for the congregation;
- a leavers' service in Church, involving singing and music making for an audience of parents/ carers, wider families, community members and other pupils (Year 2);
- a ukulele concert for parents/ carers, wider families and community members demonstrating what has been learned and progress that has been made through the year (Year 2).

Community events:

- singing for residents of local care homes;
- singing at diocesan events;
- involvement in community events for schools organised by the Ashfield Singing Hub.

Pupils listen to a live musician every week in their music lessons. An annual visit to the pantomime also enables them to experience live music. This trip is subsidised by the PTA, so that all pupils can take part at reduced or no cost.

Music groups from local churches regularly perform to pupils during collective worship, both in school and in Church.

In the future

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

Improvements we plan to make to our music provision over the next three years:

- Support the newly established SNMAT Music Hub and the plan for music development across the Trust.
- Increase opportunities for musical performance (links with the Ashfield Singing Hub and local community groups and care homes to be strengthened).
- Increase opportunities for pupils to experience professional live performance and a range of musical genres. Research local opportunities for this.
- Embed the Song and Rhyme Progression and review and adapt the music curriculum in the light of quality assurance and impact data.
- Reinvigorate music areas in each classroom.
- Raise the profile of the choir and provide opportunities for extra-curricular music clubs.
- Explore further opportunities for individual/ group instrument tuition.

Further information (optional)

For more information about the Nottinghamshire Music Hub, please visit:

<https://www.inspireculture.org.uk/services-schools/nottinghamshire-music-hub/>

A Music Development Plan for the Southwell and Nottingham Multi Academy Trust will be developed during the next academic year.