
Music Development Plan 24/25

Christ Church Infants School



Our Vision for Music

At Christ Church Infants School, music is a way for children to express their emotions enjoyably and creatively.

Our intent at CCI is to enable all children to become musicians and to ensure that all children get the opportunity to explore musical instruments and listen to, take part in and watch both live and recorded performances.

We want our children to become confident musicians who are aware of the different elements of music and how music has changed over time.

Our objective at CCI is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. Music provides the children with the opportunity to perform to the local community and to share a love of music making.

'**Being a musician**' is integrated into our curriculum through Curious-city - An enquiry-led, local learning approach to the National Curriculum 2014. Through this approach we aim to make meaningful links to other states of being such as being a mathematician, scientist or artist. We want the children to become constructors of imagination: experimenting, methodical, consistent, energetic, and passionate about music.

Aims

The EYFS Curriculum states that children should:

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The KS1 National Curriculum states that children should:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Implementation:

Through a range of specifically designed cross-curricular enquiries, learners are challenged to work independently to prove their understanding of key concepts associated with being a musician. This is achieved through well-structured,

progressive year group planning that covers each element of music. This will be taught in a sequence of experiences that may be one lesson a week but is more likely to be spread throughout different enquires. Learners are also exposed to music throughout the day in many different ways. They are learning through song and take part in regular singing collective worships. The performance element of music is really important and learners will build their confidence throughout the year. The children take part in live performances throughout the year and this gives them an opportunity to use the skills they have been taught.

“Music does bring people together. It allows us to experience the same emotions. People everywhere are the same in heart and spirit. No matter what language we speak, what colour we are, the form of our politics or the expression of our love and our faith, music proves: We are the same.”

Self Assessment

Area	Category	Description	Comments
Curriculum Music	Timetabling	There are timetabled music sessions throughout enquiries in each year group.	
		Children sing as a whole school daily when coming in and out of service.	
		Children don't consistently have a scheduled music session for an hour each week.	Due to not all of the enquiries covering music.
	Curriculum Design	There is a whole school curriculum in place for music which covers all parts of the national curriculum.	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole school performances, musical workshops and musical visitors.	
	Assessment	Class teachers record progress using photos, videos and quotes from children.	
		The music lead monitors music evidence through book looks and pupil conferencing.	
		Teacher input data onto Arbor every other term which the music lead then analyses.	

	Quality of Teaching	Music teaching is consistently of a high standard throughout school and is monitored and supported well over the year.	
		Music teaching is of a good standard but there is still need for continued CPD and support in some areas.	
	EYFS Music	Music is regularly planned into the EYFS timetable and is generally of a good standard though some CPD and support may still be beneficial.	
		Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and oracy.	
Whole class instrumental provision	Whole class	Whole class No whole class instrumental provision is currently in place as it is not a requirement in the EYFS and KS1 national curriculums.	
		Children do experiment and play tuned and untuned instruments as part of whole class learning during their time at school.	
		Children are given the opportunity to play instruments during whole school collective worships.	
Singing	School and Year group singing	Children sing together all or most weeks as part of a singing assembly or something similar when children sing when arriving in the hall and when they leave.	
		Singing assembly has been reduced to enable spiritual assemblies to take place.	Look at how we can ensure singing is still being included regularly in whole school assemblies.

		Classes sing in their classrooms daily and across a number of different curriculum areas.	
	Choirs	There is a school choir made up of KS1 children who sing together once a week and perform regularly to parents and the school community.	
Instrumental and vocal lessons	Tuition	Children have the opportunity to learn an instrument in at least one family of instruments. There are occasional opportunities for children to perform on their instruments.	Look into how we can ensure musical performance is planned into the enquiry curriculum.
		Children have the chance to join a small band to learn to play an instrument or sing. This is organised by the company Rocksteady and they perform every other term to the rest of the school. Parents choose to fund this for their children. The school has one place fully funded for a PP child in need.	
Inclusion	Inclusion	All staff are fully aware of any relevant additional needs in their classroom. Lessons are well differentiated to cover all needs and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs. Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras.	

		Children with additional needs are given an alternative method of experiencing music, if needed. Changes are made to the planning to make the appropriate adaptations to meet the needs of all children.	
Wider Involvement	Hub Participation	Due to our school being an infant school lots of the Hub support doesn't apply to us. So we don't tend to use their services as it is mainly all linked to KS2 and is quite costly.	
	CPD	Music lead has opportunities to access CPD.	
		Music lead runs a staff meeting every other term to provide musical CPD to the whole staff team.	
		Music lead will often share continuing CPD through emails.	
	Links with other schools	Some links are made with peer schools or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		We are starting to build on links with the junior school to support transition.	
Live music	All children have the chance to experience live music throughout the year. This can happen through events such as, theatre trips, musician visits, enrichment opportunities.		

Development Plan

<p>Overall Objectives</p>	<p>To create a musical atmosphere within Christ Church Infant School to ensure that all children get several opportunities to explore musical instruments and give performances to other classes and parents.</p> <p>To design a curriculum where children cover different elements of music, learn important vocabulary and develop a good understanding of how music has changed throughout history.</p> <p>Our objective at CCI is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.</p> <p>To continue to review and update the music curriculum to ensure that staff and children experience good musical experiences and improve their knowledge and understanding.</p> <p>To provide children with the opportunity to perform to their local community and to build links with the local community through music.</p> <p>To provide all children with the relevant life experiences that they have missed out on in early life and an opportunity to build on different life skills such as, leadership, self-confidence and teamwork. Dancing to music helps children build motor skills while allowing them to practice self-expression.</p> <p>To enable all children with a special educational need to access Music in a variety of ways that will support all areas of their development. Especially speech and language.</p> <p>To provide all children with an opportunity to fill gaps in their vocabulary through music in lots of fun and creative ways.</p>
<p>Key Components</p>	<p>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</p> <p>Teachers deliver music following the curious city enquiry led approach designed specifically to ensure children have the opportunity to learn, practice and refine specific musical knowledge and skills needed. Charanga meets all components of the Model Music Curriculum, including musical technology</p>

	<p>units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning.</p> <p>Through a range of specifically designed cross-curricular enquiries, learners are challenged to work independently to prove their understanding of key concepts associated with being a musician. This is achieved through well-structured, progressive year group planning that covers each element of music. This will be taught in a sequence of experiences that may be one lesson a week but is more likely to be spread throughout different enquiries. Learners are also exposed to music throughout the day in many different ways. They are learning through song and take part in regular singing collective worships. The performance element of music is really important and learners will build their confidence throughout the year. The children take part in live performances throughout the year and this gives them an opportunity to use the skills they have been taught.</p> <p>Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches children how to play a rock instrument, or sing, as part of a band. The band takes part in termly performances where parents and the rest of the school can come and watch.</p> <p>Music CPD Music leads have many CPD opportunities through the year and are able to use staff meeting time to offer teaching staff further CPD up to three times a year.</p> <p>Performance opportunities Our children take part in assemblies which allow the children to sing on their way in and their way out of service. There are also termly rhyme performance when each class is given a rhyme to perform to the whole school. Each year group also performs a Christmas Nativity or Christmas songs performance for the parents. Our Year 2 children will take part in an end of year performance which includes songs to celebrate their time at the infant ending. The choir perform regularly to the school and take part in performance to parents and the local community.</p>
Communications	Using the school's Facebook, we will inform parents of musical opportunities throughout the school year. We will also share information on our school newsletter or through email.

Budget, Materials and Staffing	<p>Our school have one music lead teacher who is offered time out of class once a term to focus on music in school.</p> <p>We fundraise money throughout the year to create funds to buy things such as, new instruments, musical workshops and enrichment activities.</p> <p>We also raise money from the choir performances which is then used to buy the necessary resources required for enquiry sessions.</p>
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Key Areas Development Plan 2024/25

Area	Actions	Date to be completed by	Evaluation
Curriculum music	<p>Introduce further live music opportunities for the school. Look into use Artforms.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.</p>	July 2025	
Whole class instrumental	Ensure playing of instruments is planned into the enquiry sessions more regularly.	July 2025	
Singing	Evaluate how often classes are singing and look at bringing back the performance square in service when each year group performs a song to the school.	July 2025	
Instrumental/vocal teaching	Continue with Rocksteady. Ensure children are given the opportunity to perform as part of a group using the instruments.	July 2025	
Inclusion	Ensure planning for SEND pupils is shared regularly	July 2025	
Wider involvement	Ensure new CPD is shared with new staff members.	July 2025	



	Book live music opportunities.		
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