

Music development plan summary: Heathfields Infant 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	Sara Kimber
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Entrust Music Service
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.

A music specialist is going to teach music at the school and over the next year will develop the music both in school and outside of lessons. She will review the current plans with a view to ensuring children are on a musically progressive journey throughout their time at Heathfields. The main thread of music learning throughout the school will revolve around singing and musicianship.

Currently at Heathfields Infant school we believe music must be accessible to all. We want children to develop a love of music through being exposed to different types of music: genres, composers, styles of music at various points during the day and academic year. We wish them to experience the sounds of different instruments through demonstrations and real-life experiences where possible. We want to inspire our children to be creative by exposing them to high quality teaching. We give our children the ability to learn about the different dimensions and develop skills to and plan, practice, perform and evaluate their own and others work, and showcase these to parents where possible. At Heathfields, we want the children to develop the skills to be confident communicators, where they share ideas, plan independently and collaboratively, begin to understand notation, practice and feel confident performing and sharing their work and skills with others to develop a love of learning in Music. At Heathfields, there is a clear learning journey across year groups that ensures there is progression in skills and knowledge over the time a child is with us. We use Kapow as a programme to ensure coverage and opportunities but also embrace specialists to visit and clubs/concerts.

We ensure children are 'doing music' regularly in lessons, assemblies and concerts. The plan is for the pupils to regularly perform with our music specialist and other musicians both inside and outside school and develop an understanding of the excellence and dedication needed to become an accomplished musician. Pupils will further develop their shared knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. The history of music will be explored in a variety of ways, placing music in artistic, historical, social and political contexts, and building meaningful and memorable connections.

Here is a list of general outcomes that can be applied throughout the plans and within lessons;

- Memorise repertoire
- Tunefully sing whilst performing the beat
- Inner-hear known songs and rhythmic and melodic motifs
- Sing selected songs and clap the rhythm
- Sing selected songs and point to the melodic contour
- Aurally identify the beat on which a new rhythmic sound occurs.
- Aurally identify the beat on which a new melodic phrase occurs.
- Create a visual representation of a target phrase containing a new element.
- Label a rhythmic motif with rhythm syllables.
- Label a rhythmic motif with solfege syllables and hand signs.
- Write known rhythms using stick notation.
- Write rhythmic motifs of known songs using traditional notation.
- Write rhythmic motifs of unknown songs with stick notation.
- Write rhythmic motifs of unknown songs using traditional notation.
- Write melodic motifs of known songs using traditional rhythmic notation with solfege syllables beneath or on the staff.
- Write melodic motifs of unknown songs using traditional rhythmic notation with solfege syllables beneath or on the staff.
- Sing selected songs using rhythm syllables.
- Sing selected songs using solfege syllables and hand signs.
- Read the rhythm of known songs written in traditional rhythmic notation with rhythm syllables.
- Read the melody of known songs written in traditional notation with solfege syllables beneath as well as staff notation using solfege syllables and hand signs.
- Read new songs written in traditional notation with solfege syllables beneath as well as staff notation with solfege syllables and hand signs.
- Improvise and compose music with the newly learned musical element to a given form.
- Improvise/compose an ostinato using the new element to accompany a known song.
- Improvise/compose a new ostinato and play it on classroom instruments to accompany a known song.
- Improvise/compose new words for a known song.
- Create a new melody for a known song text.
- Identify known rhythmic or melodic elements in listening examples.
- Identify the form of known and unknown music compositions.
- Memorise rhythmic or melodic motifs.
- Memorise unison melodies.
- Memorise two-part examples.
- Develop part-work skills.
- Identify known rhythmic and melodic elements in a listening example.
- Identify the form of a listening example.

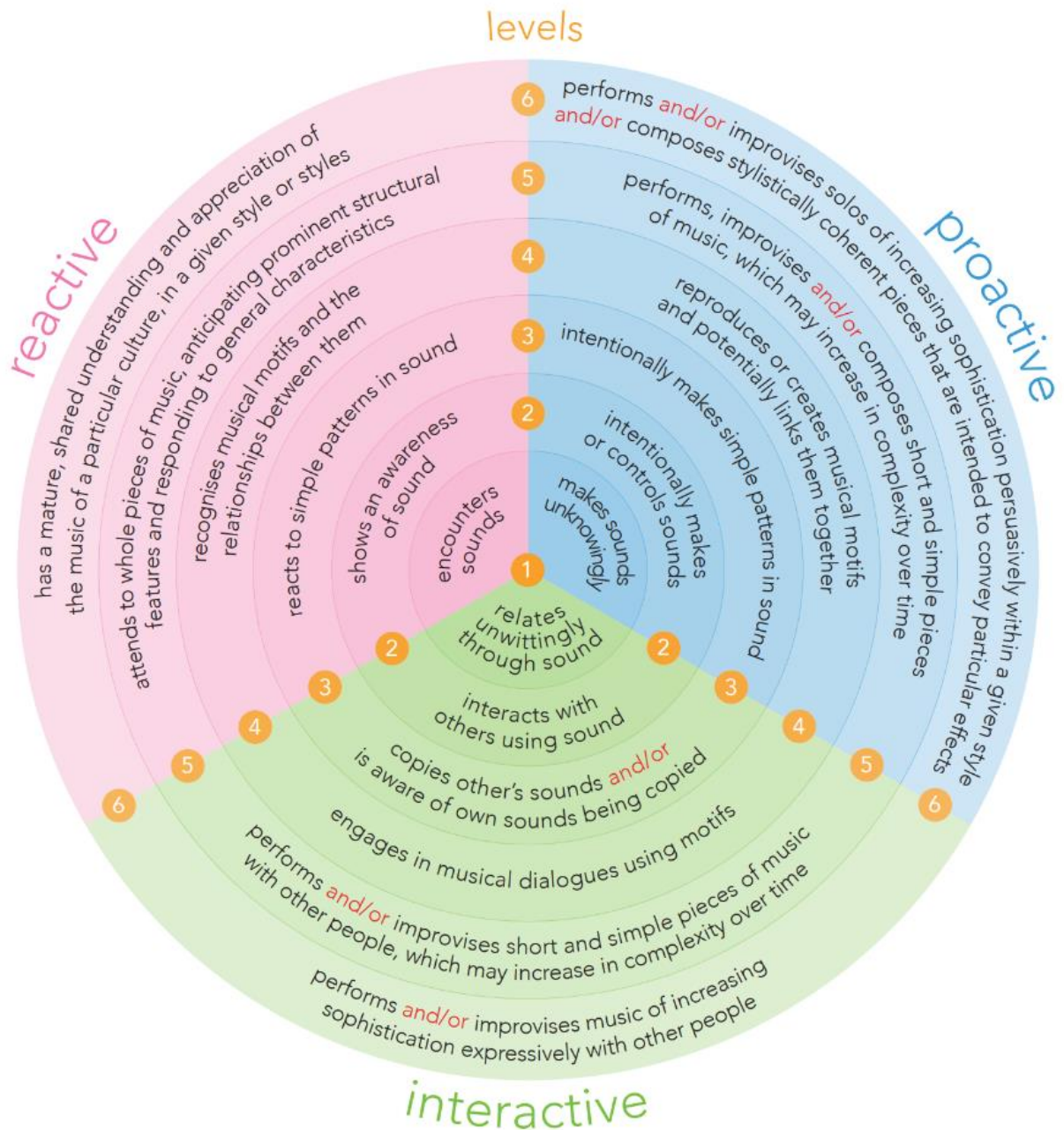
At Heathfields Infant School, we deliver the music curriculum through both class music lessons and a weekly whole school singing. Singing is inclusive to all using signing and singing skills are taught. Music lessons focus on listening to high quality stimuli to explore the different dimensions and skills of music and develop them using singing and instruments, with opportunities to apply the knowledge through composition and performance.

At Heathfields, music is strongly linked with other curriculum areas such as PE, Art and Science. Planning follows a curriculum map that specifies the skills progression throughout the school. Year group planning builds on previous knowledge and skills to ensure each child progresses during their time with us from their

various starting points. Year group planning is allowing children to gain knowledge, master skills, plan, prepare and perform.

SEND Music Support SOUNDS OF INTENT

As part of our SEND support, we use Sounds of Intent. This is devised for children with complex needs and profound learning difficulties; however, they work well with children who need focus and specific tasks for them to engage including the Autism spectrum. We use the 'Tuning In' music book and the 'Tuning In' cards to support TA's and children to create activities for them to access the curriculum which can also be used in whole class settings too.



The Sounds of Intent Framework of Musical Development

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.

TEACHERS IN SCHOOL

Our music specialist works two days a week teaching all children a minimum of 40 mins in the classroom. We have a singing assembly where musicianship is the focus for 15 minutes.

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.

Our music lead is an accomplished musician and leads by example, both in lessons and in assembly.

The children at Heathfields participate in school performances such as a Harvest assembly, a Christmas sing along, Easter assembly and an end of year assembly by Year 2. We also provide opportunities for the children to experience live music by inviting performers into school where possible and visit a theatre for a performance.

Staff from Entrust Music come in to do demonstrations

Children from the Junior school come in to do concerts

In the future

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

Travelling to more live music concerts. Taking the whole school to a big music concert hall to take part and/or watch in a musical event.....plans in the pipeline.

Create and develop our school choir.

Making the musicianship assembly long enough to ensure all children get a good time training with the specialist.

Introduce peripatetic music to the school.

Further information (optional)

The Local Music Hub Skills Progression Map

[KS1-KS2-TMP-Musical-Skills-Progression-Document-2020-V2.pdf \(entrustmusic.co.uk\)](#)

Entrusts Progress Framework for Peripatetic Lessons

[Assessing-Musical-Progress-Framework.pdf \(entrustmusic.co.uk\)](#)

Support for equal access to music provision including information about FOSYM

[Supporting-Music-Across-Staffordshire.pdf \(entrustmusic.co.uk\)](#)

Access to music lessons in school

[Music-is-for-Everyone-Flyer.pdf \(entrustmusic.co.uk\)](#)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

The Fierte Trust plan will be added when available.