



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	Rebecca Horsfield
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	
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.

It will also summarise 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 Rawmarsh Ryecroft Infant School we believe that music is a practical, creative subject, which can be of benefit to all children in developing imagination, the ability to listen attentively and the ability to express personal thoughts and feelings. Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression, and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. It is also important in helping children feel part of a community.

Music Curriculum - EYFS, KS1 & SEND

The curriculum for music is as set out in the National Curriculum and EYFS Documentation with the focus of teaching in Key Stage 1 being to ensure that pupils develop their musical knowledge, skills and explore how music is created.

In order for children to develop a real appreciation of music they are encouraged to participate as listeners, singers and instrumentalists. They learn how to control their bodies, voices and instruments and use them effectively to produce sound.

Ryecroft Infant school is an inclusive school and ensures policy and procedures are in place to promote this. The design and delivery of teaching, learning and assessment methods allow all students to engage meaningfully with the curriculum and achieve their full potential.

Music is taught over every year group from FS2 to Year 2 across the school year.

The music curriculum for the Foundation Stage is as set out in the EYFS document. This is included in the heading 'Expressive Arts and Design'. Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

The Charanga Musical School Model Music Scheme has been used as the main framework for our music curriculum from EYFS to Year 2. This is a high quality, structured music scheme that develops children's musical skills. This scheme is taught on a fortnightly basis by the class teacher for approximately 45-60 minutes a week. Charanga's scheme allows teachers to build on previous learning and build on skills taught throughout the different units of learning. The scheme includes opportunities for children to listen to music, answer questions, practice new musical vocabulary, compose and appraise. These lessons also develop their skills of listening, memorising, taking turns, performing and evaluating which enhance success and self-confidence regardless of academic ability. Children gain experience of working both as an individual, group member and as a class.

In the Early Years and Key Stage 1 this scheme provides children with the opportunity to listen and respond to different styles of music, learn to sing or sing along with nursery rhymes and

action songs, understand the basics of pulse, rhythm and pitch, improvise and play classroom percussion instruments and also share and perform music.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Me! 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 2	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Each unit of work covers five elements in music. These include listening and appraising, singing, composing, improvising and performing.

Throughout our music curriculum from years FS2 to Year 2, children will learn how to play the Glockenspiel. As it is a percussion instrument children learn how to play them by hitting or striking the metal bar using a beater. Children explore the different sounds they make by looking at the different notes of the glockenspiel. By using these instruments within lessons this provides all our children with first-hand experience of how to play a tuned instrument.

Music CPD

Rawmarsh Ryecroft Infant School has links with ROSIS who offer CPD opportunities throughout the year offering subject leaders' further development within this curriculum area and enable them to feedback to staff in school.

Communications

The Music curriculum is shared on the school's website. Here we set out Intent, implementation and impact and curriculum coverage. Our parents are kept up to date with Music Curriculum and music events in school through ClassDojo and 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.

As a school we offer many opportunities for children to sing and play music across school. This is done through assemblies where we explore a range of musical genres and styles linked with our half termly themes where children are given the opportunity to sing and perform songs.

During break times on the playground music is played through a speaker provided where the children are able to listen to music they enjoy and are familiar with. This gives the children opportunities to talk about music they listen to and explore different ways of moving to the music.

We provide children with opportunities to develop their knowledge and experience music beyond the curriculum by taking the children in Year 2 to the pantomime. This allows them to experience live performances and make progress in their knowledge and understanding beyond the curriculum.

In EYFS, children are provided with opportunities to listen to and sing a range of well-known nursery rhymes and songs. These opportunities are incorporated and linked into different areas of the curriculum such as maths. Each half-term children in FS2 get sent home a nursery rhyme they have been learning in class which is then added to their 'Poetry and Rhyme' book. These can then be shared with parents at home.

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.

Each year group take part in music lessons which are part of our inclusive curriculum.

Other opportunities involving music include:

- Weekly singing assemblies in FS2 and KS1 with an external pianist
- Additional singing assemblies with KS1
- Performances in school for each year group over the academic year for Christmas Nativities, Harvest Festival, Mother's Day assemblies and Picture This.
- Year 2 children have the opportunity to go to the pantomime to experience a live performance of singing and performing
- Graduation event/performance in school for our Year 2 children at the end of the academic year.

- Movement Evening for children in Year 2. This is an opportunity for children to perform in front of other children and parents from other schools in Rotherham.
- Opportunities are developed with the Junior School for Year 2 children to watch their live performances (nativity performances) and for our KS1 children to perform their own Nativity to a junior audience.
- Children in FS2 have the opportunity to watch KS1's Nativity and perform their own nativity in front of our KS1 children.

In the future

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

- To develop our use of instruments (wider range) within music sessions for small group or individual lessons.
- To explore external links with music organisations to support children's development in music and provide CPD opportunities (such as a local music hub).
- Develop engagement in extra-curricular lessons for children including singing and playing musical instruments.

Use this space to include any information on any improvements you plan to make for subsequent years in curriculum music, co-curricular music or musical experiences, including when you plan to introduce changes.

Also consider including:

any information that relates to the 7 features of high-quality music provision (see the text box at the beginning of the template), such as increasing lesson time to one hour a week each term, introducing the teaching of new instruments or having a termly school performance.