



# Music Development Plan Summary: Manor Park Infant and Nursery School

## Overview

Detail	Information
Academic year that this summary covers	September 2025 – July 2025
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Peter Asplin
Name of local music hub	Nottinghamshire Music Hub

*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.

### Curriculum

At Manor Park Infant and Nursery School, we use the Charanga Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:



- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument (Year 2), use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher has access to the scheme, although a Music Specialist Teacher is employed to teach music throughout the school. In conjunction with each class teacher, the music teacher adapts and plans lessons to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: *performing, listening, composing, the history of music*. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Music scheme (which has been designed as a spiral curriculum) has the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in school.
- Increasing depth: Each time a skill or area of knowledge is revisited, it is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to and teaching them to respect and appreciate the music of all traditions and communities. Pupils are taught elements musical notation and how to compose music.

This academic year, we have introduced a 'Musician of the Month', which reflects our work on embedding British Values, along with the nine protected characteristics, diversity, equality, inclusion and belonging.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals can combine ideas together, to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

### **Implementation**

In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We have adopted the Charanga Scheme, to ensure that children receive quality music lessons. We cover one unit per half term, with music taught as a discrete lesson, once a week.

We take a holistic approach to music, in which the individual strands (shown below) are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit combines these strands to capture pupils' imagination and encourage them to explore music enthusiastically. Charanga pro-

vides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices as well as developing their skills playing tuned and untuned instruments. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music (pitch, duration, tempo, timbre, structure, texture and dynamics) and use these expressively in their own improvisations and compositions. The children are given opportunities to apply their skills and given a chance for collaboration through composition.

### **Lesson Delivery and Content**

Within each music lesson, the following elements are incorporated:

1. A clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work;
2. A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
3. The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
4. The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, improvisation, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Charanga's Primary Music spiral curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

### **Music in EYFS (Including Nursery)**

We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Early Years Foundation Stage Framework (2025). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world. Children's standards and achievements in Music are assessed in line with the School's Assessment Policy.

### **Model Music Curriculum**

The DfE's Model Music Curriculum 2021 states that: *'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.'* Because of the employment of our Music Specialist Teacher, we have taken the decision to deliver whole class instrument lessons to Year 2, using recorders. The reading of basic musical notation will also be taught alongside the learning of this instrument.

### **Planning**

Our medium-term plans show which of the units cover each of the national curriculum attainment targets, as well as the strands within it, and which units cover which development matters statements and early learning goals. The medium-term plans also detail the progression of skills and knowledge within each year group to ensure that attainment targets are securely met by the end of EYFS and Key Stage 1. Because of the skills of the specialist music teacher, and through consultation with individual pupil's teachers and the school SENDCo, music lessons are adapted so they are inclusive for all children.

### **SEND**

Within our music curriculum, there is great consideration as to how all learners, including SEND are supported in lessons. We will strive to remove barriers to learning for pupils with SEND. Our young people are supported through a range of ways for example extra time may be given for learning songs, musical notation and instruments. On some occasions, adaptations may need to be made for children with physical disabilities or those struggling with sensory issues when ear defenders or breakout spaces may be used. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons.

## **Assessment**

On-going Assessment for Learning (AfL) practices within class and group sessions include the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes and school peripatetic teachers. Assessments are used diagnostically by teachers to evaluate learning and inform teaching. They are also used by teachers and senior leaders within the Accountability Process to evaluate individual and groups of children's standards, achievements and provision, and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the National Curriculum or Foundation Stage Framework which is recorded in the end-of-year report. Formative assessments are recorded on our foundation subject assessment trackers. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

## **Resources**

There is a central store of:

- A variety of percussion instruments, both western and multi-cultural;
- Chime bars;
- A piano;
- Songbooks and Christmas Production packs;
- CDs;
- Recorders.

Pupils with additional needs are able to participate and progress well (supported by technology, tools and adapted instruments). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

## Part B: Extra-curricular and Music Enrichment

*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.*

During the course of the year, pupils in EYFS and Key Stage 1 have the opportunity to sing as a collective, during assembly times. They also enjoy small-scale performances in the community, building on existing school links (Harvest Festival at the local church, performing at an Old People's Home)

The also have the opportunity to perform at the Nativity and Christmas Concerts in school, as well as end of year graduation performances.

## 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.

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Singing Assemblies are a weekly highlight and rehearsals for our Harvest Festival, Nativity and Carol Concert ensure children develop their singing to a good standard. These performance opportunities are a highlight of our school year.

Across all key stages, children have a range of opportunities to experience live musical theatre performances, such as the annual Pantomime.

Opportunities are used for musical experiences through a range of activities in other subjects to enable children to apply and use music in real life and academic contexts e.g. History and Art. The overall provision is diverse, valuing all musical styles, genres and traditions equally.

## In the future

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

### CPD

Although Music is currently taught by a Music Specialist Teacher, we are planning to use CPD, so teachers can continue supporting the development of children as musicians, through 5-minute music activities e.g. rhythm games, listening games and planning opportunities for classroom teachers to increase confidence in singing.

Musical engagement with feeder secondary schools – look for opportunities to work with feeder secondary school for transition.

- Fundraising – proactively try to find additional funding for music (e.g. PTFA, fundraising in school from performances etc.)

Investigating opportunities, though the Nottinghamshire Music Hub for whole class music tuition to learn an instrument.

Research funding streams stream to allow children from disadvantaged backgrounds to learn an instrument if they would like to. Also, look at community groups to provide 'music workshops' so children can experience and join in with 'live' music.

## Further Information

### Collaboration

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