

Music development plan summary: Suffield Park Infant and Nursery School 24-25

Overview

Detail	Information
Academic year that this summary covers	2024-25
Date this summary was published	September 2024
Date this summary will be reviewed	September 2025
Name of the school music lead	Amy Ward
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Norfolk 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 – 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 curriculum:

The music curriculum is based on the EYFS and National Curriculum with strong links to our intent statement which reflects the needs of the children in our school community. Our progression map has been informed by the Model Music Curriculum and we use music teaching units from SingUp as our musical scheme. These units focus on the four key components from our progression map: Musicianship (pitch, rhythm, beat/pulse just KS1) Exploring musical instruments (just EY), Improvising and Experimenting, singing and listening and appraising.

As a school with a higher proportion of SEND pupils than national, we make appropriate SEND specific adjustments in music which may include using songs with

signs and an accessible range of instruments which are easy to hold and use. This ensures inclusion for all.

In Early Years Music we adhere to the guidance under the specific area 'Expressive Arts and Design' from 'Birth to 5 Matters'. Singing is a big part of our daily routine and we aim to build on children's repertoire of songs which are taught as part of a music session. Children have access to a wide range of instruments to play and experiment with while following their interests during continuous provision time. There are also additional timetables for more formal opportunities for direct music teaching delivered over alternate half terms.

In KS1 music is carefully timetabled (35-40 minutes teaching per week) and is supplemented by additional musical experiences including visiting musicians and singing assemblies. There are musical opportunities as part of our club's provision (see section B). All clubs are free for children to attend meaning no financial barriers to attending.

We have a document for assembly entry and exit music. This timetables a different piece of music/song to be played every time children walk in and out of assembly. It includes a range of high quality recorded music from different genres, cultures, styles and periods of history. Information about each piece of music/song is provided along with key terminology and questions, providing opportunities for retrieval throughout the week.

We recognise that Cromer does not have a diverse population therefore we choose a diverse selection of songs used in singing assemblies and in classes. e.g. 'Living in Harmony' is a song which celebrates differences. As well as songs from other cultures e.g. 'Kye Kye Kule' is an African folk song. We have a wide range of diverse books about musical artists in the library and in classes which reflect different cultures and ethnicities. We display 'Little People, Big Dreams' books e.g. Dolly Parton (socio-economic) Ella Fitzgerald, Bob Marley).

Our subscription with the Norfolk Music Hub has created positive community links including training and music teaching tools to keep our music subject knowledge up to date.

Part B: Extra-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 an Infant school we recognise the need to give children first hand musical experiences and opportunities for performance.

We have a school choir club running for two half terms which involves performance opportunities within our local community (Cromer Lights Switch on and a performance at our local care home Benjamin Court).

In addition to lesson time we have regular musicians visit (at least one per half term) to perform live music and inspire pupils supporting cultural capital. (see section C)
Children have a wide variety of tuned and untuned percussion instruments in school which are organised and easily accessible.

In the Spring term 24 we ran a Boom Whacker club where children got to experience playing tuned percussion as part of a group which worked towards a performance for parents. In the Autumn term 24 there was a choir club focussing on the joy of singing together which also provided two performance opportunities in our local community.

Use of timetabled entry and exit music is used in assemblies (3 per week) to ensure pupils listen to a range of high quality recorded music from different styles, cultures and time periods. This includes suggested music from Model Music Curriculum (crib sheet with key terminology and focus question for teachers leading assembly).

We always signpost and promote local musical clubs or events through Tapestry and social media. We also encourage children to share any involvement they have with a music club/lessons and/or musical achievements through Tapestry or as part of our weekly celebration assembly.

Part C: Musical events

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.

Every year we invite all parents/carers to watch their children sing and/or play musical instruments in their Christmas performance. At the end of Year Two the children perform songs as part of their leaver's assembly. In our Reception Easter café the children performed a Spring time song to their parents which they had been learning. Evidence of music lessons e.g. performances of songs, playing instruments etc. is regularly recorded and shared on Tapestry for parents/carers to see and comment on. After the Boom Whacker performance the parents/carers were invited to have a go at playing a song. This was a brilliant shared musical experience where the children taught their families/audience how to play the Boom Whackers. At the end of our Christmas performances the parents/carers are always invited to join in with singing a song.

Last year (23-24) we had nine live music opportunities these included a local ukulele group, two musicians from the Britten Sinfonia orchestra (flute and harp), Cello, violinist, tuba, flugelhorn and a pianist as well as students from Cromer Academy who performed songs from their school musical 'Matilda'.

We have good links with Cromer Junior School which allows for shared music experiences and performance opportunities. Our school choirs were able to perform Christmas songs together for the Cromer Lights Up event and we also enjoyed welcoming in past SPIS students from the CJS choir to perform some songs as part of our music assembly.

In the future

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

Plan for 24-25

- Continue to utilise the timetabled assembly music on entry and exit as a valuable teaching time for listening and appraising.
- Additional singing assemblies have been timetabled
- Continue to organise more musician visits
- Provide a free of charge ukulele and/or recorder club which includes instrument loan
- Choir to continue for two half terms
- CPD opportunities for staff
- Continue to use Tapestry to record and monitor music
- Provide more opportunities for pupils to perform to an audience throughout the year
- To continue to support staff as they implement SingUp music planning
- Arrange for the KS1 choir to perform/teach a song to the Nursery as a transition opportunity