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## Fetcham Village Infant School

### Music development plan 2024-25 summary

This document provides a summary of how our school delivers music education to all our pupils across three areas - curriculum music, musical experiences and extra-curriculum music – and what changes we are planning in 2024-25 and beyond. 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.

#### Overview

Detail	Information
Academic year that this summary covers	2004-25
Date this summary was published	16 September 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Lorna Ryan and Sophie Birrell
Name of school leadership team member with responsibility for music	Sophie Birrell
Name of local music hub	Surrey Music Hub



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**Our Intent for Music** Our intent for Music means what we, at Fetcham Village Infant School, expect each pupil to learn, to experience and to know and to be able to do in Music by the time they leave our school at the end of Year 2. This is set out below.

Music is a part of daily school life at Fetcham Village Infant School. We give every child the opportunity to develop a love of music to enrich their learning and well-being. Music bonds us together as a school community and connects us to our wider community as we mark seasonal celebrations through musical performances. Through performing regularly to an audience, children build self-esteem and confidence and get a sense of 'being a musician'.

Music helps our children to understand and to practise our School Values; for example, demonstrating 'we are curious' as they listen to and comment on a range of musical styles and showing 'we are brave' by performing in front of others. They are introduced to a range of musical styles through listening to and responding to live and recorded performances.

Singing is at the heart of our musical learning. Through singing, along with chanting, body percussion and using tuned and untuned percussion instruments, children explore and begin to understand musical elements such as beat and pitch. Children develop the knowledge and skills needed to play a simple tune, beat and rhythm on basic percussion instruments. They also look at symbols that represent sounds, ready for learning about more formal musical notation in Key Stage 2.

Each child develops their ability to respond to music and to express some ideas and feelings through music (such as using sounds to tell a story). They take some risks as they explore new sound patterns and sound effects. They improvise and create their own pieces, inspired by a range of stimuli. They appraise their own creations and respond thoughtfully to the music made by their peers and composers. They begin to use basic musical vocabulary to talk about music.



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## Our Implementation of Music: Curriculum music

This is about what we teach in lesson time and how much time is spent teaching music.

### Our timetable

In Key Stage One (Years 1 and 2), each class has a timetabled Music Lesson once a week for 45 minutes.

In Reception, each class has a timetabled Music Lesson once a week for 20 to 30 minutes. There are also opportunities to sing, to chant and to explore instruments integrated within our daily routines and our continuous provision. This includes a 'Sound House' in our outside area filled with instruments, which are changed each half-term. We also identify a set of key rhymes each week to learn and sing or chant together.

### Our Planning and Sequencing

Our Music Curriculum has been carefully planned for progression across all year groups supported by the Music Express Online Scheme of Work. Reception teachers use Music Express alongside other resources, selected for their relevance to the revised EYFS Statutory Framework 2021 and links to our wider Reception curriculum as well as preparing children for their musical learning in Year 1.

Our Music Curriculum Map (available to view on our website) sets out the learning across the school in each half term. This covers weekly class lessons in every year group, as well as whole school singing assemblies and events. The sequencing of learning in weekly class music lessons has been tailored to Fetcham Village Infant School to ensure that all year groups work on a particular concept at the same time where possible (e.g. beat). We also ensure that children return to and build upon their understanding of the key elements of beat and pitch throughout the year.

### Our Approach



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We provide a practical, exploratory approach to musical learning. Children experience and explore musical concepts (e.g. beat) through 'hands on' activities in every lesson, including singing, chanting, body percussion and/or playing an instrument in every lesson. This is as well as frequent opportunities to listen and respond to music. This gives an appropriate basis for their developing understanding of those concepts and for using the related musical vocabulary. During their time at Fetcham Village Infant School, they will use tuned and untuned percussion instruments and learn to play a basic rhythm or melody on these instruments. This prepares them for whole-class instrumental learning and other musical activities in Year 3 at their Junior School.

## Our Implementation of Music: 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.

### Daily/Weekly Whole School Music

For Key Stage One (Years 1 and 2) there is a weekly Singing Assembly (10 minutes). In this Assembly, they explore vocal warm up activities and games and learn songs for performance and for fun. Reception children join this from the Spring term onwards.

Key Stage One children also take part in a daily Wake and Shake session (10 minutes) throughout the school year and Reception children attend these sessions from the Spring term onwards. In Wake and Shake, children dance to two songs (led by an adult) and often also sing along as they do so, developing their musical preferences.

### Performances

We provide regular opportunities for all children to perform to an audience. This includes each class doing a Class Assembly once a year. This is performed to an audience of all the pupils and staff in the school and the parents/carers of children in that class.



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In October, we have a Harvest Assembly attended by all pupils and staff in the school, including Reception children. At this assembly, each year group performs a song and we also sing one song as a whole school.

In December, each year group performs their own Christmas show for an audience of parents/carers, school staff and pupils. The format and material for these shows is tailored to each year group, reflecting the progression made as children move through the school.

In March, the whole school performs songs at an Easter Assembly for an audience of parents/carers and other family members. At this event, children perform songs as a class or year group and as a whole school.

Year 2 children learn a set of songs for the Effingham Learning Partnership Infant Music Festival which is held each April at the Howard of Effingham School. This is attended by Year 2 children from around eight local primary schools. Each school at the festival performs one song on their own and then they sing several songs together.

Year 2 children also perform a special Leavers' Assembly in the last week of the Summer term. A performance is provided for all staff and children in the school as well as to parents/carers of children in Year 2.

### External Workshops

We last held workshops (by Beat Goes On) in May 2022 focused on body percussion and Samba. In 2024-25, we plan to provide another set of musical workshops, led by professional musicians, for all year groups. These workshops will involve children participating by playing instruments and/or singing and chanting. We will request a voluntary contribution from parents/carers for these workshops, though we will subsidise places for parents/carers where necessary based on their individual circumstances.

### Partnerships

We have good links with other organisations to enhance and inform our music curriculum.

Our Music Leads attend regular network meetings and access training and resources from Surrey Music Hub (our local Music Hub).



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We have regular communication with the Music Lead at Oakfield Junior School (where most of our children go for KS2). This helps us to identify opportunities for collaboration and to consider how our curriculum prepares children for KS2. In June each year, our Year 2 children are invited to Oakfield to watch the highlights of their Summer Music Concert, performed by Oakfield pupils.

We are fortunate to be located near the Yehudi Menuhin School of Music. In 2022-23, two Yehudi Menuhin students volunteered with us once a week as part of their Duke of Edinburgh Gold Award. We hope to seek similar opportunities for collaboration in the future.

## **Our Implementation of Music: Extra-curricular music**

This is about opportunities for pupils to sing and play music, outside of lesson time, and how pupils can make progress in music beyond the core curriculum.

We offer a weekly After-School Singing Club on a Monday. This is run by an external provider and funded by a contribution from parents/carers.

In 2024-25 we plan to explore further opportunities for extra-curricular music that can be offered. This fits with priority 4 in our 2024-25 School Development Plan: To Enhance the personal development and wellbeing of our children by continuing to develop our PSHE, Student Leadership, lunchtime and extra-curricular offers

## **Our Impact: how we monitor and assess Music**

Teachers have clear expectations of the end points children need to reach by the end of each year as set out in our Music Progression Grid. This Progression Grid defines how children's music skills, knowledge and vocabulary develop in each year from Reception to Year 2. It is organised under five key elements: singing, playing an instrument, acting as a musician, composing and listening and appraising. It guides our teaching and assessment and also supports differentiation.



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A range of assessment strategies are used continuously in Music Lessons. This includes high quality questioning, observation and peer and self assessment. This enables teachers and teaching assistants to adapt their teaching and support 'in the moment' and to adapt planning for future learning.

### What outcomes do we seek to achieve in Music?

- Children will retain knowledge and skills relevant to music and have a strong basis from which to develop their musical learning in Key Stage 2.
- Children will have the opportunity to foster their flair for singing and playing music and use this as a form of expression.
- Opportunities for improved wellbeing and confidence will be increased.
- Children will gain experience of performing to an audience and do this with some confidence.
- Children can express their own musical preferences.
- Children will have an awareness and enjoyment of different musical styles and experiences.

### We measure the impact of our Music curriculum through the following methods:

- Interviewing the children about their learning (Pupil Voice).
- Conducting learning walks to observe music teaching and learning.
- Feedback and discussion with staff.
- Termly tracking of children's progression towards our 'end points'.
- On-going feedback to the children and from the children during the lessons.



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## In the future

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

Here are the ways that we plan to develop our Music provision in 2024-25 and beyond.

### *Curriculum*

- Review the performance opportunities offered in each term and how these can be best targeted or developed. Consider how the preparation for performances can be better integrated into classroom music planning.
- Develop children's awareness of different composers and musical genres.
- Improve children's recall and understanding of musical vocabulary. Begin this by reducing and refining our current vocabulary list.

### *Assessment*

- Review how music is assessed and if and how audio/video recordings may enhance assessment and provide evidence of progress.

### *Extra-curricular*

- Consider the scope to provide a Lunchtime Music Club. Include opportunities for children from the Club to perform in an assembly.
- Consider the scope for any further extra-curricular opportunities (externally run).

### *Live Performances and workshops*

- Deliver external workshops.
- Make further links with members of the community and with other schools (e.g. The Howard of Effingham, Therfield) to widen the opportunities for children to experience performances from older children and musicians.

### *Resources*

- Review our instruments stock - what is used well, what is rarely used, what else could we benefit from?
- Continue to expand and refresh our song bank and other resources for Singing Assemblies and performances





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## Further information

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.

Our Local Music Hub is Surrey Music Hub. Their website sets out their policies and strategies for developing music in Surrey. It also provides links to resources for parents and schools. [Surrey Music Hub](#)

Parents may like to explore the resources on the following websites:

[BBC's Bring the Noise](#)

[Singing Medicine - bringing wellbeing through singing to children and adults](#)

[Go Kid Music - Al Star's children's songs, online memberships and courses for home and school](#)

[Kaboom Percussion - incredible, innovative ways of creating percussion instruments and pieces!](#)