

Hillside Infant School

Music development plan 2024-2025 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	2024-2025
Date this summary was published	1/9/2024
Date this summary will be reviewed	1/9/2025
Name of the school music lead	Natalie Daniels
Name of school leadership team member with responsibility for music (if different)	Kate Gibson
Name of local music hub	Hillingdon Music Service

Our Intent for Music

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Music is a part of daily school life at Hillside 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'. 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.

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 a minimum of 45 minutes.

In Reception, each class has a timetabled Music lesson 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.

Our Planning and sequencing

Our Music Curriculum has been carefully planned for progression across all year groups supported by Kapow Online Scheme of Work. Reception teachers use Kapow 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 lesson 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 Hillside Infant School to ensure that all year groups work on a particular concept and this progresses throughout their time at Hillside. We also ensure that children return to and build upon their prior learning of the key elements throughout the year.

Our approach

We provide a practical, exploratory approach to musical learning. Children experience and explore musical concepts through 'hands on' activities in every lesson, including singing, changing, 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 Hillside Infant School, they will use tuned and untuned percussion instruments and learn to play a basic rhythm or melody on these instruments. This helps prepares them for whole-class instrumental learning and other musical activities in the Junior School.

Our Implementation of Music: Musical experiences

Daily/Weekly Whole School Music

For Reception, Years 1 and 2 there is a weekly Singing Assembly (20 minutes). In this Assembly, they explore vocal warm up activities and games and learn songs for performance and for fun.

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.

In October, we have a Harvest Assembly attended by all pupils, staff in the school and parents/carers. At this assembly, each year group performs a song and we sing two songs as a whole school.

In November, children in Year 1 and Year 2 perform two Christmas songs at the Northwood Hills Christmas Light Switch on. This is attend by the local community.

In December, each year group performs their Christmas show for an audience of parents/carers, school staff and pupils.

In December, each year group attend the Christmas Carol Concert held at Emmanuel Church. Each year groups sings their own song as well as performing songs as a whole school. This is to parents/carers, school staff and pupils.

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

In the past year we have held a range of workshops for varying year groups. These include Electric Umbrella for the whole school, Boogie Music for Nursery and Reception, Music workshop for Nursery and Step into Music workshop for Year 2. We

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 Hillingdon Music Hub (our local music hub). We have regular communication with the Music lead at Hillside 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 December each year, our Year 2 children are invited to Hillside Junior School to watch their year show. In March each year the children are invited to the Junior School to watch a range of children showcasing their talent on a variety of instruments. We are fortunate to be near a range of Independent Secondary schools who regularly perform to the children at Hillside Infant School.

Our Implementation of Music: Musical experiences

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 weekly small group Rock Steady lessons to children. This is run by an external provider and funded by parents/carers. We offer keyboard and drums lessons to Year 2 in Autumn 2/Spring 1 and to Year 1 in Spring 2. These lessons are free and are run as part of an outreach programme provided by St Helens Independent school. In the past we have offered one to one instrument lessons by an external provider however the numbers were too low for the lesson to take place.

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 defines how children's music skills, knowledge and vocabulary develop each year from Reception to Year 2. It guides teaching and assessment; it also supports differentiation.

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

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 2024-2025 and beyond.

Curriculum

- Review the performance opportunities offered in each term and how these can be best targeted or developed.
- Develop children's awareness of different composers and musical genres
- Improve children's recall and understanding of musical vocabulary.

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

- Make further links with members of the community and with other schools to widen the opportunities children have to experience performances from older children and musicians.

Resources

- Review our instruments stock and stock up EYFS music resources
- Continue to expand and refresh our song bank and other resources for Singing assemblies and performances

Further information (optional)

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 Hillingdon Music Service, Through The London West Music Hub is Hillside Infant Schools local Music Hub. Their website sets out their policies and strategies for developing music in Hillingdon. It also provides links to resources for parents and schools. <https://www.hillingdon.gov.uk/article/1221/Hillingdon-Music-Service>

Parents may like to explore the resources on the following websites

BBC's Bring the Noise - <https://www.bbc.co.uk/teach/bring-the-noise>

Singing Medicine – bringing wellbeing through singing to children and adults - <https://singingmedicine.co.uk/>

Go Kid Music - <https://gokidmusic.com/home>

Kaboom Percussion – incredible, innovative ways of creating percussion instruments and pieces - <https://www.kaboompercussion.com/>