

Music development plan summary:
Alverstoke Infant School.

Overview

Detail	Information
Academic year that this summary covers	2023-24
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Stacey Hodson
Name of school leadership team member with responsibility for music (if different)	Stacey Hodson
Name of local music hub	Hampshire

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.

Alverstoke Infant school music vision statement.

“Alverstoke musicians should have an enjoyment and curiosity for the subject. They enjoy performing and playing as well as listening and appreciating music. They want to learn more about instruments and making their own music for enjoyment.”

Self-assessment of current provision

Area	Category	Description	Comments
Curriculum Music	Timetabling	Not all classes receive a regular music lesson each week	Most weeks there is at least an hour of music timetabled which includes singing assembly.
		There is a regular timetabled curriculum music lesson for all children but not a full hour each week when combined with other provision	
		There are regular timetabled curriculum music lessons in all years plus other provision which totals 1 hour per week for all children (can include singing assemblies etc.)	
	Curriculum design	Musical activity takes place in some or all classes but not necessarily tied to a formal school-wide curriculum	We have adopted Charanga for our curriculum and this is in place across the whole school.
		There is a whole school curriculum in place for music which covers all parts of the National Curriculum	
		There is a whole school curriculum in place which clearly maps progress and skills across the key stages. Additional aspects are embedded into the planning such as whole class instrumental music, school performances and special musical events	
	Assessment	We have limited capacity and/or expertise for assessing musical progress	We currently assess using only written notes not audio and video recordings. Not all staff are confident to assess.
		Class teachers record progress using video/audio recordings or written notes	
		Progress is clearly recorded using video/audio or written notes and ML works closely with class teachers to monitor and support this process. There are opportunities for pupils to self and peer assess their work planned into lessons	
	Quality of teaching	It is uncertain whether all teachers are teaching music to a good standard each week	Music is taught mainly by the music lead in school, however music is not an area where all teachers are confident to teach. Therefore more CPD is needed.
		Music teaching is generally of a good standard, but there is still a need for further CPD and support in some areas	
		Music teaching is consistently good quality throughout school and is monitored and supported well over the year	
EYFS music	It is uncertain how much music takes place in Nursery/Reception classes or whether it is of consistently good quality	Music happens regularly in EYFS.	
	Music is regularly planned in to EYFS timetables and is generally of a good standard though some CPD and support may still be beneficial		

		Singing is an integral and essential part of EYFS life. Songs and activities are appropriate to developing voices and carefully chosen to support early progress	
Whole class instrumental provision	Whole class	No whole class instrumental provision is currently in place	Children have access to glockenspiels and groups have access to recorders.
		Children learn to play an instrument as part of whole class learning during their time in school	
		Whole class learning is fully integrated into the wider music curriculum and is deliberately placed for pupil progression. The instrument/s are also selected for progression and quality of delivery is consistently good.	
	Duration	Children are given a 'taster' on one or more instruments in whole class lessons which is less than one year in duration	Year 2 children are given the opportunity to learn recorder during the year. There is Rocksteady provision in school, this is limited to paying students.
Children are given a full year to learn an instrument and as such develop basic skills and knowledge securely in that time. There are opportunities during the year for the children to perform to others. Some children choose to carry on with that instrument (or a related instrument) at the end of the year			
Singing	School / KS / Year group singing	Children only occasionally sing together as part of a larger group, maybe tied to performances or calendar events.	Singing assembly happens weekly and is planned by music lead.
		Children sing together all or most weeks as part of a singing assembly or similar	
		Regular singing assemblies are led by a specialist. Singing is an important and integral part of curriculum lessons, delivered by confident teachers skilled in delivering healthy singing.	
	Choirs	There are currently no school choirs taking place regularly	Choir takes place weekly and is open to KS1. The choir have attended choir events in the local community.
		There is at least one school choir which meets regularly led by a skilled teacher	
		There are one or more school choirs, led by skilled singing leaders which have opportunities to perform regularly and/or take part in wider community events	
Instrumental and vocal lessons	Tuition	There are limited or no opportunities for children to learn to play an instrument in school.	Rocksteady provide this opportunity but
		Children have the opportunity to learn an instrument in at least one family of instruments.	

		There are occasional opportunities for children to perform on their instruments	this is only limited to paying students.	
		There are opportunities for children to learn an instrument in various instrumental families with regular opportunities to perform to others. School regularly engages and plans with their instrumental tutors allowing for a consistent approach to music provision		
	Whole class follow on	There are currently no opportunities for children to continue learning an instrument they have started in whole class teaching		
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished		
		There are opportunities for children to continue learning the instrument (or a closely related instrument) after whole class lessons have finished and a good number of children choose to do this		
	Ensembles	There are currently no instrumental ensembles in school or only very occasional ensemble playing opportunities		Recorder play once a half term in assembly.
		Children learning some instruments have the chance to play in a school ensemble which rehearses regularly		
		A child learning any instrument in school has the chance to play that instrument in an ensemble. There are regular performing opportunities with the group. Routes of progression for children including music centres and CLYM are signposted as appropriate		
Inclusion	Inclusion	There are no provisions in place to support less affluent families. There is little adaptation in music lessons for children with additional needs or varying ability	PP children are offered Rocksteady. Adaptations are made to support all children in lessons.	
		School finds other ways to support children from low-income backgrounds to learn an instrument. Curriculum and instrumental lessons are planned to cater for children with carrying needs and ability. Pupils have opportunities to listen to and engage with music from different cultures, traditions and eras		
		All staff (including visiting staff) are fully aware of any relevant additional needs in their classes. Lessons are well differentiated to cover all needs		

		and abilities. Children are sensitively guided to learning an appropriate instrument for their specific needs Pupils have opportunities to listen to and engage with music from a wide variety of different cultures, traditions and eras	
Wider involvement	Hub participation	The school generally don't engage much with the Hampshire music hub or other partner organisations in music.	
		There is some level of engagement with the music hub with occasional participation in local events	
		The school has strong partnerships with the hub and/or other organisations with regular participation in local events, workshops	
	CPD	There is little capacity within school for the music lead or other staff to engage with music CPD	CPD has been provided thorough Charanga. The music lead accesses this and then disseminates to staff.
		Music lead has occasional opportunities to access CPD, other staff only rarely	
		Music lead is able to access a higher level of music CPD and other staff in school are also accessing CPD or a higher level of support from the Music Lead or elsewhere	
	Links with other schools	There are currently no musical links with other schools.	Link with Junior school for visiting musicians to school.
		Some links are made with peer schools, other MAT schools, religious school networks or cluster networks. Occasional musical events may take place within these communities or resources and expertise are shared.	
		Strong links are made with other schools with opportunities to share resources, expertise and to organise events. There are strong links made to local secondary schools for Y6 transition.	
	Live music	There are currently no opportunities for children to experience and enjoy live music	Visits from local junior school musicians and Rock Steady concert provides live music concert.
		There are occasional opportunities for some children to experience live music either on a trip or from visiting musicians	
		All children have opportunity to experience live music over the course of the school year.	

Music Development Plan

Overall objective	<p>At Alverstoke Infant school, we aim to make music an enjoyable experience for all. We are committed to developing a curiosity for the subject, as well as ensuring children understand the value and importance of music encouraging all children to participate in a variety of musical experiences, through which we aim to build up their love of music, self- confidence and sense of achievement. We want children to be able to use their musical skills, knowledge, and experiences to enjoy the subject. Our teaching focuses on developing the children’s ability to sing in tune and with other people and use basic instruments with increasing control, fluency and expression and listen critically to a wide range of music from different periods, genres, styles and traditions to explore how music is created. Through singing songs and playing instruments, children learn about the structure and organisation of music. We teach children to listen, appreciate and respect different forms of music taking account of music from different countries. As children progress through the school they will increasingly understand and explore how music is created, produced and communicated through the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and musical notation.</p> <p>We believe that music is an inclusive subject where all learners have the same equal access.</p>
Key components	<p><u>Music curriculum, including use of music technology – EYFS, KS1, KS2, SEND</u></p> <p>Teachers deliver music following the Charanga programme, designed specifically for the teaching of music in primary schools. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. Charanga meets all components of the Model Music Curriculum, including musical technology units. Teachers are able to produce inclusive lessons for all children to access the musical curriculum in a fun and engaging way, further promoting a love of learning. Music is taught for at least 1 hour per week.</p> <p><u>Classroom instrumental teaching</u></p> <p>Throughout their infant music curriculum journey, children will learn how to play Glockenspiels and recorders, within our music scheme. This is progressive through the scheme and children learn a range of notes. Playing various instruments enables children to use a range of methods to create notes, as well as how to read basic music notation. Children also access other seeded, wooden, skinned and metal sound instruments during lessons.</p> <p><u>Links with external organisations</u></p> <p>Children have the opportunity to learn and play as part of a rock ensemble, with Rocksteady. Each week, an external music teacher visits school and teaches a number of children how to play a rock instrument, or sing, as part of a band. The band takes part in termly performances where parents and the rest of the school can come and watch.</p> <p>We offer places free of charge to a number of our PP children each term for Rocksteady.</p> <p><u>Music CPD</u></p> <p>CPD is provided through the music lead who attends training and then disseminates information to staff.</p> <p><u>Performance opportunities</u></p> <p>There is a KS1 choir in school who meet weekly and have opportunities to perform at whole school events and in the community.</p>

	<p>A whole school singing assembly led by the music lead takes places every week. There are also opportunities to sing at the start and end of each whole school assembly.</p> <p>Children in the choir have the opportunity to perform to community audiences at least once a term. The Rocksteady band also perform termly.</p> <p>We have visits from our feeder junior school where students bring instruments and provide a performance to the whole school.</p>
Communications	Using the school Tapestry account and emails, we will inform parents of musical opportunities throughout the school year. We will also share any performance via Tapestry.
Budget, material and staffing	<p>We have one member of staff who is a trained piano teacher.</p> <p>We also have a music lead who along with other roles in school supports the development of music.</p> <p>We access Charanga and pay for this for curriculum and also for CPD opportunities.</p> <p>Hampshire music hub offers access to online resources and CPD. Artforms offers whole class instrumental teaching, live music performances in and out of school throughout the year at a subsidised cost.</p>

Key areas development plan

Area	Actions	Date to be completed by	Success criteria/ Evaluation
Curriculum music	<p>To ensure all year groups are following the agreed scheme so that progression of knowledge and skills is followed.</p> <p>Introduce further live music opportunities for the school. Book live music performances with other junior and secondary school or parents.</p> <p>Continue to monitor music teaching throughout the school, use pupil interviews, lesson observations and teacher questionnaires. Offer CPD where needed.</p> <p>Use Charanga lesson plans that have a clear progression of knowledge and skills across year groups.</p> <p>Use Knowledge Organisers for each year group that include a progression of key vocabulary and simple knowledge ladder for current year group.</p>	July 25	<p>Children able to transfer skills and have greater depth knowledge of the fundamentals in music from previous year groups.</p> <p>Lesson drop in – Is the correct vocabulary being used? Are skills being transferred from other year groups?</p> <p>Evidence input into Charanga and examples of Music lessons on website.</p>
Instrumental/ vocal teaching	<p>Continue with Rocksteady. Children learn instruments as part of an ensemble and perform. Look in to further instrumental teaching opportunities.</p> <p>Investigate covering PPA with specialist music teaching through use of additional funding support from fundraising/bids.</p>	July 25	Higher uptake of instrument playing in school.
Assessment	<p>Develop a simple way of tracking students' progress and identifying potential.</p> <p>Train staff in assessment of music and how they can effectively do this to improve standards in the subject.</p>	July 25	Children make progress in the subject.
Opportunities for all	<p>Pupil Premium student engagement – offer financial support for more children to access instrumental teaching.</p> <p>Look into funding and other opportunities from the hub. Additional funding from hub/charities/fundraising – proactively try to find additional funding for music.</p> <p>Increase performance opportunities – provide a range of performance opportunities for children</p>	July 25	Increased % of PP children engaged in instrumental teaching.

	<p>in school and beyond for parents to attend such as Carol Concerts, local music Festivals and encourage class music assemblies for parents showcasing music curriculum music.</p>		
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