Music development plan summary: Greasby Infant Primary School

Overview

Detail	Information
Academic year that this summary covers	2026 - 2027
Date this summary was published	September 2026
Date this summary will be reviewed	July 2027
Name of the school music lead	Hannah Jones
Name of local music hub	Wirral
Name of other music education organisation(s) (if partnership in place)	Rocksteady

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 Greasby Infant School, we use the Charanga Music Scheme across the school. Our scheme of work fulfils the statutory requirements of the National Curriculum (2014).

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. The teacher uses the scheme and adapts it 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.

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 musical notation and how to compose music. 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 combine 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 weekly.

We take a holistic approach to music, in which the individual strands 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 provides 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.

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.

Music in EYFS

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 Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELG's).

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.

Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their progress in the Expressive Arts specific area.

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. The final lesson in each unit is filmed to ensure teachers can assess the children progress within that unit.

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.

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.

Resources –

- Percussion instruments
- Glockenspiels
- Piano
- Songbooks and Christmas Production packs
- CDs
- Sparkyard membership

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.

We offer extracurricular activities through Rocksteady. This allows children to learn a musical instrument such as electric guitar, drums or keyboards. They then perform concerts for the whole school and parents.

We also offer a lunchtime choir for children to attend.

During the course of the year, pupils in each class also have the opportunity to perform in small-scale performance that takes place at school and in the community, building on existing school links e.g. warm hub at Church, Easter services, Stage full of Stars.

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, Harvest and Easter Festival, Nativity and Carol Concerts ensure children develop their singing to a very high standard. These performance opportunities are a highlight of our school year.

Each year we also take part in ‘Stage Full of Stars’ each year, which involves singing, dancing and playing instruments. This takes place at the Floral Pavillion in front of an audience.

Children also have the opportunity to take part in our diverse multicultural days such as European day of Languages and the Dragon boat festival, which involve learning songs and playing different musical instruments. Last year they also took part in a drumming workshop.

Children will also visit shows and pantomimes.

In the future

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

CPD planning – plan CPD for classroom teachers to increase confidence in singing in the classroom and delivery of curriculum music, specifically with regard to the Charanga Scheme.
Musical engagement with feeder junior schools – look for opportunities to work with feeder junior school for transition.
Workshops – Look for a range of workshops for children to take part in that shows different cultures and diversity