Music Development Plan

Glenfield Infant School 2026-2027 Music Lead: Becky Reynolds Southampton Music Hub
How does your provision ensure every aspiring musician in your school can access the high-quality opportunities they need?

<table>
<tr><td>Vision and Intent</td><td colspan="3">At Glenfield Infant School, it is our intent that we make music an interactive, creative, enjoyable and inclusive learning experience for all our pupils. We encourage children to participate in a variety of musical experiences through which we aim to build up their confidence and self-expression, inspire creativity and help them to develop their musical potential. Our teaching focuses on developing the children's ability to understand pulse and rhythm and follow a beat. Through singing songs, children learn about the structure and organisation of music as well as having fun. We teach them to listen and to appreciate music from different cultures and genres of music. They develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. Musical vocabulary is taught such as volume, pitch, beat and rhythm, pulse, tempo and note values and we encourage children to discuss and evaluate music using these terms.</td></tr>
<tr><td rowspan="3">What do we include in our provision at Glenfield Infant School?

In the classroom

Beyond the classroom</td><td colspan="3">Our plan for delivering high-quality music education and supporting children's progress</td></tr>
<tr><td></td><td colspan="2">Where are we now?</td><td>What will we do next?</td></tr>
<tr><td>Curriculum

(setting the foundation)

High quality music provision</td><td>High-quality weekly music lessons</td><td>Music specialist employed by the school 3 afternoons per week.

Planning is based on procedural, declarative and tacit knowledge with small, incremental steps in learning.

Music is inclusive for all learners. Small group music sessions for SEND pupils where appropriate.

Music is taught consistently for every year group, every week and is within every timetable.</td><td>Continue to develop planning to suit needs of pupils.

Use of pupil voice to develop planning.

Continue to be creative in how to ensure all pupils are able to access curriculum Music lessons.</td></tr>
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			In Early Years, pupils are taught 30 min sessions by the music specialist and resources are provided for children to revisit learning from taught sessions in 'adventure time'. Nursery Rhyme packs have been provided along with a cross-curricular 'song spine' for each half term which relate to the planned EYFS learning.	Continue to develop musical opportunities within the EYFS curriculum.
			KS1 Music builds on previous learning, and develops the musical concepts of pitch, rhythm, pulse and tempo along with musicality through singing games and instrumental activities. Sessions are 45 minutes long and always begin with an element of listening linked to the recommended repertoire listed in the Model Music Curriculum.	Continue to refine KS1 Music curriculum to develop retrieval practice skills.
		Vocal provision -	20 minute singing assembly for EYFS (spring term) and KS1 led by music specialist. Focus on enjoyment and being part of a massed choir rooted in skills development.	Continue to develop planning and implementation of song spines across EYFS + KS1.
			School sings at times of celebration and massed events: Harvest festival with Southampton City Mission; EYFS Nativity and KS1 Christmas singing in the playground; KS1 Spring singing in the playground and Year R Easter bonnet parade; Year 2 Leavers' Assembly.	Research and provide more opportunities for children to collaboratively sing with pupils

				from other schools within the MAT /Southampton Music Hub area
		Listening Curriculum	Using the Model Music Curriculum listening repertoire, children are exposed to a range of musical genres from the Baroque period to the modern day. These are played at the start and end of singing assemblies and also used in KS1 Music lessons.	Continue to develop the implementation of listening for all assemblies across the week including whole school/class assemblies as well as singing
		Performance opportunities	Seasonal performances – EYFS/ year 2 Nativity and Year 1 Singing + poems for Christmas; Year R Easter Bonnet parade and KS1 Spring sing for Easter; Year 2 Leavers Assembly	.
		Music resources	A wide variety of tuned and untuned percussion instruments are available to use in class music sessions. These are clearly organised to enable children to access them independently and make choices about how to use them. A display in the hall supports learning by providing a glossary of the musical elements which can be referred to in lessons.	Develop a display with a world map indicating where different composers come from. Continue to replace poor quality/broken instruments on a rolling basis.
		Communicating with parents	Music at Glenfield on school website sets out intent; implementation and impact and curriculum coverage. Parents invited to attend musical performances.	Record sound files of chn singing/playing instruments and upload these to school FB page.
			Junior – music lead to inform Beechwood of children who have participated in choir and ocarina and also AGT pupils in music.	Explore possibility of year 2 attending Beechwood to partake in singing assembly. Could Glenfield Year 2s attend

				In2Music performance? Music to lead explore possibility of utilising SMH's 'Prepare 2 Play'
		Vocal	Year 2 Choir for Christmas performance and Leavers Assembly meets weekly after school in relevant half term. TA support for SEN + SEMH children.	Explore opportunities for community performances e.g. Bitterne Christmas light switch on
		Ensemble	Ocarina club for identified pupils in year 2 – summer term	Explore alternative instrument for 2026-2027, maybe Boomwhackers or glockenspiels.
	Enrichment	Live performances	Yarrow Heights Christmas concert for KS1 in December	Explore possibility of secondary schools within MAT/ Baby SUSO (Southampton Uni) coming to perform to pupils.
		Career pathways	Jobs linked to music beyond just being a singer/musician. Signpost parents to opportunities outside school	Utilise Alex Diaz (parent gov) more
Leadership		*Where are we now?*		*What will we do next?*
	SLT + Governors	SLT see the value in having a music specialist to delivery high quality curriculum and co-curricular activities. Performance opportunities for children are planned out for the academic year from September.		Continue to develop the curriculum/provision of co-curricular music in light of the changing needs of cohorts at Glenfield.
	Subject Leader	Experienced music specialist and subject leader delivering curriculum music, singing assemblies and co-curricular activities. Actively participate in HAMWIC subject network meetings and attend Southampton Music Panel meetings.		Subject leader to continue to engage with opportunities provided by HAMWIC/ Southampton Music Hub
	Teachers	Teachers have access to the cross-curricular song spine for each year group linked to topics. Majority of teachers are in weekly singing assemblies and say it is the highlight of		Continue to develop teacher confidence in willingness to lead singing in classrooms. Continue to

		their week.	provide opportunities for teachers to see music lessons in action.
	Pupils	Majority of pupils enthusiastically engage in music lessons and singing assemblies. Pupils are able to build on prior knowledge and make progress in their declarative knowledge of the musical concepts.	Continue to develop strategies to include SEN chn and EAL pupils. Use of pupil voice to inform extra curricular activities and content of singing assemblies
Communities & Partnership	*Where are we now?*		*What will we do next?*
	Southampton Music Hub – Music lead attends hub panel meetings and utilises resources and opportunities offered. School community – support musical events		Maintain relationship with SMH Find opportunities to perform within the community, invite community members in to perform to our children. Continue to develop music transition sessions as part of school transition Continue to signpost external family events to support parents with musical learning