

Music development plan summary: Sholing Infant School

Overview

Detail	Information
Academic year that this summary covers	2025-2026
Date this summary was published	September 2025
Date this summary will be reviewed	July 2026
Name of the school music lead	Beth Russell
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local music hub	Southampton Music Hub
Name of other music education organisation(s) (if partnership in place)	N/A

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.

At Sholing Infant School, we have dedicated time each week to deliver music sessions. Our music lessons in Key Stage 1 are delivered by class teachers, and all Year 1 and Year 2 children receive a 45-minute music session every week. In these sessions, children are taught about concepts such as pitch, harmony, dynamics and tempo through carefully sequenced lessons that progress throughout each half term. Our school progression document has been guided by the HAMWIC Music progression document and we use their schemes of work to teach the curriculum content, however these are adapted by the music leader to ensure our school pedagogy features in music lessons. Each half term has a theme (e.g. Superheroes, Toys) and each half term has carefully selected declarative and procedural knowledge that the children are taught. At the end of each academic year, judgements will be made as to whether each child has achieved this knowledge and has therefore met end of year expectations. These judgements will be made considering formative assessment that has been

carried out throughout the year by class teachers, and the evidence gathered in the online workbook collated by the music leader.

Singing is the golden thread through our curriculum and is featured in all music lessons. Children across the school also take part in singing assemblies once a week every week, where they are exposed to a range of songs. The children then perform the songs we have been learning in Singing Assembly and at our Celebration Assembly later in the week in front of parents. Children also have the opportunity to explore a range of tuned and untuned musical instruments in their taught music sessions, which are progressive across year groups.

All children are encouraged to take part in our music sessions and children with any medical needs or special educational needs (SEN) are supported to access these sessions. Pupil voice is always considered, and we make sure we consult with pupils to see their interests and what aspects of music they would like to explore further e.g. which instruments they would like to try.

This year, we will be continuing to incorporate increased musical opportunities into our Early Years provision. Singing as our golden thread begins when children start at Sholing Infant School in Year R and is something that children enjoy regularly throughout the day. Songs learned are carefully selected and planned in our singing progression and children learn a diverse range of songs. In EYFS, musical instruments are readily available for children to use during their child-initiated time and teachers deliver planned music inputs to introduce the children to key concepts and ideas.

Part B: Co-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.

Beyond our taught music lessons and assemblies, children at our school are offered the opportunity to learn a musical instrument. We currently have a violin teacher who delivers weekly sessions to Year 2 pupils. These are very popular sessions, and we get a big uptake from Year 2 pupils. The sessions incur a charge of £50 per term. Whilst we have previously offered lessons to disadvantaged pupils free of charge, we are now requesting sponsorship and funding from our trust to enable this group to access this opportunity. In the previous academic year, 37.5% of disadvantaged pupils received violin tuition. The children get to have violin tuition for the whole academic year and have opportunities to perform in several concerts in front of the rest of the school and parents/carers. The children receiving violin tuition are able to take their violin home with them to consolidate what has been taught in their sessions.

We also have a drumming teacher who delivers sessions to pupils in Year 1 and Year 2 who have signed up. The club is on a rotation and so the opportunity is offered every

half term to all children, however children who want to continue doing the club can do so. The sessions incur a charge of £30 for a half term. Whilst we have previously offered lessons to disadvantaged pupils free of charge, we are now requesting sponsorship and funding from our trust to enable this group to access this opportunity. In the previous academic year 31% of Year 2 disadvantaged pupils accessed drumming sessions at some point during the year, and some of the other disadvantaged pupils had accessed sessions in Year 1. 47% of Year 1 disadvantaged pupils received drumming lessons for at least one half term during the past academic year. The children perform what they have learnt at the end of each half term in our Celebration Assembly in front of parents/carers.

This academic year, we will be continuing to offer a choir club comprising of Key Stage 1 pupils. This will be offered to any children who would like to take part and will offer children the opportunity to learn songs by heart and perform them in front of a range of audiences. Pupils in the choir will also have the opportunity to attend a Christmas Concert as part of our Music Hub, where they will practise with other schools in the local area to perform a concert at the local Guildhall. Pupils will learn a range of songs in Choir Club at school and will also attend a rehearsal session at the Guildhall prior to the concert.

We also hope to introduce more music-related clubs to our after-school club offer over the next few years, including the possibility of a recorder club, glockenspiel club and rhythm club.

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.

Children have regular opportunities to sing in assembly, including weekly singing assemblies and celebration assemblies. All children attend and are encouraged to join in with singing and the associated actions. Children are given opportunities to experience and respond to a range of live and recorded music. Children listen to a diverse range of recorded music from past and present as well as from a range of cultures, as they come into assembly. Year 2 children also do a leaving assembly containing multiple songs they have learnt by the end of KS1, which is performed to parents and carers.

In terms of listening to live music, we have an annual pantomime performance around Christmas time at our school, which always includes lots of opportunities for pupils to listen to music, live singing and to join in and sing themselves. In a previous year, Year R attended a theatre trip to a performance of 'We're Going on a Bear Hunt', where children were exposed to a live orchestra. In the past, children in KS1 have also

listened to live folk music provided by members of the music hub and have responded to this through dance. All pupils have listened to live music from around the world with 'Jim the Music Man', with pupils from all year groups also experiencing workshops in which they have played both familiar and unfamiliar musical instruments.

Year 1 and 2 children have opportunities to perform using their voices and a range of instruments, to each other in music lessons. This year, this will include performances with glockenspiels and a range of untuned percussion. Additionally, children who take part in extra-curricular violin and drumming sessions perform regularly in front of the rest of the school, and parents and carers.

Year 1 and 2 children are given the opportunity to take part in the Christmas Concert with our music hub, where they will perform live in front of an audience in our local Guildhall.

Playing and listening and responding to a range of live music is something we would like to develop further this academic year and in future academic years, with the support of our music hub to alert us to such events.

In the future

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

We are looking forward to promoting Music even further over the next few years, including giving the children the opportunity to learn a wider variety of instruments in lessons and as an extra-curricular musical opportunity. We particularly want to focus on disadvantaged pupils being offered these opportunities to receive musical tuition. As we are now moving away from using specialist teachers from the Music Hub and instead having class teachers delivering music sessions, our primary focus is to ensure that teachers are receiving quality CPD that will mean they can effectively plan and deliver music sessions and assess children accordingly. We hope to give teachers the confidence to teach music and to ensure they have the subject knowledge they need to ensure lessons are of the highest possible quality.

We also hope to expose children to even more live music with a wider range of instruments, so they can develop a love for music. Additionally, we intend to introduce some of our oracy strategies to music sessions, so children develop their confidence in talking about music, sharing their opinions and being able to use musical terminology in their responses.