

Music development plan summary: John T. Rice Infant and Nursery School

Overview

Detail	Information
Academic year that this summary covers	2026-7
Date this summary was published	September 2026
Date this summary will be reviewed	September 2027
Name of the school music lead	Mrs C Renshaw
Name of school leadership team member with responsibility for music (if different)	-
Name of local music hub	Nottinghamshire Music Hub
Name of other music education organisation(s) (if partnership in place)	-

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 John T. Rice we subscribe to The Charanga Music School and our music curriculum is delivered using their Original Scheme of Work which meets all the statutory requirements of the National Curriculum.
(<https://nottinghamshire.charanga.com>)
- In line with the curriculum for music and guidance from Ofsted, the Original Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.
- Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:
 - Listening and Appraising
 - Musical Activities

- Warm-up Games
 - Optional Flexible Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
 - Performing
- In KS1 and FS2 we teach Music every half term. Music is planned for 6 sessions over the half term, and this is generally taught in the afternoon.
 - Oracy and Maths are inherently linked to music through listening and appraising music and exploring rhythmical patterns in music.

Breadth of Study	Year 1	Year 2
Listen and Appraise 	• To begin to be able to move to music by dancing, marching, being animals or pop stars. • To be able to express an opinion (like / dislike) about a style of music. • To begin to know that music has different styles.	• To be able to move to music by dancing, marching, being animals or pop stars. • To know that songs/ pieces of music have a musical style. • To be able to describe musical styles. • To know that songs/ pieces of music can tell a story or describe an idea.
Singing 	• To be able to sing notes of different pitches (high and low). • To be able to confidently sing songs. • To begin to be able to start and stop singing when following a leader. • To know that their voices make different sounds.	• To be able to sing some songs off by heart. • To be able to start and stop singing when following a leader. • To know some songs, have a chorus or a response/answer part, and sing these types of songs. • To know that unison is everyone singing together.
Playing 	• To begin to be able to treat instruments carefully and with respect. • To be able to play an untuned instrument to a steady pulse. • To know the names of the instruments that they are playing.	• To be able to treat instruments carefully and with respect. • To be able to play the tuned instrumental part with the song they perform. • To be able to listen to and follow musical instructions from a leader. • To know the name of key instruments. • To know the names of some notes when playing a tuned instrument.
Improvisation 	• To begin to be able to improvise using clapping. • To begin to know that improvisation is about making up their own musical rhythms on the spot.	• To be able to improvise using clapping, singing and playing. • To know that improvisation is about making up their own musical rhythms on the spot.
Composition 	• To begin to be able to select notes and put them together to create a melody.	• To be able to create simple melodies using patterns of different notes. • To know how the notes of the composition can be written down and changed if necessary.
Performance 	• To be able to perform Y1 song from the Scheme as a class. • To be able to listen to a recording of the performance and say how they feel about it.	• To be able to perform Y2 song from the Scheme as a class. • To be able to add their ideas to the performance. • To be able to listen to a recording of the performance and discuss changes/ improvements they could make.

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal

opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

SEND adaptations include adult support, classroom seating arrangements, visual prompts, ear defenders.

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.

At John T. Rice Infant School the children make good progress in music through the core curriculum.

In addition, peripatetic music lessons are offered to children through the iRock School of Music. A dedicated Band Coach delivers 30-minute rock and pop band sessions as an extra-curricular musical enrichment during the school day. Sessions are paid for via a monthly subscription and children learn either drums, keyboard, guitar or vocals. Every term culminates in a performance for families and peers, and throughout the term parents can see their child's progress on the iRock online portal.

Pupils also have the opportunity to further their listening and response to music through a weekly after-school dance 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.

Throughout the academic year the children have the opportunity to listen to a variety of musical genres and join in singing during school assemblies.

In the Autumn Term the Foundation Stage children perform Christmas songs in a concert for parents/ carers and the KS1 children perform a nativity play, including Christmas songs, for parents/ carers.

A brass ensemble performs Christmas music for the whole school to listen to and sing along.

A female vocalist performs songs from the Disney musical 'Frozen' for the whole school to listen to and sing along.

A musician performs Indian drum music and all the children learn and perform Bhangra dance movements in class groups.

In the Spring Term the KS1 children have the opportunity to hear a musician play the Digeridoo and have a go at playing this musical instrument in class groups.

A dance teacher teaches all the children Chinese Dragon Dancing in class groups.

In the Summer Term the Y2 children perform songs during their Leavers' concert and the iRock band performs to the whole school.

In the future

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

Extra-curricular music:

- To increase the opportunities for small group tuition for instrument and /or voice through the introduction additional after-school clubs for singing (choir) and/or recorder/ glockenspiel.
- To increase the opportunity for children to perform to an audience by taking a singing group (choir) to a local community nursing home.