



Music

The Mead Infant and Nursery School music development plan 2024/25



Introduction

Academic year this summary covers	2024/25
Date this summary was published	22/9/24
Date this summary will be reviewed	Sept 2025
Name of the school music lead	Mrs. Rachel Pioli
Name of school leadership team member with responsibility for music	Mrs. Rachel Pioli
Name of local music hub	Surrey Music Hub
Name of other music education partnerships	Rocksteady Open2music

This is a summary of how The Mead Infant and Nursery School delivers music education to all our pupils across the three areas - curriculum music, extracurricular provision and musical experiences and what changes we are planning in future years.

This information is to help pupils and parents and carers understand what our school offers and who we work with to support our pupils' music education.

Part A: Curriculum music

Timetabling

Curriculum music is music taught in lesson time to **all** pupils.

Year group	Time dedicated to curriculum music teaching each week
EYFS (Nursery)	All terms: 30 minutes (+ continuous provision)
EYFS (Rec)	All terms: 30 minutes (+ continuous provision)
Year 1	All terms: 30 mins
Year 2	All terms: 30 mins

Curriculum music lessons are informed by the **Model Music Curriculum** (non-statutory guidance for music teaching) and provide pupils with opportunities to:

- Listen to and evaluate music from diverse time periods and cultures.
- Learn how to create and control sound using their voices, as well as tuned and untuned instruments.
- Understand how music is communicated through various notation systems.
- Improvise and compose music.
- Perform musically in front of audiences of varying sizes.

Nursery	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1:	<p>Favourite music from home identified on home visits and enjoyed at school through singing, movement and instrumental exploration.</p> <p>Learn how to use and explore music and instruments through continuous provision</p> <p>Key nursery rhymes introduced.</p> <p>Learn how to start (green) and stop (red) playing or singing.</p>	<p>Copy actions for action songs</p> <p>Enjoy joining in with action and favourite songs and rhymes</p> <p>Enjoys singing songs - nursery rhymes, pop songs, songs from TV programmes, songs from home.</p> <p>Diwali day music</p> <p>Following signs to show green means go and red means stop</p> <p>Christmas show practice and performance to parents</p>
Spring:	<p>Explores a range of instruments and sound makers, exploring how they can be played in different ways.</p> <p>Instrument matching</p> <p>Creates own songs and music around favourite songs and music</p> <p>Sings whole songs- Nursery rhymes, pop songs, film music, music from home or the TV</p> <p>Call and response songs- singing and playing</p>	<p>Enjoy joining in with new songs and rhymes</p> <p>Sing whole songs by memory to others</p> <p>Lunar new year parade</p>
Summer:	<p>Explore sounds and music through stories, creating sound effects and music for helicopter stories</p> <p>Explores the interrelated dimensions of music through finding out how to play and sing with different dynamics, speed and pitch</p> <p>Plays with the words of songs, experimenting with the rhythm and rhyme of new words to old songs.</p>	<p>Explore making sounds and music through continuous provision</p> <p>Create their own songs, or improvise a song around their own favourite songs and poems</p> <p>Perform Helicopter stories to others with sound effects and soundtrack</p> <p>Prepare for music/ poetry basket end of year show</p>

Reception	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1:	<p>Exploring sound</p> <p>Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Diwali day music</p>
Autumn 2:	<p>Celebration music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Lunar new year parade</p> <p>Christmas show to parents</p>
Spring 1:	<p>Music and movement</p> <p>Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p>
Spring 2:	<p>Musical stories</p> <p>Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p>
Summer 1:	<p>Transport</p> <p>Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Beginning to say what they liked about others' performances.</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p> <p>Beginning to say what they liked about others' performances.</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p>
Summer 2:	<p>Big band</p> <p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practiced song.</p>	<p>Collaborate and perform with others through continuous provision</p> <p>Facing the audience when performing.</p> <p>Spontaneously expressing feelings around performing.</p> <p>Performing actively as part of a group.</p>

Part A: Curriculum music

Key stage 1

*Performance opportunities from lessons can be developed into more formal events and showcased to broader audiences at concerts, class assemblies, and other school gatherings

Year 1	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1	<p>Keeping the pulse (My favourite things)</p> <p>Exploring the concept of keeping a steady pulse together, children engage in music and movement activities inspired by their favourite things. They participate in different activities, moving to the beat of the music while thinking about and expressing their favourite objects or experiences.</p>	<p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>
	<p>Tempo (Theme: Snail and mouse)</p> <p>Using voices, bodies and instruments to listen and respond to different pieces of music, children learn and perform a rhyme and song with a focus on tempo. They focus on the adventures of the Snail and mouse to understand how tempo can shape a musical story,</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Keeping head raised when singing.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Performing actively as part of a group; keeping in time with the beat.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>
	<p>Dynamics (Seaside)</p> <p>Exploring the connections between music, sounds, and environments, children aim to represent the seaside. They use percussion instruments, vocal sounds, and body percussion to create sounds like crashing waves, calling seagulls, and rustling sand. They use voices and instruments to practice varying dynamics—showing a contrast between loud and soft sounds.</p>	<p>Offering positive feedback on others' performances.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>
	<p>Sound patterns (Fairytale)</p> <p>Examining different favourite fairy tales, children discuss the key moments in these stories. They are guided to clap and read simple sound patterns, matching the different characters of the story. Pupils then use these sound patterns to retell the fairy tale, bringing the story to life through sound and movement.</p>	<p>Offering positive feedback on others' performances.</p> <p>Keeping instruments still until their part in the performance.</p>
	<p>Pitch (Superheroes)</p> <p>Identifying high and low notes, children use this knowledge to compose a simple tune that represents a superhero. They then listen to different pitches, recognising the difference between high and low sounds. After identifying these notes, pupils experiment with combining different pitches to create a melody that represents their chosen superhero.</p>	<p>Offering positive feedback on others' performances.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>

	<p>Musical symbols (Under the sea)</p> <p>Diving into the unknown, children explore the depths of the sea through music, movement, musical symbols, and the playing of tuned percussion instruments. They engage in activities that allow them to express the mysterious underwater world, such as using their bodies to mimic the movement of sea creatures. They learn to interpret musical symbols to translate visual cues into sounds and play tuned percussion instruments, to represent the wonders of the underwater world.</p>	<p>Offering positive feedback on others' performances.</p> <p>Keeping instruments still until their part in the performance.</p> <p>Showing awareness of leader particularly when starting or ending a piece.</p>
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Year 2	Lesson opportunities to sing and play instruments	Lesson performance opportunities
Autumn 1:	<p>Call and response (Animals)</p> <p>Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p>	<p>Offering positive feedback on others' performances.</p> <p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Performing actively as a group, clearly keeping in time with the beat.</p>
Autumn 2:	<p>Instruments (Musical storytelling)</p> <p>Exploring longer pieces of music, children look at how music can tell a story through the use of different instruments. They think creatively, considering how sounds can represent characters, actions, and emotions when creating a soundscape to tell the story of Jack and the Beanstalk.</p>	<p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Performing actively as a group, clearly keeping in time with the beat.</p>
Spring 1:	<p>Contrasting dynamics (Space)</p> <p>Developing knowledge and understanding of contrasting dynamics, children listen to different pieces of music that represent planets and use these musical examples to inspire their own compositions. They explore how varying loud and soft sounds can capture the unique characteristics of two different planets.</p>	<p>Starting to maintain a steady beat throughout short singing performances.</p>
Spring 2:	<p>Singing (On this island)</p> <p>Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</p>	<p>Following a leader to start and end a piece appropriately.</p>
Summer 1:	<p>Structure (Myths and legends)</p> <p>Exploring structure through listening, analysing, and performing, children engage with a song about a well-known myth to understand its composition. They listen to identify sections, analyse simple sound patterns, and see how these elements tell the story of the myth. Pupils then perform short sound patterns in a simple structure using instruments and voices.</p>	<p>Starting to maintain a steady beat throughout short singing performances.</p> <p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Following a leader to start and end a piece appropriately.</p>
Summer 2	<p>Pitch (Musical Me)</p> <p>Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</p>	<p>Standing or sitting appropriately when performing or waiting to perform.</p> <p>Beginning to acknowledge their own feelings around performance.</p>

Part B: Extra-curricular music

Timetabling

Opportunities for singing and playing music outside of lesson time support pupil progress beyond the core curriculum.

Year group	Assembly time dedicated to music learning each week	Extra-curricular club opportunities available to all	Music tuition
EYFS: Reception	20 mins	Rocksteady £ (bursary PP places)	
Year 1	20 mins	Rocksteady £ (bursary PP places)	Ukulele lessons £ (PP places)
Year 2	20 mins	Rocksteady £ (bursary PP places) Choir	Ukulele lessons £ (PP places)

Part C: Musical experiences

Opportunities to participate and be an audience member

This section shows all the other musical events and opportunities we organise, such as singing in assemblies, concerts, shows and trips to professional concerts.

	Autumn	Spring	Summer
EYFS: Nursery	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. Perform Christmas show	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. Perform Luna New Year music/parade	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. End of year poetry and music show World Music Day activities
EYFS: Reception	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. Performances by Rocksteady Perform Christmas show	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. Attend Performances by Rocksteady Perform Luna New Year music/parade	Children experience a music diet of carefully chosen pieces of music reflecting a wide range of cultures, genres and timelines are listened to at different points of school life. Performances by Rocksteady Attend school choir performance Attend performances by Surrey arts orchestral ensembles. World Music Day activities
Year 1	All children attend singing assembly weekly. Performances by Rocksteady, Pip Squeak	All children attend singing assembly weekly. Performances by Rocksteady, Pip Squeak	Attend school choir performance Performances by Surrey arts orchestral ensembles. World Music Day activities
Year 2	All children attend singing assembly weekly. Performances by Rocksteady, Pip Squeak Year two school choir for all.	All children attend singing assembly weekly. Performances by Rocksteady, Pip Squeak Performances by Rocksteady, Pajama tree	Attend school choir performance Performances by Rocksteady, Pip Squeak Performances by Surrey arts orchestral ensembles. World Music Day activities Epsom and Ewell Music Festival End of year leaving performance

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In the future

The Mead Infant and Nursery School is committed to continually enhancing musical experiences to pupils. Below are the improvements we plan to implement in the coming years. We welcome your suggestions and encourage you to contact the school if you have any ideas on how we can further improve our musical opportunities.

Improvement	Who will benefit?	Is the change to A: curriculum music B: extra-curricular music C: musical experiences?	When will the change be introduced?
Introduce whole class instrumental lessons to all of year two.	Year Two children	Extra-curricular music	Summer term
Performances from a range of instrumental and choral groups from the local area	All children	Musical experiences	Spring term
Preschool music group	Families with preschool aged children in the local area	Musical experiences	Summer term