

Music development plan summary: Farnborough Road Infant School

All schools should have a music development plan from academic year 2023-24. Schools are expected to publish a summary of their plan on their website from academic year 2025-26.

This template is designed to support schools to produce the summary. It should set out how the school will deliver high-quality music provision in curriculum music, co-curricular music and musical experiences, taking into account the key features in the [national plan for music education](#):

- timetabled curriculum music of at least one hour each week of the school year for key stages 1 to 3
- access to lessons across a range of instruments, and voice
- a school choir or vocal ensemble
- a school ensemble, band or group
- space for rehearsals and individual practice
- a termly school performance
- opportunity to enjoy live performance at least once a year

The summary should reflect your school's music provision for the given school year and your plans for subsequent years. It should also refer to any existing partnership with your local music hub or other music education organisations that supports the school with music provision.

Before publishing your completed summary, delete the advice in this template along with this text box.

Overview

Detail	Information
Academic year that this summary covers	2025/2026
Date this summary was published	September 2025
Date this summary will be reviewed	September 2026
Name of the school music lead	Emily Flanagan
Name of school leadership team member with responsibility for music (if different)	N.A
Name of local music hub	Sky Music hub/Sefton Music service
Name of other music education organisation(s) (if partnership in place)	Charanga Birdy Beat

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 Farnborough Road Infants, we teach a bespoke, inclusive and exciting Music curriculum to all pupils. We provide them with opportunities to learn about music from other cultures, different genres of music, regularly explore instruments and composition and promote a love of listening, playing and performing. We use high level vocabulary when appraising, using the Interrelated Dimensions of music to support with this. Music is integrated into other subject areas and children can talk confidentially about what they have learnt. Adaptations are made and quality first strategies are used to ensure all children can access music. Our Voice 21 oracy sessions support the learning in Music and children are encouraged to use technical vocabulary during Music lessons.

Our Early Years' curriculum involves children having regular, cross curricular opportunities to play, explore and perform during high quality continuous provisions activities, relating to their topic as well as a structured music lesson per week. These lessons involve using a variety of resources such as 'Charanga' or 'Birdy 'Beat' (a scheme provided by Sefton Music Service) and planned topic-based music. In the Early Years, children are regularly exposed to listening to a wide variety of music and singing opportunities are used in all areas of the curriculum. The music lead provides examples of activities and continuous provision ideas in the planning, relating to and in line with the 'Expressive Arts' strand of the Early Years framework.

In Key Stage One, music is taught during weekly 45-minute lessons, in whole class teaching. All lessons are planned by the Music lead to ensure they are progressive and provide full coverage of the National Curriculum. To ensure our Music curriculum is bespoke to our school and its curriculum, children access a three-week block of 'Charanga', followed by topic-based music, relating to what they are learning in the classroom. Year 2 use elements of the new 'model music curriculum' in their planning. In terms of structure, for example, in Year 1, children in the Autumn term study a 'hip hop/rap' unit for the first half of the half term and then apply their knowledge and skills to a unit relating to their topic about Fairy tales. Within this, they will listen to a piece of music and discuss it's features using Voice 21 techniques and music vocabulary, will learn an unfamiliar song and perform it, will learn a piece of music on the glockenspiels and then will have some opportunities to improvise during these lessons. All of the

games provided on Charanga allow children to explore pulse as well as listening to and repeating different rhythms through singing and body percussion.

In their topic-based block, children will compose something, practise, read and record notation and will perform to the class, discussing ways to change or improve it next time. Children regularly learn to play the glockenspiel, through Charanga and this is progressive and is built upon over the two years with opportunities to apply it to topic-based learning. For example, during the 'Great Fire of London' topic in Year 2, children learn to play 'London's Burning' on the glockenspiel, giving them the opportunity to read music and will also create a soundscape to demonstrate how the fire burned, using a variety of percussion instruments.

Our music lead attends meetings and CPD with our local music service – Sky Music Hub and updates staff with subject knowledge and examples of high-quality practice. Our school now uses 'Birdy beat' in the Early Years (every week in Caterpillars, fortnightly in Nursery and every 3 weeks in Reception), a scheme created by a member of the Sky Music hub team and offered to schools at partnership meetings. The Music lead provided training to all staff to demonstrate how to teach it to pupils. Meetings with Southport Learning Partnership allow the Music lead to network with other schools, share good practise and feedback strengths and areas for development, with support from the Sky Music hub. The music lead aims to provide a 'Music Surgery' in the Spring to address any Music subject knowledge needs, particular to new members of staff.

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 Farnborough Road Infants, children are provided with many different music clubs and tuition. In the Autumn term, the Music lead provides a singing club where children learn songs as well as practising vocal warm ups, learning about pitch and timing and performance skills. Performances are then arranged in assemblies, for parents and at a local nursing home. Children then sit with the residents and have refreshments. Children also have the opportunity to perform Christmas songs in local churches.

Throughout the year, the headteacher runs a recorder club where children are taught to play and read graphic notation. The music lead is researching an additional club for next year in replace of the 'Ukulele club'. In the spring term, Year two children are able to attend a 'Musical theatre' club where they learn songs and dances from a variety of different musicals and a performance is arranged for parents at the end of the unit. A variety of different musical clubs are provided throughout the year for other year groups

too. Throughout the year, a variety of dance, singing and drama clubs are provided by other members of staff for other year groups.

In the Summer term, Year two pupils are invited to perform at the 'Wally Cain' dance festival. This will involve pupils rehearsing at lunchtime or after school in the build up to the performance night. Also, during this term, a company called 'Hands' come in during the school day for ½ hour weekly sessions with pupils. They learn songs and teach children the British sign language to go with these songs and at the end of the block, children perform these songs to parents. These sessions are fun and interactive and allow our children to promote inclusivity.

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 school, a music/singing assembly takes place every week for 20 minutes and this involves pupils developing their singing skills. Pupils learn a song and then sing it collaboratively in our Friday assembly. Practitioners discuss lyrics, structure timing and pitch in these sessions to develop children's singing skills. The music lead has future plans to create this to be a more structured experience. The music lead has also recently redesigned the assembly songs to provide more updated songs for children and staff to learn. This includes a block of Christmas carols for children to sing to increase their cultural capital.

One of the experiences we are most proud of at Farnborough Road Infants is our biannual concerts. Across the whole school, children participate and perform a Christmas concert and Summer concert for the families and other children in the school. Pupils sing, dance, act and narrate during an hour-long performance which they will have rehearsed during the school day for a number of weeks. Our Year Two pupils perform their Christmas concert in the local church and take part in an afternoon and evening performance.

During Autumn term we have a Live Music experience from a local music group called 'In Cahoots' who perform for us on our last day of our 'Friendship week.' This is always a lovely experience for children and staff to listen and sing a variety of songs relating to friendship. On the last day of the Autumn term, pupils are treated to a performance from the staff in the annual Christmas staff pantomime. The music lead writes a script and staff rehearse and perform this featuring a wide variety of songs. Also, in this term, as mentioned earlier, pupils sing at local nursing homes. Prior to COVID, we used to also sing at the local hospice to promote some positive wellbeing at Christmas time.

In the Spring, pupils are the audience for a performance from the 'Young voices choir' which consists of a selection of children from our Junior school. The choir will have performed in the Young Voices show at the Manchester arena and will perform to us as

a way to develop cross phase links with our Junior school. The music lead has regular meetings with the lead from the other school to update her on curriculum development, extracurricular music opportunities and to network about how we can continue to ensure a seamless transition in music across both schools. We also arrange other live performances throughout the year to allow children to be an audience. Previous years have included a DJ club from a local school and a singing group who performed an ABBA medley for our Eurovision day. The music lead continues to research opportunities for children to be exposed to live music performances to promote high expectations and ambitions for music and pupils.

As stated earlier, during the Summer term, sixteen Year two pupils are invited to perform in the 'Wally Cain' dance festival in Southport. This is a contemporary dance festival featuring other schools from the local area and is a highlight of our school calendar. Pupils are involved in creating a dance for a theme and performing this at a local theatre. The selected pupils will rehearse at lunchtime and after school for a number of weeks before the event.

Also, in the Summer term, Year Two pupils go on a trip to watch a live orchestra at the Liverpool Philharmonic hall. This fits in with their locality learning about Liverpool and the history of music in Liverpool where they learn about significant artists such as The Beatles and Cilla Black. Pupils are able to watch a performance relating to a theme and will reflect on it back in school. Planning is also provided in the build up to the event. We were unable to attend this in 2024 due to work taking place at the Philharmonic but are looking forward to restarting the trip in 2025.

Finally, towards the end of the year, we have our whole school 'Arts week'. This involves children being off timetable for the whole week and taking part in Art, Music and Design and Technology activities to a particular theme. Previous themes have included the Natural world, under the sea, around the world and rainbows. In terms of music, this involves pupils across the whole school taking part in workshops with the music lead and other outside companies. Previous experiences have involved African drumming, Samba band and steel drums. Pupils then have the opportunity to perform their learning to the whole school in our end of the week celebration assembly. In previous years we have held a whole school carnival parade and sung as a whole school as well as using BSL to enhance our performance.

In the future

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

In terms of development, the music lead continues to strive to enhance the music curriculum as much as possible. As the school is currently continuing to develop their Voice 21 curriculum, opportunities to develop this into music will be planned. The music lead has worked with the Key stage leaders and the Voice 21 champion to plan

collaboratively on this action point, creating a development of knowledge and skills and oracy opportunities through the music planning. These parts of the lesson are recorded in the Voice 21 book.

In future years, the music lead wishes to create more structured listening opportunities and 'listen out' focusses for pupils. This will include focussing on one of the 'Interrelated Dimensions' per lesson to ensure children fully understand what they mean and how to appraise a piece of music using these correctly. At the start of every lesson across the school, it begins with a 'listen and appraise' section, where pupils listen to a piece of music and discuss it as a class using technical vocabulary. This also feeds into the Voice 21 curriculum as they may then have a debate, use sentence stems or convince each other of their opinions. In future, the development of this could be playing children a single instrument and asking them to 'listen out' for it during the piece of music.

Last year we used to have a Ukulele club after school which was a paid club provided to Year 2 children. We felt this no longer suited us so the music lead is currently looking for something to replace this. A constant focus for the development of the music curriculum is the enhance extra curriculum opportunities and musical experiences for children. We also aim to regularly seek other events to perform at or be the audience for and aim to continue links with local high schools. This is something that is ongoing.

Another area for development, as mentioned previously, will be the improvement of our music/singing assemblies. The aim will be to provide more structure and focus to these to ensure pupils are getting the most out of these twenty minute singing sessions and developing their singing skills effectively. The music lead aims to enhance this when introducing the new assembly songs in the academic year.

Further information

As well as everything listed above, part of our school vision for music involves children developing that love for music throughout their whole school life and beyond leaving school. As part of promoting this, as staff, we ensure children view our own passions for music. During our weekly Friday assembly, the children come into the hall listening to a piece of music, chosen by a different staff member each week. This piece of music will be that staff member's favourite song and the projector will display the reason for that choice. The staff member at the end of the song, then explains to the children the story behind choosing that song and why it is important to them. The music lead plans to do a display of this in the music studio.

We believe this supports children's love of music as they no longer view it as a single, standalone subject taught in school but that it runs through your whole life and can be really significant to your wellbeing. When they see our staff passionate and excited about something, that enthusiasm is reciprocated.

