



Music Development Plan: Kenmore Park Infant and Nursery 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	September 2026
Name of the school music lead	Y Silvestro
Name of the head teacher	R Mahil-Pooni
Name of school leadership team member with responsibility for music (if different)	N/A
Name of local authority	Harrow
Name of local music hub	Harrow Music Service

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.

Curriculum – The intent of the music curriculum at Kenmore Park Infant and Nursery School is to inspire and motivate children to sing a variety of songs, create, play, perform and enjoy music. The curriculum is underpinned by the Early Learning Goals and the National Curriculum and is based on but not

necessarily limited to the Music Express curriculum and the Charanga online resource.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils in Key Stage 1 are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

Children will develop the interrelated skills of music such as pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure and begin to apply these to the songs they sing and the music they improvise and create. They will use these skills to listen to and appreciate a wide variety of musical genres such as classical, calypso and rap and from different countries/continents such as Africa, Japan and China. They will begin to make judgements about the quality of the music applying the interrelated skills of music and their personal preferences. The teaching and learning of music will enable children to better understand the diverse world they live in and is a vehicle of personal expression.

The Music Express and Charanga schemes have been designed as a spiral curriculum with the following in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in our school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to music from all around the world and

different genres, thereby teaching them to respect and appreciate the music of all traditions and communities.

Pupils are introduced to musical notation and composing their own music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising beat and pitch. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-work, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially and cyclically throughout the school.

Through whole class teaching and where appropriate small group teaching, the children are provided with opportunities to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes, from Music Express, Charanga and other resources as appropriate, while developing and applying the interrelated dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure).
- play tuned and untuned instruments musically, using the interrelated dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure).
- listen with concentration and understanding to a range of high-quality recorded music from the Music Express, Charanga and other resources as appropriate.
- experiment with, create, select and combine sounds using the

Inter-related dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure).

- know how music is influenced by time, place and purpose for which it was written.

We cover one or two units per half-term. Music is taught as a discrete lesson usually lasting 40 to 45 minutes in Key Stage 1 and 20 to 30 minutes in EYFS.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music (where appropriate)
- The inter-related dimensions of music

Each unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Our curriculum provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During lessons, children are given the opportunity to learn subject-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the inter-related dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Our spiral Music curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside

introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing simpler tasks better, as well as developing understanding and knowledge of the history of music, musical notations, as well as the inter-related dimensions of music and more.

Knowledge Organisers provide a summary of our music learning. They detail the vocabulary that children will learn, alongside some key knowledge.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework. We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Planning - Our medium-term plans show the learning objectives for each unit as well as adaptations and the musical focus and the subject link. Individual lesson plans include guidance on detailed adaptations to allow all children to access the music lessons and subject specific guidance is provided for teaching staff to allow non-music specialists to teach with confidence.

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Grouping children by mixed ability in the room;
- Providing resources depending on the needs and ability of the child. For eg. Providing a child with ear defenders, if needed;
- Adapting activities to suit the needs of the child.

SEND - We strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach ensures that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding enable all pupils to achieve and succeed in music.

Assessment – There are on-going Assessment for Learning (AfL) practices within the class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer

assessments of understanding, outcomes and progress. Some activities are filmed and recorded to support self and peer assessment as well as teacher assessment. Children who are showing a greater depth of understanding are pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

At the end of the year, the teacher makes a summary judgement about the musical skills and development of each pupil in relation to the Assessment Criteria (adapted from the National Curriculum) which is recorded in the end-of-year report. Formative assessments are recorded on our SIMs foundation subject assessment tracker.

Pupils in the Foundation Stage have a Foundation Stage Profile where teachers record their progress in the area of Expressive Arts.

Resources - We have a range of percussion instruments.

Each class has access to:

- a box of percussion instruments including tuned chime bars
- a class set of claves
- a class set of shakers
- Music Express Scheme books
- Charanga (online)

There is a central store of:

- additional percussion instruments
- selections of instruments from other cultures
- xylophones & glockenspiels
- Music Express scheme books
- Songbooks and Christmas Production packs
- CDs
- music stands
- recorders
- violins

Pupils with additional needs are able to participate and progress well (supported by technology and resources). Space and resources allow breadth of curriculum for all students, including music technology. The school iPads are installed with applications which enable them to be used as instruments and for composition.

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.

We work in close partnership with our local music hub, Harrow Music Service to provide children with musical lessons in addition to their weekly lessons, during school hours.

Our Year 2 children are taught a whole class instrumental programme for African drums by expert HMS teachers. The children learn to play different rhythms on the drums as well as chants and dance movements from Ghana during weekly 40 minute lessons in the school hall. The 10-week programme culminates with a performance to the parents. This programme is free of charge for the children.

The Year 2 children also have the opportunity to participate in the Sing Sing Sing festival, which is free of charge for the children. The children are taught a variety of songs by a trained HMS teacher during 2 sessions and the singing skills are reinforced by the class teachers in the school hall and classrooms. Parents are invited to watch the children perform at the festival.

Small group violin lessons, delivered by a trained HMS teacher, are available to any Year 2 children who wish to learn an instrument in a spare classroom. The children are charged for the 36 lessons delivered on a weekly basis. The school subsidises any children who are eligible for Pupil Premium. The school is able to loan violins to any children who require it, with the charge of a refundable deposit.

Children in Years 1 and 2 are able to participate in an after-school Christmas Carols Club, run free of charge, by the school in a classroom and the school hall. The 6 weekly sessions conclude with a free performance to which the parents are invited, a school performance as well as a visit to the local residential home nearby.

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.

Music is incorporated into a variety of activities and events within school during the academic year, such as class and year group assemblies, singing assemblies, classroom routines and special celebrations such as the World Music Day in June. The children have space to rehearse in their classrooms and the school hall. Parents are invited to attend the class and year group assemblies, free of any charge.

The whole school, EYFS including the Nursery and Key Stage 1, participates in the annual Christmas nativity, during the Autumn term. Each class performs a song and a dance. There is a charge for parents to attend.

In the Summer term, Year 2 children participate in an End of Year production and a Graduation Ceremony during which they perform songs. These events are free for parents to attend.

A Talent Show is held during the Summer Term and children from Reception and Key Stage 1 are able to showcase their talents including but not limited to singing, dancing, playing an instrument and their own compositions. The show is held after school, parents are invited to attend and is free to all participants and attendees.

The school also organises for musical workshops to be delivered annually, during the Autumn or Spring term, by external companies such as Inspire Works and West End in Schools. Previous workshops have included Samba drumming and workshops related to the Platinum Jubilee and the Coronation. The children are able to participate and reinforce their musical skills. We also invite the HMS Staff Orchestra to perform (depending on availability) during the Autumn or Summer term and the children attend as the audience. There is no charge for any of these events.

In the Future

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

- Facilitate the carols choir's participation at the local church.
- Organise an instrumental workshop.
- Apply to participate in London Philharmonic Orchestra's Bright Sparks Key Stage 1 concert at the Royal Festival Hall in London.
- Work in partnership with the Junior School to facilitate an opera workshop.
- Increase lesson time in Key Stage 1 to one hour each week.
- Pupil Premium – maintain a register of Pupil Premium children engaged in extra-curricular music activities; ensure equality of provision for children who cannot afford to access paid-for provision.
- CPD – plan CPD for classroom teachers to increase confidence in teaching music and using Charanga.
- Class music assemblies for parents showcasing curriculum music.
- Trial the use of the Charanga Creative Curriculum Scheme in Year 2 and if successful, implement in other Year groups throughout the school.

Further Information

Collaboration - The school works closely with the local hub, Harrow Music Service. The Music Subject Leader participates in termly Music Leader meetings.

CPD - We value the importance of quality teaching and recognise the need for teachers to have a strong subject knowledge in Music. CPD is provided to teachers to reinforce subject knowledge. Teachers of classes who receive whole class instrumental lessons take part in the music lessons and develop their subject knowledge.

Communication with Parents - Information is shared via the school newsletter and website, Weduc and Class Dojo.

Transition Work – The school’s Music Leader works closely with the Junior School Music Leader to ensure the music learning in Year 2 is developed further in Year 3.

Budget – See Music SDP and Music Bidding Form.

Pupil Premium and SEND Provision - Subsidise lessons for PP students.

Loan violins.

Provide adapted instruments (from HMS), if any pupils need them.

Use of ear defenders for SEND pupils.

Evaluation Process for the Success of the Music Development Plan - Termly Music Leader time to review curriculum lessons and interview pupils.

Music Leader and SLT to monitor Music opportunities offered by the school.