

Music Development Plan

Part A: Curriculum Music

- Mill Rythe Infant School, has a clear focus on delivering a high-quality music curriculum. The school provides regular National Curriculum music sessions, with a structured progression of units and clear assessment practises that inform future provision. The school has a named music lead who oversees the implementation and development of the music curriculum, monitoring and evaluating the impact of the music curriculum, to ensure continuous improvement.

In the Early Years Foundation Stage (EYFS), music is regularly offered as part of the continuous provision, ensuring that pupils have opportunities to engage with and explore music throughout their time in Reception.

Potential next steps:

- Consider expanding the range of musical genres and cultures represented within year group curricula and whole-school musical celebrations to further broaden pupils' musical experiences.
- Explore opportunities to incorporate more practical, hands-on music-making activities, such as learning to play simple instruments, to enhance pupils' technical and expressive skills.

Part B: Co-curricular music

Mill Rythe Infant School recognises the importance of providing a range of co-curricular musical opportunities for its pupils. The school uses songs across the wider curriculum, integrating music into other subject areas. For example; Nursery Rhymes in Year R and Singing Assemblies which link into seasons and topics. Additionally, the school organises year group performances, including nativities and whole-school musical celebrations, which provide opportunities for pupils to showcase their singing. Parents are invited to attend or to support the children's experiences through, for example, playing instruments alongside the children.

Potential next steps:

- Explore the possibility of establishing a school choir or instrumental ensemble, which would allow pupils to develop their musical skills further and perform for the school community.

- Consider introducing lunchtime or after-school music clubs, such as a recorder or percussion group, to provide additional opportunities for pupils to engage with music.

Part C: Musical experiences

Mill Rythe Infant School provides a range of musical experiences for its pupils. The school has a weekly singing assembly, where pupils come together to learn and perform songs. Songs are also used in school plays, musical celebrations and Christmas Carol concert ensuring pupils have opportunities to perform in front of their peers, parents, and the wider community, building their confidence and showcasing their musical talents. Thus further integrating music into the wider school life.

Potential next steps:

- Consider organising school trips or visits to local music venues, such as concerts or musical performances, to expose pupils to a wider range of live musical experiences.
- Explore opportunities for pupils to listen to and join in with music from different cultures and origins to further broaden pupils' musical experiences.
- Investigate the possibility of inviting more local musicians or musical groups to the school to perform for and interact with the pupils, further enriching their musical experiences.

In the Future

At Mill Rythe Infant School, there are several areas for future development to enhance the school's music provision. Firstly, the leader aims to increase their own subject knowledge and expertise in music, which will enable them to provide stronger leadership and support for the music curriculum and co-curricular activities. The leader will explore how Music can be monitored and evaluated within school by the leader, fed back to SLT and the Governing body to ensure continuous improvement of our curriculum offer.

Additionally, the school plans to provide more live music opportunities for pupils, allowing them to witness and engage with professional or experienced musicians. This will broaden their musical experiences and inspire them to embark or continue their own musical journeys.

Potential next steps:

- Establish partnerships with local music organisations, such as secondary schools, universities or Music Hubs, to facilitate regular visits, workshops, or performances for the pupils.
- Explore the possibility of after school musical opportunities, such as a choir or instrument teaching.