

The Carlton Infant Academy Music Development Plan (2025-2026).

School: The Carlton Infant Academy.

Trust: The Redhill Academy Trust.

Local Music Hub: Nottinghamshire Music Hub.

Music Lead and Specialist: Joanne Bird

Curriculum Lead: Ciara Hickey

Head Teacher: Anna Scrivens

Date written: September 2025

Review date: September 2026

| Music Development Plan | |
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| 1- Overall objective | Our overall objective is to provide a diverse, progressive music curriculum for all our children in school. This will be delivered through specialist music teaching and leadership (during, before and after school). This includes performances in school and in the community. We also maximise cultural capital for all our children, their well-being and self-esteem, whilst creating a supportive, enriched community of music making. |
| 2- Curriculum Principles | <p>TCIA curriculum vision and values are:</p> <ul style="list-style-type: none">• High expectations of all students• Valuing and celebrating academic achievement• Outstanding teaching for all students• Widening children's experiences• Equality of opportunity <p>Our music lessons are highly interactive and practical, with a wide range of musical elements seamlessly integrated through the specialist Charanga scheme. Each lesson is carefully designed and adapted to revisit and reinforce learning, ensuring that key skills are consistently practised through movement, singing, instrumental play, and music technology. Prior knowledge is regularly recalled, allowing pupils to build on what they've learned and deepen their understanding over time. Lessons follow a carefully sequenced structure, guided by Progressive Knowledge Documents (KKPDs), which clearly outline the essential knowledge for each stage and support long-term retention.</p> <p>Pupils are immersed in rich musical vocabulary throughout their learning. They are encouraged to use these terms confidently and make meaningful connections with other subjects where appropriate. To support all learners, vocabulary is often reinforced with visuals, actions, and physical engagement, promoting oral, visual, and kinesthetic learning.</p> <p>Music plays a vital role in connecting pupils to our values-based curriculum. Through music, pupils also explore and develop an understanding of fundamental British Values, such as mutual respect and</p> |



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| | <p>tolerance. As they engage with music from diverse cultures and collaborate with peers, both in groups and individually, they learn to value different perspectives and celebrate each other’s contributions. Through singing, playing, movement, and composition, children engage in rich, hands-on musical experiences. They learn to feel music with their whole bodies, developing an intuitive understanding of musical language before progressing to reading and writing notation.</p> <p>Performances are a key part of our school culture. Pupils regularly take part in concerts/assemblies, within school, celebrating their musical development and building confidence. They also experience the work of professional musicians through live performances both in and out of school throughout the year during our sponsored ‘sing-a-thon’, summer fayre and more.</p> <p>Our music curriculum helps to build cultural capital, introducing pupils to famous composers, musical styles, genres, and historical pieces. By listening to and discussing a wide range of music, pupils develop a broad and deep appreciation of music through time.</p> <p>Children are also encouraged to learn musical instruments such as the glockenspiel, further enriching their musical journey and personal development.</p> |
| <p>3- Key Components</p> | <p>Music curriculum, including use of music technology- EYFS, KS1, SEND. Classroom instrumental teaching Specialist music teacher Links with external music organisations Pupil Premium student engagement SEND provision Succession planning and CPD through Charanga Choir/’singing squad’ Whole school singing assemblies Performance opportunities- talent show, ‘sing-a-thon’, nativity, leavers assembly Musical engagement with feeder school Additional funding from hub/fundraising Community activities</p> |
| <p>4- Implementation of Key Components: Music Curriculum</p> | <p><u>Music Curriculum Overview</u></p> <p>Our music curriculum aligns with the National Curriculum and the EYFS framework, and in many areas, we go beyond these expectations. For example, we offer a wide range of extracurricular opportunities that allow pupils to extend their musical skills, perform in concerts, and build connections within the local community—broadening their exposure to diverse musical experiences.</p> <p><u>Curriculum Structure and Progression</u></p> <p>Key knowledge is clearly outlined through our KKPD (Key Knowledge and Progression Documents), which support sequential learning from Nursery through to Year 2. These documents include:</p> |

- Substantive knowledge – such as understanding the interrelated dimensions of music (e.g. pitch, dynamics, tempo).
- Disciplinary knowledge – such as applying these dimensions in performance and composition.

The KYPD statements are mapped progressively across year groups in our curriculum subject map, showing what composite knowledge is taught and when.

Dedicated Curriculum Time

Music is given dedicated time within the school timetable. Alongside subject-specific content, pupils are encouraged to reflect on their learning through authentic, real-world outcomes, considering how music can impact their lives and communities. For example, pupils contribute to projects with the local care home, Tesco, The Lace City Choir, the local church and more during special times such as the Harvest celebrations.

Classroom Instrumental Teaching

We offer whole-class Charanga lessons led by our specialist teacher Mrs Bird. These lessons are cascaded to other classes within the year group. Instruments are used throughout the sequence of learning to reactivate and deepen prior learning.

Pupils also can take up Drumba, singing squad and more, offering inspiration and continuity in musical development.

Instrumental Lessons and Pupil Support

Pupils who learn an instrument are given opportunities to perform in class and during assemblies, helping to build confidence and showcase their progress.

Each term, a questionnaire is sent to parents of pupils outlining the co-curricular offers which include musical clubs available for the following academic term. The Music Lead is responsible for creating and delivering these clubs.

To support access and inclusion, **Pupil Premium pupils** are offered lessons at a **subsidised rate**:

- **10% of the cost is covered by the school (TCIA)**
- **90% is paid by the pupil's parent/carer**

Whole school singing assemblies

We provide weekly Singing Assemblies for Key Stage 1 and Foundation. The weekly whole school singing assembly are lead by the yearly events e.g. Harvest, Christmas, Easter, Leavers as well as using the Model Music Curriculum listening suggestions and reactivating and embedding key skills learned in lessons as warm ups e.g rhythm activity. Often cross curricular with outside links: the local church, Tesco, care home and other visitors.

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| | <p><u>Performance opportunities</u></p> <p>TCIA provides a range of performance opportunities for children in school and beyond for parents to attend: Harvest Festival, Nativity for Foundation, Nativity for Key Stage 1, Carol Concert, Easter Assembly, Year 2 Leavers Production etc.</p> |
| 5- Pupil Premium Engagement | <p>Each year the Music Lead provides a list of pupils to the Pupil Premium Lead and updates the register of Pupil Premium children engaged in extra-curricular music activities.</p> |
| 6- SEND Provision | <p><u>Inclusive and Ambitious Music Curriculum</u></p> <p>We are committed to ensuring that all children access an ambitious and enriching music curriculum. Our approach is to scaffold learning upwards, never simplifying content, but instead providing the right support to help every child succeed.</p> <p>For pupils who face additional barriers to learning, we offer a range of adaptations and supports, including:</p> <ul style="list-style-type: none"> • Larger instruments to support gross and fine motor skills. • Teaching assistant or peer support during activities. • Visual prompts and reminders to aid understanding and engagement. <p><u>Adaptations for Specific Needs</u></p> <p>To support pupils with more significant challenges, we provide: Larger untuned percussion instruments. Emotion cards and additional adult support for pupils with social, emotional, and mental health (SEMH) needs.</p> <p><u>Assessment for Learning (AfL) and Scaffolding</u></p> <p>Across the school, a variety of AfL strategies are used to scaffold and support learners effectively. For pupils in the lowest 20% of readers, we incorporate visual/audio scaffolds and TA support to ensure access to learning materials.</p> <p><u>SEND Collaboration</u></p> <p>In partnership with the school's SENCo, we regularly review access arrangements for pupils with SEND. This includes: Evaluating how pupils engage with the music curriculum. Making tailored adjustments to ensure all learners can participate fully in both classroom and extracurricular music activities.</p> |
| 7- Communication Activities | <p><u>Extracurricular Music Provision.</u></p> <p>Each year, a questionnaire is sent to parents and carers to gather interest in extracurricular opportunities which then informs our clubs. The Music Lead collects this information and coordinates new club offers and arrange these for the new academic year starting in September. These are reviewed each half term with to co-curricular lead and monitored throughout the year.</p> |

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| 8- Budget Materials and Staffing | Budget is not set but equipment is replaced when needed. |
| 9- Evaluation Process for the Success of the Music Development Plan | Meetings with headteacher and curriculum lead to assess the progress of the programme; regular contact with the local music hub to give feedback and receive additional support on any difficulties encountered. |
| 10- Summary Action Plan | Email headteacher to arrange meeting to discuss budgets in the next term Research CPD and book for next term. Increase links with Notts Hub. Organise funding and explore other avenues. Use website and Class Dojo more to share with parents. |