

Consett Infant School



Music Development Plan 2026-27

Part A: Curriculum music

At Consett Infant School, the curriculum intention is that every child gains a clear, practical understanding of what music is through regular opportunities to listen, sing, play, evaluate and compose. Music learning is woven into classroom activities and reinforced through weekly singing assemblies and performances. Lessons follow the Music Express scheme to ensure progression in the elements of music and provide a sequenced approach to building musical knowledge and skills.

The curriculum is designed to expose children to a wide variety of styles, traditions and genres so they develop curiosity about music, an appreciation for diverse musical cultures and an understanding of music's value within the wider community. Through this broad and balanced offer, pupils have chances to discover strengths and areas for development, to build confidence, to cooperate with others and to foster a lifelong love of music. The programme also supports pupils' cultural and historical awareness by introducing music from different places and times, enabling children to enjoy music as listeners, creators and performers.

Potential next steps:

- Map Music Express units explicitly against the school's sequence of progression (listening, singing, playing, composing, evaluating) to demonstrate coverage and identify any gaps or repetition.
- Specify how lessons adapt to meet needs of pupils with SEN/EHCP and EAL so all children access the curriculum and make progress.
- Create a simple assessment framework (e.g. end-of-unit outcomes or evidence collection) to track progression in technical, constructive and expressive aspects of musical learning over time.

Part B: Co-curricular music

Pupils at Consett Infant School take part in a range of co-curricular musical activities that broaden their experience beyond classroom lessons. Whole-school assemblies introduce children to songs from a variety of genres and cultures, supporting collective singing and shared musical vocabulary. Children also have opportunities to play simple instruments and to sing as part of school performances such as nativity productions, class assemblies, concerts and a leavers' show. These events give pupils real-life contexts to perform, collaborate and showcase their developing musical skills to the school community.

Potential next steps:

- Establish a small, regular singing club or lunchtime choir to provide additional, structured vocal practice and performance opportunities for interested children
- Introduce focused instrumental workshops (e.g. tuned percussion or simple classroom ukulele/recorder sessions) to broaden practical skills available outside lesson time.

- Record and celebrate performances (audio or video) to build pupil confidence, evidence progress and strengthen parental engagement with pupils' musical development.

Part C: Musical experiences

Children will be supported to perform, listen to, review and evaluate music drawn from a range of historical periods, genres, styles and traditions. The curriculum includes examples from classical composers and contemporary musicians to widen pupils' musical horizons. Pupils will learn to use their voices confidently to sing and to create simple compositions alone and in groups. Lessons explore how music is made through the fundamental musical elements — pitch, duration, dynamics, tempo, timbre, texture and structure — and introduce appropriate simple musical notation and symbols so children can communicate musical ideas. These experiences are intended to deepen pupils' musical understanding and practical skills while nurturing enjoyment and cultural awareness.

Potential next steps:

- Sequence listening examples across the year to ensure progressive exposure to a balanced range of historical periods and cultural traditions.
- Introduce simple, child-friendly notation and pictorial score activities linked to composition tasks so composing skills build coherently over time.
- Use short reflective activities (child-friendly review prompts or simple success criteria) after performances to develop pupils' evaluative vocabulary and self-assessment.

In the Future:

In future years Consett Infant School plans to build on existing provision by developing an after-school recorder club, led by Mr Hattersley. This club will provide additional instrumental experience, help children develop basic ensemble skills, and create a further opportunity for performance and enjoyment outside the classroom day.

Potential next steps:

- Formalise timings, age/phase groups and capacity for the recorder club, and communicate this offer clearly to parents to maximise take-up.
- Identify and list any resources or training Mr Hattersley will need (instruments, music books, storage) and a simple cost plan to support sustainable delivery.
- Plan two small-termly performance opportunities (in-school sharing assemblies or a termly mini-concert) so club members can demonstrate progress and build confidence.