

Music development plan summary: Frogmore Infant School

Overview

Detail	Information
Academic year that this summary covers	2026/27
Date this summary was published	19.05.26
Date this summary will be reviewed	May 2027
Name of the school music lead	Jill King
Name of school leadership team member with responsibility for music (if different)	n/a
Name of local music hub	Hampshire
Name of other music education organisation(s) (if partnership in place)	n/a

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.

Music is a part of daily school life at Frogmore Infant School. We give every child the opportunity to develop a love of music to enrich their learning and well-being. Music bonds us together as a school community and connects us to our wider community as we mark seasonal celebrations through musical performances. Through performing regularly to an audience, children build self-esteem and confidence and get a sense of 'being a musician'. Music helps our children to understand and to practise our School Values; for example, demonstrating 'Excellence' as they improve their musical skill and showing 'Adventure' by performing in front of others. They are introduced to a range of musical styles through listening to and responding to live and recorded performances. Singing is at the heart of our musical learning. Through singing, along with chanting, body percussion and using tuned and untuned percussion instruments, children explore and begin to understand musical elements such as beat and pitch. Children develop the knowledge and skills needed to play a simple tune, beat and rhythm on basic percussion instruments. They also look at symbols that represent sounds, ready for learning about more formal musical notation when they transfer to Key Stage 2.

Each child develops their ability to respond to music and to express some ideas and feelings through music (such as using sounds to tell a story). They take some risks as they explore new sound patterns and sound effects. They improvise and create their own pieces, inspired by a range of stimuli. They appraise their own creations and respond thoughtfully to the music made by their peers and composers. They begin to use basic musical vocabulary to talk about music.

Our timetable In Key Stage One (Years 1 and 2), each class has a timetabled Music Lesson once a week for 45 minutes. In Reception, each class has a timetabled Music Lesson once a week for 20 to 30 minutes. There are also opportunities to sing, to chant and to explore instruments integrated within our daily routines and our continuous provision.

Our Music Curriculum has been carefully planned for progression across all year groups supported by the Music Express Scheme of Work. Reception teachers use Music Express alongside other resources, selected for their relevance to the EYFS Statutory Framework and links to our wider Reception curriculum as well as preparing children for their musical learning in Year 1. Our Music Curriculum Map, (<https://www.frogmore-inf.hants.sch.uk/music-1/>) sets out the learning across the school in each half term.

We provide a practical, exploratory approach to musical learning. Children experience and explore musical concepts (e.g. beat) through 'hands on' activities in every lesson, including singing, chanting, body percussion and/or playing an instrument. This is as well as frequent opportunities to listen and respond to music. This gives an appropriate basis for their developing understanding of those concepts and for using the related musical vocabulary. During their time at Frogmore Infant School, they will use tuned and untuned percussion instruments and learn to play a basic rhythm or melody on these instruments. This prepares them for whole-class instrumental learning and other musical activities in Year 3.

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.

At Frogmore Infant School, the children have access to weekly lessons by a professional music teacher as part of Rock Band Club. Children can choose between drum, base, acoustic guitar, keyboard and vocals and join a band where they spend each term looking at a modern rock or pop song, learning it and then performing it at the end of the school term to the whole school and families. Our children have flourished in this and have allowed children that may never have had the opportunity to play an instrument the chance to have a go. This has a monthly cost to families; however, some places are available for pupil premium children with either partly covered costs of full covered costs.

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.

We provide regular opportunities for all children to perform to an audience including class assemblies and school celebration events. These include:

- Each class performs in the Christmas play for an audience of parents/carers, school staff and pupils. The format and material for these shows is tailored to each year group, reflecting the progression made as children move through the school
- Year 2 children perform a special Leavers' Assembly in the last week of the Summer term
- Classes perform to parents/carers at parents/carers' special events e.g. Grandparents' Afternoon
- Children watch musical performances at Frogmore Junior School throughout the year

Children have the opportunity to watch musicians throughout the year including:

- Staff musicians
- Bands from Frogmore Community College
- Hampshire Music Service
- Local musicians

Within school we use a collective worship time slot each week to rehearse a school song which changes throughout the year. These are then performed within the school during special collective worships and events. This allows the whole school to be involved in a song and to consider how they use their voices as instruments.

We plan music to listen to in assemblies on a 2 year rolling programme. This ensures that children listen to music from a wide range of cultures, ages and traditions. The programme is based on the suggested repertoire on the DfE's Model music Curriculum.

In the future

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

Here are the ways that we plan to develop our Music provision in 2026/7 and beyond.

Curriculum

- Review the performance opportunities offered in each term and how these can be best targeted or developed.
- Provide the opportunity for all children to perform rehearsed songs from class music to an audience in termly assembly performances.

Assessment

- Review how music is assessed.

Extra-curricular

- Consider the scope to provide a Lunchtime Music Club. Include opportunities for children from the Club to perform in an assembly/externally.
- Consider the scope for any further extra-curricular opportunities (externally run)
- Make further links with members of the community and with other schools to widen the opportunities for children to experience performances from older children and musicians.
- Investigate Blue Peter Music badge

Resources

- Review our instruments stock - what is used well, what is rarely used, what else could we benefit from?

Progress against previous targets 2025/6:

target	Action	Impact
Investigate extra-curricular music club provision availability	Rock Band Club in place	Attended by 37 pupils (21% of all pupils)
Devise programme of songs for whole school singing linked to progression in singing	Reviewed and updated FIS progression in singing to include diction and tone/timbre. Programme in place	Programme has improved children's confidence and match of pitch. Children report that they like singing and enjoy learning new songs. The revised programme has enabled children to have greater short term working memory capacity to remember and recall words of songs due to the reduced demands on pitch.