



Music development plan

Arden Forest Infant School

Reception, Year 1 and Year 2 | Academic year 2026–2027

This plan follows the Department for Education structure for curriculum music, co-curricular music, musical experiences and future development. It records our confirmed timetable and a proposed Charanga curriculum.

Overview

Detail	Information
Academic year	2026–2027
Publication date	September 2026
Review date	July 2027, with an updated summary before September 2027
School music lead	Mrs. A Whitelaw
Senior leadership responsibility	Deputy Head Teacher for curriculum oversight
Local music hub	Heart of England Music Hub, serving Coventry, Solihull and Warwickshire; local delivery contact Warwickshire Music
Other music organisations	Charanga provides the curriculum resources used to develop this plan.

School context and purpose

Arden Forest Infant School is a two-form entry infant school in Bulkington. Children join us with varied experiences and starting points, including differing needs in communication, confidence and social development. Music provides a shared way to participate, express ideas and encounter cultures and experiences beyond everyday life.

Our vision of being Included, Inspired, Successful underpins this plan. We want every child to develop musical understanding through active listening, singing, playing and creating. As we strengthen our wider curriculum, we will make musical progression and retrieval more explicit so that children remember, use and extend their learning.

Confirmed timetable

Provision	Planned time
Curriculum music	1 hour 20 minutes every two weeks, averaging 40 minutes per week
Singing assembly	30 minutes every week
Combined music opportunities	140 minutes across two weeks, averaging 70 minutes per week



The DfE template identifies at least one hour of timetabled curriculum music each week in KS1 as a key feature of high-quality provision. This is a national expectation, rather than a separate statutory minimum. Singing assembly complements lessons and is reported separately. Increasing curriculum lesson time and securing weekly continuity are development priorities.

Part A Curriculum music

Our planned curriculum uses the supplied Charanga Reception resources and the Year 1 and Year 2 Creative Music Scheme progression and assessment documents. It develops the KS1 national curriculum requirements to use voices expressively, play tuned and untuned instruments, listen with concentration and experiment with, create, select and combine sounds. Charanga's KS1 progression map draws on the non-statutory Model Music Curriculum.

Teaching and regular practice

Teaching will combine clear adult modelling with practical rehearsal, creative choices and opportunities to share music. Children will revisit a steady pulse, rhythm, pitch and previously learned songs, then apply them in new contexts. Teachers will check what children can hear and demonstrate, and use this to decide what needs further practice.

The fortnightly allocation will be reviewed to make learning more frequent. An initial option is to distribute the existing 80 minutes across two weekly 40-minute sessions. Short practice between lessons should reinforce the planned learning; it should not replace access to listening, instruments, improvisation and composition.

Progression from Reception to Year 2

Year group	Planned musical learning
Reception	Listen attentively, move to and talk about music; respond to a leader and start or stop together. Sing familiar songs, increasingly matching pitch and following melody. Explore untuned percussion with control, copy and create simple word rhythms, and share songs, movement and sound ideas.
Year 1	Move to a steady pulse and respond to tempo changes. Sing, chant and rap with clear words and simple cues. Copy and invent rhythms, including repeated patterns called ostinatos and musical questions and answers. Distinguish high and low pitch; choose sounds for stories and follow or create simple graphic scores.
Year 2	Sing together with increasing pitch accuracy and control of tempo and dynamics. Identify instrumental timbres and explore how instruments make sounds. Improvise question-and-answer phrases; play short patterns using up to three tuned notes. Represent sounds with symbols and begin to connect simple rhythmic and stave notation with playing.

Reception provision

In Reception, planned teaching will be reinforced through rhymes, action songs, listening and movement games, and child-led exploration in continuous provision. Charanga's Development Matters guidance supports repeated encounters with musical concepts through different activities. Teachers will use children's interests and observations to shape provision while retaining clear musical purposes.



Singing instruments and access

Singing runs through the curriculum. Reception and Year 1 build vocal confidence and melodic awareness; Year 2 develops singing in tune with others and expressive control. Planned instrumental work moves from untuned percussion and body percussion towards tuned playing in Year 2. Instruments include access to glockenspiels, chime bars, tuned percussion for the 'Sound And Symbol' units are accessible in school.

Part A Sequence and assessment

Proposed KS1 unit sequence

The following sequence follows the supplied Charanga unit progression documents. Half-term placement is proposed and should be checked against the school's long-term plan. Teachers should preserve the learning objectives and practical rehearsal time when adapting the number or length of sessions.

Half term	Year 1	Year 2
Autumn 1	Rhyming In Time Pulse, tempo and chanting	Questions and Answers Timbre and rhythmic improvisation
Autumn 2	Let's Start Singing Vocal preparation and melodic shape	Let's Keep Singing Pitch matching, tempo and dynamics
Spring 1	Music Inspired By The World Around Us Listening, stories and sound choices	Sound And Symbol 1 Three-note playing and instrument families
Spring 2	Exploring Rhythm Patterns Ostinatos, call and response	Sound And Symbol 2 Notation and changes in dynamics
Summer 1	Sound And Pictures Graphic scores and musical stories	Around The World Listening across cultures and tempo
Summer 2	Highs And Lows Pitch and rhythm patterns	The Power of Communication Expressive singing and short independent phrases

The supplied Reception documents provide progression and Development Matters links, rather than a complete Reception unit-by-unit annual overview. Reception teachers will map selected Charanga units and provision opportunities to the intended learning on the previous page.

Assessment that informs teaching

The planned approach follows Charanga's assessment guidance: observe musical learning during lessons, use the unit objectives and relevant "I can" statements, and review progress at the end of each unit. Assessment will focus on musical understanding and practical skills alongside participation; confidence alone will not be used as evidence of attainment.

Teachers will listen to singing, watch movement and instrumental control, and ask children to demonstrate or explain a musical choice. A small selection of recordings, graphic scores and brief observations can show progress without creating an excessive recording burden. Recordings will follow school consent and data protection arrangements.



At each unit review, teachers will identify what is secure, who needs further modelling or rehearsal, and which concepts need revisiting in the next unit. For example, Year 1 assessment can check whether children sustain a pulse and distinguish pitch from rhythm; Year 2 assessment can check accurate three-note playing, response to dynamics and independent musical answers.

Inclusion and appropriate challenge

Planned adaptations include visual start and stop cues, repeated modelling, shorter patterns, accessible instruments, movement or gesture responses and supported rehearsal. Staff will consider sensory needs and offer manageable ways to join group music. Children ready for greater challenge can sustain a part independently, invent a contrasting response or explain and refine a sound choice. All children should have meaningful musical roles.

Part B Co curricular music and Part C Musical experiences

Part B Co curricular music

Co-curricular provision means opportunities beyond curriculum lessons, such as a singing club, visiting musical sessions, instrumental group, etc.

A proposed first step is a short KS1 singing group, initially run as a manageable pilot. Subject to staffing and resources, a small percussion group could follow. Entry should be welcoming and appropriate to the children's ages, with arrangements that allow children with SEND and children facing financial barriers to participate.

In 2026-2027, the school will explore and engage in age-appropriate vocal and instrumental opportunities with Warwickshire Music and the Heart of England Music Hub. This includes support with staff training, resources and signposting families to local music opportunities.

Part C Musical experiences

All children have access to a 30-minute weekly singing assembly. It gives children regular opportunities to sing together and develop a shared repertoire. A planned progression within assemblies will reinforce clear diction, pitch matching, steady pulse, expressive dynamics and responding to a leader, while retaining enjoyment and a sense of belonging.

Experience	Status and intended participation
Weekly singing assembly	Confirmed timetable: 30 minutes each week. Record participation arrangements for Reception, Year 1 and Year 2 before publication.
Termly/Yearly performance	Each year group shares songs or instrumental work at least once per term, through a class sharing, assembly or wider event. Children will take performer and audience roles.
Annual live music experience	Intended: each child experiences at least one live performance during the school year inc an in-school musician visit
Wider concerts and shows	Existing seasonal performances, community events and trips are planned, including Carol concerts, Christmas, Easter and end year performances.

For each confirmed event, the school will tell families which children are involved, whether they are performers or audience members, and any costs or available support. Events offer accessible participation, with suitable preparation.



In the future Curriculum development

The following actions are proposed for 2026–2027 and the next academic year.

Priority and timing	Action and proposed responsibility	Evidence of improvement
1 Weekly lesson time Autumn 2026 review; full target by September 2027, or sooner if feasible	Senior leaders and music lead review the timetable. First consider distributing the current allocation into weekly sessions. Plan at least 60 minutes of curriculum music each week in Year 1 and Year 2, with singing assembly additional. Retain appropriate planned teaching and ongoing musical opportunities in Reception.	A checked timetable identifies curriculum music separately from assembly. Weekly KS1 provision reaches the one-hour expectation. Monitoring checks that planned sessions are delivered.
2 Clear progression By December 2026	Music lead and class teachers agree the Reception map and KS1 sequence, identify key knowledge and vocabulary, and plan short practical retrieval in each session. Check that adaptations retain listening, singing, playing, creating and sharing.	All three year groups have a clear annual overview. Children demonstrate prior learning in new activities; teachers can explain how current learning builds on earlier work.
3 Staff knowledge and resources Audit in Autumn 2026; support through Spring 2027	Music lead audits confidence, Charanga access, instruments and storage. Use Charanga training and explore hub support for pulse and rhythm, pitch modelling, tuned percussion and simple notation. Prioritise repairs, shared sets or loans before new purchases.	Staff can model the intended skills accurately. Each class has practical access to the instruments its units need, particularly tuned percussion for Year 2. Costs and any funding gap are recorded.
4 Assessment and inclusion Start in Autumn 2026; termly review	Teachers use selected unit objectives and "I can" statements, with brief evidence and a unit review. Music lead and SENCO support adaptations. Music lead samples learning across year groups and identifies any concepts needing further rehearsal.	Assessment leads to changes in teaching. Evidence shows progress in musical skills, including for pupils with SEND and disadvantaged pupils. Necessary adaptations are used consistently.

Protecting depth and continuity

The purpose of the timetable review is to give children frequent opportunities to practise and build musical skill. Staff should use active teaching, rehearsal and creation across the lesson, with manageable changes of activity. Increasing time should strengthen learning across the curriculum strands, rather than simply adding more songs or extending a performance rehearsal.

The one-hour KS1 target comes from the national plan and DfE template. Reception provision should be shaped by the EYFS framework and children's development; the KS1 time expectation should not be presented as an EYFS statutory requirement.



In the future Wider opportunities and review

Priority and timing	Action and proposed responsibility	Evidence of improvement
5 Choir and ensemble Spring 2027 pilot; review for 2027–2028	Music lead and senior leaders audit existing opportunities, then explore a KS1 singing group and a small percussion ensemble. Agree staffing, access, rehearsal space and any charges before launching.	A clear offer describes joining arrangements and support. Participation records and pupil feedback inform whether the pilot can continue or expand.
6 Performing and hearing live music Across 2026–2027	Music lead and class teachers plan one sharing opportunity per year group each term. Explore one live music experience for every child by July 2027, using an in-school visit where practical.	An event calendar records performers and audience. Participation and feedback show that children have shared music and heard live musicians.
7 Partnerships and family information By Spring 2027	Music lead contacts Warwickshire Music about age-appropriate support, tuition, loans and enrichment. Senior leaders confirm affordability. Publish accurate information about the curriculum and any additional opportunities.	The school records agreed support and signposts families to suitable opportunities. The website clearly states what is available, how to access it and any financial support.

Monitoring and annual review

The music lead will review the plan with senior leaders each term, using timetables, a small sample of pupil work or performances, teacher discussion, pupil voice and participation records. The governing body should receive an annual update on progress, access, resources and remaining priorities. In July 2027, the school will evaluate the actions and update the website summary before the next academic year.

Further information and sources

This plan uses the supplied DfE summary template and all seven supplied Charanga documents. Only Reception, Year 1 and Year 2 content has been used. Charanga sources comprise the EYFS and Development Matters guidance, both musical progression maps, and the Year 1 and Year 2 unit progression and assessment guidelines.

[DfE school music development plan summary template](#)

[DfE national plan for music education](#)

[DfE model music curriculum](#)

[Warwickshire Music including local opportunities and hub information](#)

Local delivery contact: music@warwickshire.gov.uk. The regional hub is Heart of England Music Hub. Its role is identified for signposting; the school's own partnership arrangements remain to be confirmed.

School details to complete before publication

Music Lead: Amanda Whitelaw

Publication date: 01.10.26

Refer also to:



- SEND information
- SEND Policy
- Music Curriculum Overview
- Charanga Programme
- After School Club programme