

Wallace Fields Infant School & Nursery

Subject Story for Music



Intent:

At Wallace Fields Infant School & Nursery, our vision is for every child to experience a high-quality music education that nurtures a lifelong love of music. Through music, we aim to develop children's self-confidence, creativity, and sense of achievement.

Singing and performing together in assemblies and school events helps children understand the value of working as part of a team and strengthens their sense of belonging within our school community.

We recognise that music also plays an important role in supporting wider learning. It can enhance cognitive development and contribute positively to children's literacy, numeracy, and listening skills.

With high-quality teaching and inspiring resources, children are encouraged to explore their musical talents. They learn to listen critically, appreciate a wide range of music from different cultures and times, and develop their own abilities to compose and perform.

"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything." Plato

The National Curriculum for Music aims to ensure that all pupils are taught to:

- *Use their voices expressively and creatively by singing songs and speaking chants and rhymes*
- *Play tuned and untuned instruments musically*
- *Listen with concentration and understanding to a range of high-quality live and recorded music*
- *Experiment with, create, select and combine sounds using the inter-related dimensions of music*

Implementation:

Children in Reception, Year 1 and Year 2 will have a weekly 30-minute lesson in the music room with a specialist music teacher. Children in the Nursery will have a weekly 20-minute music lesson. Each week, all children will participate in a Singing Assembly. In addition, children in Nursery and Reception classes have access to a range of percussion instruments which they can self-select, encouraging them to explore and create sounds during discovery time. In Year 2 the children will showcase their musical skills in a Music Celebration Assembly held in the summer term. Children in Year 2 will also have the opportunity to join the school choir.

Regular opportunities are available for all children to perform to an audience, for example through class assemblies, Christmas performances, end of term celebrations, Epsom and Ewell Music Festival and performances for the local community.

Progression across year groups:

In EYFS, children experiment with different ways of using their voice, for example speaking, singing, whispering and chanting. They clap short rhythmic patterns and experiment with ways of making sounds on a range of percussion instruments. They listen to a variety of music and can begin to describe the sounds (e.g. loud, quiet, fast, slow, high low) and can express how the music makes them feel.

In Year 1, children begin to sing in tune, within a limited pitch range, and can make a range of sounds with their voice. They perform rhythm patterns and actions with a good sense of pulse and play tuned and untuned percussion instruments with care and control. They can distinguish between pulse and rhythm and are introduced to the rhythm symbols for crotchet (ta) and quavers (ti-ti). They listen to a variety of music and can describe it, commenting on features such as tempo, pitch and dynamics.

In Year 2, children sing in tune, within a limited pitch range. They can clap and play rhythm patterns from known symbols (crotchet/ta, quavers/ti-ti and crotchet rests) and can follow simple performance directions for dynamics and tempo. They recognise and demonstrate an awareness of a link between shape and pitch using simple graphic notation. Awareness of pitch and rhythm is further explored using tuned instruments such as chime bars and glockenspiels. They can listen with increased concentration and respond appropriately by making statements and observations about music they hear.

Impact:

- ✓ Children are engaged in a wide range of musical activities. They sing and play instruments with enthusiasm and are proud of their achievements.
- ✓ Musical skills are taught in a progressive way, enabling children to know more and remember more. Children start their next year of learning with the necessary skills and knowledge to build upon.
- ✓ They are able to apply their musical skills in increasingly complex ways to a range of exciting curriculum linked tasks.
- ✓ Children have the opportunity to share their skills and perform to an audience both in school and to the wider community.
- ✓ Children develop a lifelong love of music and can take the skills learnt to the next stage of their musical journey.

If you were to walk into a Music lesson at WFIS & Nursery you would see:

- ✓ Children actively learning and exploring in a dedicated music room with access to a wide range of high quality resources.
- ✓ Classes and groups of children singing and playing instruments with enthusiasm.
- ✓ Children who are confident to perform, talk about and demonstrate their skills with pride, using appropriate musical vocabulary.
- ✓ Collaboration and team work as children work towards a shared musical goal.

British Values and Spiritual, Moral, Social and Cultural Learning in Music:

British Values in Music

Working together in music helps children learn respect for different opinions, beliefs, and abilities. They also learn to look after instruments and resources. Through shared experiences, they appreciate similarities and differences, show tolerance, and understand that everyone's views matter. Group activities like improvising and composing teach the give-and-take needed for teamwork and help children work in a fair and democratic way.

Spiritual: We help children grow spiritually by listening to inspiring music, exploring how it moves them and others, and encouraging creativity through performing and composing. We also build confidence by giving pupils opportunities to share their work with classmates and the wider school community.

Moral We help children develop morally by encouraging respect for others, understanding different viewpoints, and making thoughtful choices that reflect kindness and fairness in all aspects of school life.

Social: We help children develop socially by encouraging teamwork, respecting each other's ideas, and enjoying shared experiences through assemblies, concerts, and school productions. We also promote a sense of community by taking part in local events, such as singing at Ewell Yule and for other community groups.

Cultural: We help children develop culturally by giving them chances to enjoy music and the arts, take part in events like local festivals, and experience performances in school and beyond. We also celebrate their talents through a range of activities and clubs, and provide opportunities to perform and share their skills.

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Pupil Voice:

Nursery: "We have to hold the drum still and wait for the ready steady."

Reception: "Music is fun. My best bit is making movements with the scarves when we are listening."

Year 1: "Music is the best because I like to sing. It makes me happy!"

Year 2: "I know about instruments and can tell what instruments I hear and how they play. I want to be in a band!"

Outstanding Learning Outcomes:



Successes in 2025-2026:

- ☺ Music performances played an important role in celebrations across the school year.
- ☺ The Year 2 Choir performed at the Epsom and Ewell Schools Music Festival at the Epsom Playhouse. They also performed in a special 'Sing into Spring' Celebration attended by the Mayor and Mayoress of Epsom and other invited guests. They participated in a Christmas event at Ewell Yule and performed at Epsom Hospital and the Ashley Centre to raise funds for charity. They all joined with other choirs to perform at the Built to Last Music Event as part of the Refugee Week Festival.
- ☺ Music skills, including singing, and rhythm development are taught to children from nursery through to Year 2 in a bespoke music curriculum.

Priorities for 2026-2027:

- ⇒ To continue to work on the development of key musical skills in all year groups, whilst ensuring that music forms an integrated part of the curriculum.
- ⇒ To encourage a whole school community approach to singing together.
- ⇒ To continue to strengthen community links through singing events for special occasions.