



INTENT – we aim to...

Subject on a Page – Music

Aiming High in Faith, Love and Learning



Foster creativity
and
self-expression

Develop listening
and
appreciation
skills

Build
musical knowledge
and skills

Promote
collaboration
and
teamwork

Support
and
motor development

Encourage
personal
achievement and
confidence

Ensure inclusion
and
accessibility



IMPLEMENTATION – How do we achieve our aims?

Planning:

Our whole school has a subscription for Charanga. Charanga not only delivers the National Curriculum but also provides clear lesson plans with progression from Early Years through to Year Six. These cover a range of musical skills: rhythm, pulse, pitch, composing, improvisation, performing, composition and singing.

In Key Stage 1 and 2, music is taught once a week, complemented by Church services, Charanga performances in assembly and termly productions. Long- and medium-term overview plans are in place and on record centrally so any teacher can see the context of the part they teach. The scheme uses a spiral curriculum design, meaning musical concepts are revisited and deepened over time to ensure progression and mastery.

Assessment:

Teachers use their professional judgement based on oral, written, and recorded responses, as well as observations.

EYFS: Reception also follow Charanga but EYFS, including our Nursery, teach Music within the area of 'Expressive Arts and Design,' which has two strands: Being Imaginative and Expressive/ Creating with Materials. Music is important in the EYFS as it helps children's development in physical, communication and language skills. Progression in Music across the Early Years includes joining in with rhymes and songs, a Christmas performance, percussion, signals for instrument playing, creating own songs and sharing likes and dislikes about a piece of music. Children have invitations to engage with sound making every day within the indoor and outdoor environments.

Recording: Performances are recorded and shared via Class Dojo for parents to watch at their leisure. Termly Charanga assemblies are attended by the Music Lead and recorded for monitoring and reflection. EYFS record music learning via the online learning journal Tapestry. In some units, children participate in 'active listening,' recording their thoughts and feelings about music on paper, either in words or pictures. Photographs and videos are taken to evidence children's progress. Children record their compositions using video, rhythm grids, graphic notation, and standard notation.

Vocabulary: Children develop their musical vocabulary starting from the EYFS, learning musical terms such as pulse, pitch, duration, dynamics, structure, timbre, rhythm, and melody. Musical vocabulary is shared as 'Star Words' at the beginning of each lesson after the recap and learning intention are shared.

Lesson Structure:

Music follows the 7-part lesson plan for the whole school curriculum. Our 'recap 123' uses the bronze, silver, and gold questioning (previous lesson, previous lesson same topic, previous topic). The structure within the main teaching/practice part of a music lesson can include listening and appraising, warm-up games, singing, instruments, improvisation, composition and performing. Plenaries are a listening gallery of peers' pieces.

SEND:

Our children with SEND access the music curriculum through careful teacher assessment and adaptations, such as providing ear defenders, offering chimes instead of glockenspiels, taking bars/notes off and providing inclusive music days / workshops. Lessons are carefully planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. As there is no 'right' or 'wrong' in music, children with SEND usually enjoy being part of whole class lessons, working at their level and being supported where appropriate.



IMPACT – How do we know if we've achieved our aims?

Pupils confidently
create and perform
compositions.

Pupils demonstrate
attentive listening and
can articulate preferences
and responses to musical
genres.

Pupils show progression
in understanding rhythm,
pitch, notation, and
instrumental technique
across year groups.

Pupils work effectively in
ensembles, respecting
others' contributions and
achieving shared musical
goals.

Pupils improve
coordination and memory
through rhythmic
activities and
instrumental practice.

Pupils take pride in
performances and reflect
positively on their musical
progress and
achievements.

All pupils, including those
with SEND, participate
meaningfully in music
lessons and
performances.