



Music Policy on a Page:



Curriculum Intent:

The Music curriculum aims to develop every child's appreciation of music and confidence as creative musicians through the Charanga scheme of work. Learning is rooted in the Interrelated Dimensions of Music—pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation. Pupils explore diverse musical genres and cultures, responding critically and expressively to deepen understanding and emotional connection. The curriculum also promotes well-being and personal growth through Spiritual, Moral, Social, and Cultural (SMSC) development embedded in all learning experiences.



Curriculum Vision:

Our vision is for all children to develop a deep appreciation of a variety of musical genres and key figures, spanning history. Children will become proficient musicians through opportunities to play and master specific instruments throughout their time at Parish C of E Primary School. They will also be provided with opportunities to build upon musical knowledge and skills in addition to nurturing their curiosity further (around differing musical styles and genres) through the texts carefully selected as part of the music reading spine which also aims to influence the aspirations for further musical study.



Curriculum Sequencing:

The music curriculum is primarily delivered through the Charanga music scheme which provides a structured, progressive approach to developing musical knowledge, skills, and understanding across the school. Learning is organised into units of work, each anchored around a key song or musical piece. Within each unit, sequential lessons guide pupils through listening and appraising, singing, playing instruments, improvising, composing, and performing. The scheme follows a spiral curriculum, revisiting the interrelated dimensions of music—pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, and notation—so that pupils build upon prior learning and deepen their understanding over time. Teachers adapt lessons and units to meet the needs of all pupils, including those with SEND. In addition to Charanga, children in Years 1–6 benefit from a dedicated term working with a music specialist, who focuses on developing composition and notation skills. This ensures that every child can engage meaningfully, develop confidence, and enjoy a rich and varied musical education.



Curriculum Progression:

Progress in Music involves several key aspects:

Reinforcing core musical vocabulary:

Children revisit the interrelated dimensions of music in every unit, embedding this vital terminology into their long-term memory.

Connecting new and prior learning:

Regular opportunities for retrieval help children make meaningful links to previous knowledge, ensuring that their musical understanding is both deep and lasting.

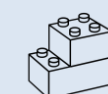
Building performance confidence:

Over time, pupils develop into confident performers, whether playing instruments, engaging in musical and dramatic presentations, or singing in front of an audience.



Reading as the Beating Heart

Our *Music Reading Spine*, aligned with the Rainbow Curriculum's vision of "Reading as the Beating Heart," complements lesson delivery and supports three Rainbow Promises: building musical knowledge and skills, nurturing curiosity through diverse styles and genres, and inspiring aspirations through stories of musicians—both real and fictional.

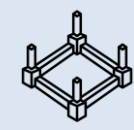


EYFS As the Bedrock:

In the EYFS, music is an integral part of daily experiences, allowing children to explore sound, rhythm, and movement in playful and imaginative ways. Activities such as singing, reciting nursery rhymes, experimenting with a variety of instruments, and responding to music through dance and creative expression help to develop children's creativity, confidence, coordination, and listening skills. These musical experiences also support essential communication, language, and social development, as children learn to take turns, collaborate, and express their ideas through sound and movement. By engaging with different musical styles, patterns, and rhythms, children begin to develop a sense of musical awareness and understanding that forms the foundation for more structured learning in later years. Through nurturing curiosity, enjoyment, and a love of music from the very start, the EYFS approach helps to instil a lifelong appreciation for making and responding to music. This early engagement ensures that children are equipped with the skills, confidence, and enthusiasm to continue their musical journey as they progress through the curriculum.



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Strong Foundations:

From the earliest stages, children experience rich, well-sequenced opportunities to listen, sing, move, and explore rhythm and sound. Learning, rehearsing, and reciting nursery rhymes plays a central role in this process, helping children develop rhythm, memory, language, and confidence. Through playful and purposeful activities, they build a secure understanding of pulse, pitch, and expression, which supports more complex musical learning as they progress through school. These early experiences not only nurture musical skill and creativity but also enhance language, memory, coordination, and emotional development, providing a strong platform for lifelong enjoyment and appreciation of music.



Inclusive Practice - Meeting the needs of all learners:

Our music curriculum is designed to be inclusive and accessible, ensuring that every pupil can experience success and enjoyment in music, regardless of ability or starting point. Through a variety of practical and engaging activities—such as singing, playing instruments, composing, and listening—every child can participate meaningfully. Lessons are adapted to meet individual needs, including tailored approaches and resources for pupils with SEND, so all learners can fully engage. We celebrate diversity by exploring music from a wide range of cultures and traditions, helping every pupil see themselves reflected in their learning. This inclusive approach encourages expression, builds confidence, and fosters the shared joy of making music together.



Teaching Pedagogy:

Our teaching pedagogy in music combines creativity, exploration, and structured learning to engage and inspire every child. Lessons are designed to be active and participatory, allowing pupils to listen, sing, play instruments, compose, and respond to music through movement and discussion. We build on prior knowledge in a carefully sequenced way, introducing musical concepts progressively while encouraging experimentation and personal expression. Collaborative activities foster teamwork and communication, while reflective tasks develop critical listening and evaluative skills. By balancing skill development with creativity, our approach ensures that pupils not only acquire musical knowledge and technique but also develop a lifelong appreciation and love of music.



Developing Cultural Capital:

Our music curriculum plays a key role in developing pupils' cultural capital by exposing them to a rich and diverse range of musical experiences. Through listening, performing, and composing, pupils engage with music from different cultures, genres, and historical periods, broadening their understanding of the world and fostering appreciation of diversity. Opportunities to attend live performances, participate in whole-school musical events, and explore music in the wider community further enhance their cultural awareness. By embedding these experiences within our curriculum, we ensure that all pupils gain the knowledge, skills, and confidence to appreciate, enjoy, and contribute to the rich tapestry of music both locally and globally.



Rainbow Promises

Music supports the Rainbow Promises by fostering resilience and perseverance, as pupils learn to master skills, practice instruments, and refine performances. It develops articulate learners, enabling children to express ideas, emotions, and opinions through listening, discussion, and composition. By exploring a variety of genres and learning about key musical figures, music helps influence aspirations and nurture curiosity about the wider world. The subject promotes British and Christian values through collaborative work, respect for others, and engagement with diverse cultural traditions. Music lessons also provide rich opportunities to build knowledge, enhance wellbeing, and support physical and mental health through movement, singing, and creative expression.



Staff CPD:

Our staff are supported in developing their confidence and expertise in teaching music through a variety of professional development opportunities. Staff have access to CPD through the Charanga scheme, and our Music Champion engages regularly with network meetings within LDST and local authority to share best practice and stay up to date with developments in music education. Our Music Specialist also leads worship through song, providing opportunities for staff to participate and learn alongside pupils. In addition, timetabled staff meeting time is allocated specifically for subject development, ensuring that all staff have the guidance and support they need to deliver a high-quality and engaging music curriculum.



Assessment:

The assessment of music is ongoing and integral to teaching and learning, allowing teachers to monitor progress across key areas such as listening and appraising, singing, performing, improvising, and composing. Teachers use Charanga's assessment framework and progression statements to make informed judgements about each pupil's attainment and next steps. Evidence of progress is gathered through observation, discussion, and practical music-making activities. This ensures that every child's musical understanding, creativity, and confidence are recognised and developed over time.