MUSIC

SUBJECT OVERVIEW

Confident performers. A lasting love of music.

CHESHIRE ACADEMIES TRUST

Curriculum Intent & Implementation

OUR INTENT

- Confident performers with a lasting love of music
- A balanced approach: learning about music and learning through music
- Singing runs as a consistent thread from EYFS to Year 6
- Instruments from an early stage, building to whole-class tuition in KS2
- Wide exposure to musical genres, styles and traditions
- Regular performance builds confidence as individual and group musicians

IMPLEMENTATION

Curriculum structure & sequencing

Delivered through Charanga using a spiral approach, with pupils revisiting and building on previously taught knowledge and skills.

Content & concepts

Every unit combines listening, singing, playing, composing and performing. All pupils use chime bars or glockenspiels; KS2 pupils also learn recorders, violins and ukuleles.

Enrichment & personal development

Whole-class instrumental tuition, Music Days, Composer of the Year, school choir, and performances from class assemblies to the Hallé Orchestra at The Bridgewater Hall and musical theatre in London.

Assessment & next steps

Ongoing assessment through observation, performance and video evidence. Judgements are recorded in Whole Class Feedback Books and Insight.

Music and The Pathway

Every Music unit incorporates elements of the five Pathway Trails, connecting subject learning to the wider Bexton experience.



PERFORMANCE

Performing and presenting music to an audience with confidence.



SOCIAL

Making music together, listening to and responding to others.



COMMUNITY

Understanding music's cultural, historical and global context.



TEAM

Ensemble playing, choral singing and collaborative composition.



COMMUNICATION

Using musical vocabulary to describe, discuss and evaluate music.

Music in the Early Years Foundation Stage

In Reception, music is embedded through play, exploration and response. Children build the foundations of musicianship through singing, moving, listening and early instrument exploration, ready for the discrete music curriculum from Year 1.

BY THE END OF RECEPTION, CHILDREN CAN...

- Listen with attention and respond with movement and words
- Sing entire songs from memory, matching pitch
- Play instruments with increasing control
- Perform to an audience: Grandparents' Day, the Christmas Nativity and the class assembly

EXPRESSIVE ARTS AND DESIGN

Early Learning Goal: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music

Neither Nursery nor Reception follows Charanga. Nursery children sing, move and explore instruments daily, and perform to adults at Christmas and to families at the end of the year.

Inclusion within Music

Every child at Bexton is a musician. The curriculum intent stays the same for every pupil. What changes is how staff scaffold the journey there for children with additional needs.

SAME AMBITION.
ADAPTED APPROACH.

Adapting tasks	Simpler rhythms and fewer notes, colour-coded instruments, flexible groupings for performance
Scaffolding	Adult support, clear modelling, visual aids and repetition to embed key skills
Building confidence	Smaller group performances first, adapted positioning, regular low-stakes practice
Greater depth	Multi-layered compositions, complex rhythms, independent decisions about structure and dynamics

Curriculum Journey: Year 1 & Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	My Musical Heartbeat	Dance, Sing and Play!	Exploring Sounds	Learning to Listen	Having Fun with Improvisation	Let's Perform Together
Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert

Autumn · Spring · Summer

Curriculum Journey: Year 3 & Year 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 3	Writing Down Music	Playing in a Band	Glockenspiels 1	More Musical Styles	Recorders	Recorders
Year 4	Musical Structures	Exploring Feelings When You Play	Glockenspiels 2	Expression and Improvisation	Violins	Violins

Autumn · Spring · Summer

Curriculum Journey: Year 5 & Year 6

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 5	Melody and Harmony in Music	Sing and Play in Different Styles	Composing and Chords	Enjoying Musical Styles	Ukuleles	Ukuleles
Year 6	Music and Technology	Developing Ensemble Skills	Creative Composition	Musical Styles Connect Us	Improvising with Confidence	Farewell Tour

Autumn · Spring · Summer

Progression of Skills: Reception – Year 3

STRAND	RECEPTION	YEAR 1	YEAR 2	YEAR 3
Listening & Responding	Listen with attention and respond with movement and words	Find the pulse; describe tempo, dynamics and feelings	Recognise band and orchestral instruments; describe tempo and dynamics	Use musical language to discuss style, culture and history
Singing	Sing entire songs from memory, matching pitch	Sing from memory with good posture, in unison	Sing with more pitching accuracy, following a leader	Sing in unison with clear diction and phrasing
Playing & Performing	Play instruments with increasing control	Play a part by ear on tuned or untuned instruments	Play a part by ear or from notation, in time with others	Learn the recorder; play by ear or from notation
Creating Music	Improvise and create simple songs of their own	Explore graphic scores and simple sound stories	Create simple melodies and rhythmic patterns	Compose a four or six-bar melody in a given key
Musical Language & Notation	Begin to use words like fast, slow, loud, quiet	Represent high, low, long and short sounds with symbols	Read simple crotchet and quaver rhythms	Read stave, treble clef and simple time signatures

For full progression and skills detail by year group, see the Music Progression Document.

Progression of Skills: Year 4 – Year 6

STRAND	YEAR 4	YEAR 5	YEAR 6
Listening & Responding	Identify instruments and structure (verse, chorus, intro)	Justify opinions using musical vocabulary	Recognise musical styles and their key features
Singing	Sing in two parts with attention to dynamics	Sing expressively in parts, self-correcting if lost	Lead a singing rehearsal; sing syncopated rhythms
Playing & Performing	Learn the violin; play with accurate pitch and rhythm	Learn the ukulele; play chordal accompaniments	Perform a differentiated instrumental part with confidence
Creating Music	Compose over a chord progression or groove, using simple dynamics	Compose using structure (AB, ABA) and full scales	Plan and compose an 8 or 16-beat melodic phrase
Musical Language & Notation	Read semiquavers and dotted rhythms; name notes on the stave	Read and perform pitch notation within an octave	Read and notate a range of rhythms and pitches independently

For full progression and skills detail by year group, see the Music Progression Document.

Assessment within Music

DAY TO DAY

- Teacher observation during singing, playing and performance
- Discussion, questioning and listening and responding activities
- Practical music-making, composition and improvisation tasks
- Video recordings capture progress at key points in a unit

ONGOING

- Judged against Listening, Singing, Playing and Creating Music (plus Musical Language in KS2)
- Identifies pupils working towards, at the expected standard, or working at greater depth
- Recorded in Whole Class Feedback Books and Insight (annually)
- Charanga's spiral approach means skills are revisited and built on year after year

Every child at Bexton leaves able to perform with confidence: singing, playing an instrument, and carrying a lasting love of music into secondary school and beyond.