



Music Curriculum Intent, Implementation and Impact Statement

Intent

The intent of Church Vale's music curriculum is that music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen and develop opinions.

Key Concepts

Lessons will focus on the key concepts of being a musician, within the breadth of the KS1 and KS2 topics. The broad key skills for music are:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Each topic will include 'cultural capital' – the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Interwoven throughout the music curriculum, our 3 **core Church Vale values** of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

Implementation

Teachers will use the 'Charanga' scheme to deliver a quality Music curriculum and ensure a good coverage. For September 2025, the new improved scheme will be followed.

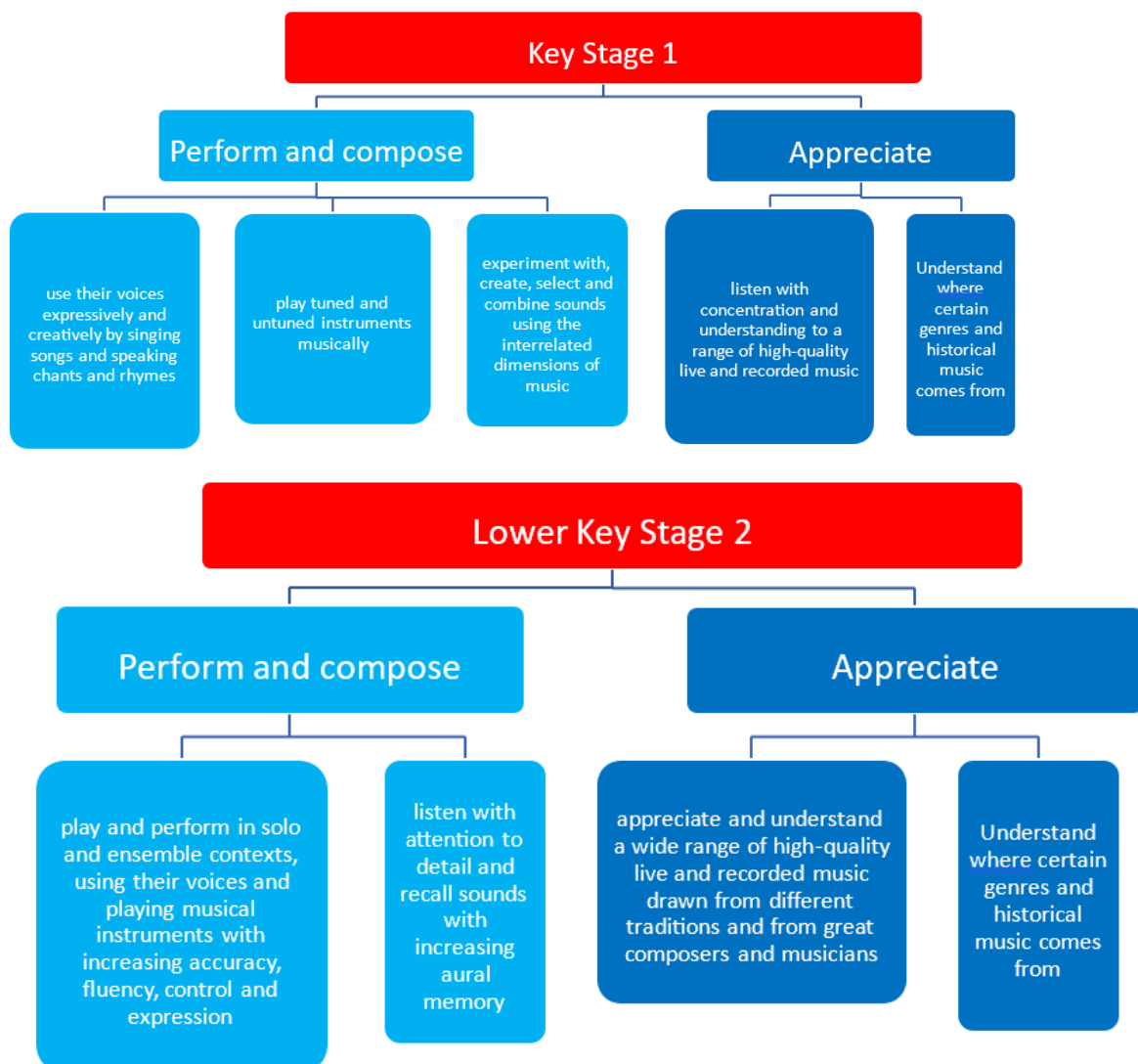
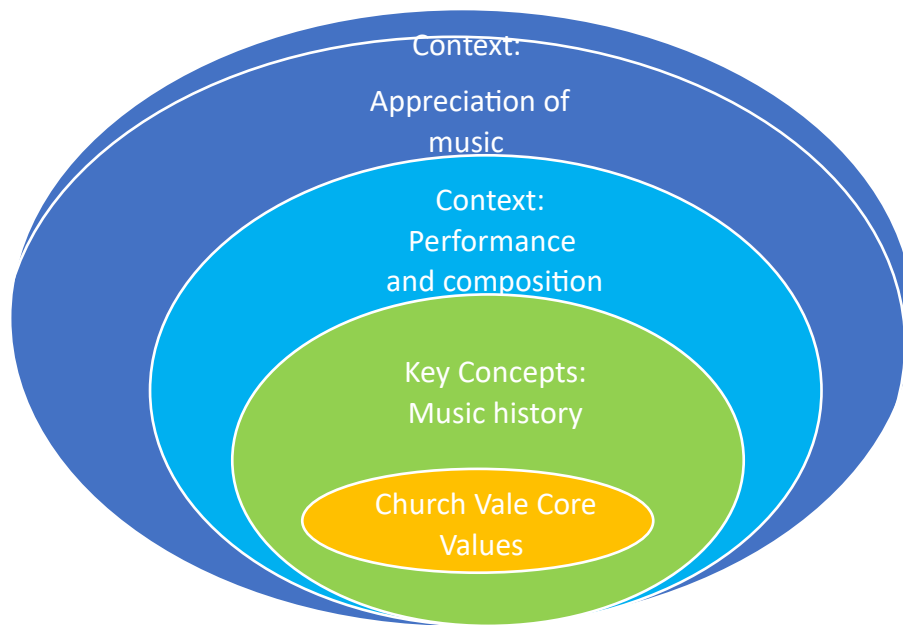
"The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum."

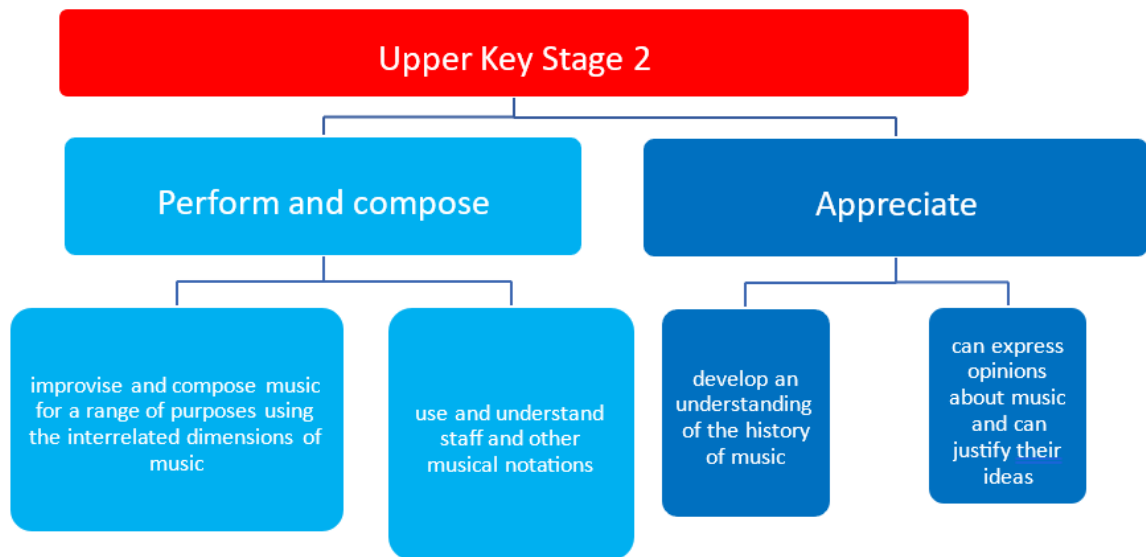
In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing."



As well as this, singing assemblies will occur once a week to provide our pupils with an opportunity to express their musical preferences and to perform alongside peers of all ages.





Topics explored can be flexible, as long as the concepts are explored by the end of each stage of learning. At the end of the academic year, a recap unit will be taught to strengthen sticky knowledge and enhance long term memory. Music topics will be enquiry-based but can be taught through other curriculum areas e.g. historical music could be explored as part of a history topic. Some music lessons will be taught by class teachers, some may be taught by a music specialist, alongside the class teacher to ensure full coverage.

Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.

Evidencing Music

Teachers should ensure there is evidence across the school year that showcases the main areas of Listening and Appraising, Performing, Composing/Improvising. 3 pieces of evidence per unit would be preferred and where possible, feature examples of pupil voice. Tapestry will be used in Foundation and SeeSaw will be used in main school. Posts need to include a short explanation of what is being taught. This could be in the caption option or as a sentence posted onto the actual post using the text box tool.



Progression of Key Concepts

Key Concepts	EYFS	KS1
Perform and compose	Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds. Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. To represent sounds with symbols. To improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect. Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. Perform simple patterns and accompaniments keeping to a steady pulse. Understand how to control playing a musical instrument so that they sound, as they should.
Appreciate	Express feelings in music by responding to different moods in a musical score. Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement. Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types.



Key Concept	Lower KS2	Upper KS2
Perform and compose	Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing. To compose music that combines musical elements. Create short musical patterns with long and short sequences and rhythmic phrases. Awareness of the effect of several layers of sound. Compose and perform melodies. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.	Perform songs with an awareness of the meaning of the words. Hold a part in a round. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Sing a harmony part confidently and accurately. Improvise melodic and rhythmic phases as part of a group performance. Improvise melodic and rhythmic material within given structures. Create my own musical patterns. Use a variety of different musical devices including melody, rhythms, and chords. (ICT_ Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.



Appreciate	To notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and express an opinion Begin to recognise and identify instruments being played. Comment on likes and dislikes. Explain how musical elements can be used together to compose music. Express an opinion when listening to pieces of music Understand the Staff and musical notation that is used in composing work. Know what the different notes are called Know the symbol for a rest in music, and use silence for effect in my music To listen to a range of music from different genres and historical times and be able to evaluate it.	Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions. Notice, comment on and compare the use of musical devices. Express an opinion when listening to music and justify their opinion. Understand that there is a range of notation used when performing and composing. Compose music for different occasions using some notation Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.) Describe music using musical words and use this to identify strengths and weaknesses in music. To listen to a range of music from different genres and historical times and be able to evaluate it.
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Impact

Learners are able to better develop their key concepts and make greater links between aspects of music studied across the whole of Church Vale and will develop a sound understanding of a variety of different musical styles, composers and be able to express their opinions. Learners will develop their ability to be discerning when presented with different musical genres. Ultimately, key concepts will better develop and will be able to be well applied to whichever context they are currently studying.

Charanga states:

Every day, more and more schools, teachers, and young people learn and make music using Charanga's award-winning online platform. Teachers who are non-musicians tell us it's increased their confidence. Music specialists say it's helped them to refresh their approach.

Most important of all are the children and young people who are becoming more confident, realising their potential or simply enjoying music more, in and out of school, having used Charanga.

Tanya Leadbeater and Vicki Goncalves

September 2025