

Music

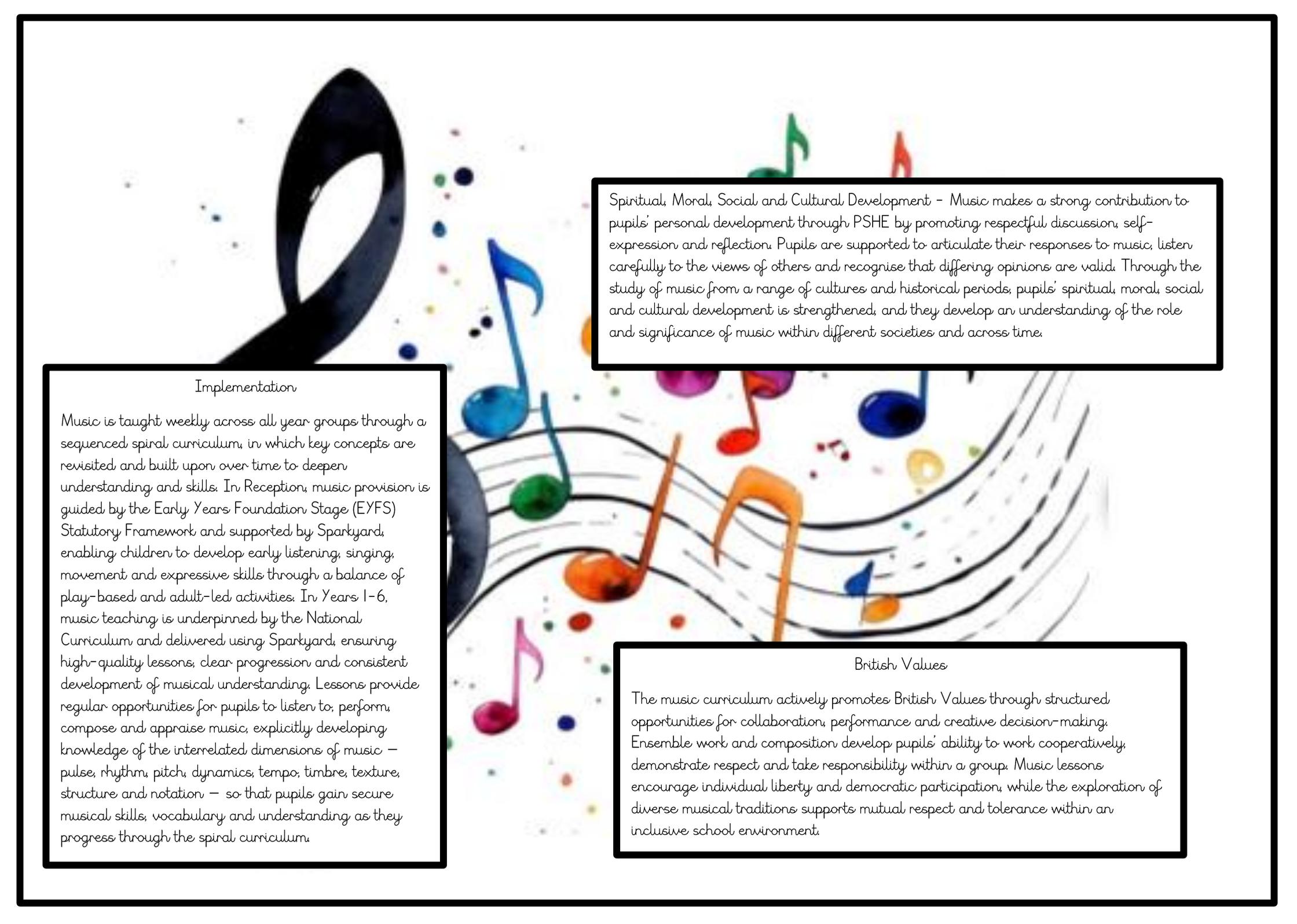


Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Music. The champion for Music is Acoustic Andrzej and he is seen around school on displays and in curriculum assemblies.

Intent

At Cawston Grange Primary School, we believe music is a vital part of every child's development, supporting creativity, emotional expression, confidence and a sense of belonging. Our music curriculum inspires and engages pupils through listening, performing and composing, enabling them to experience the joy of music while developing transferable skills that support learning across the wider curriculum.

We promote a broad and inclusive musical culture that celebrates diverse genres, styles and traditions from around the world, fostering cultural awareness, tolerance and respect. Underpinned by the National Curriculum and supported by Sparkyard, our music curriculum ensures clear progression across year groups and provides all pupils with the opportunity to succeed, nurturing confident, ambitious and happy learners with a lifelong love of music.



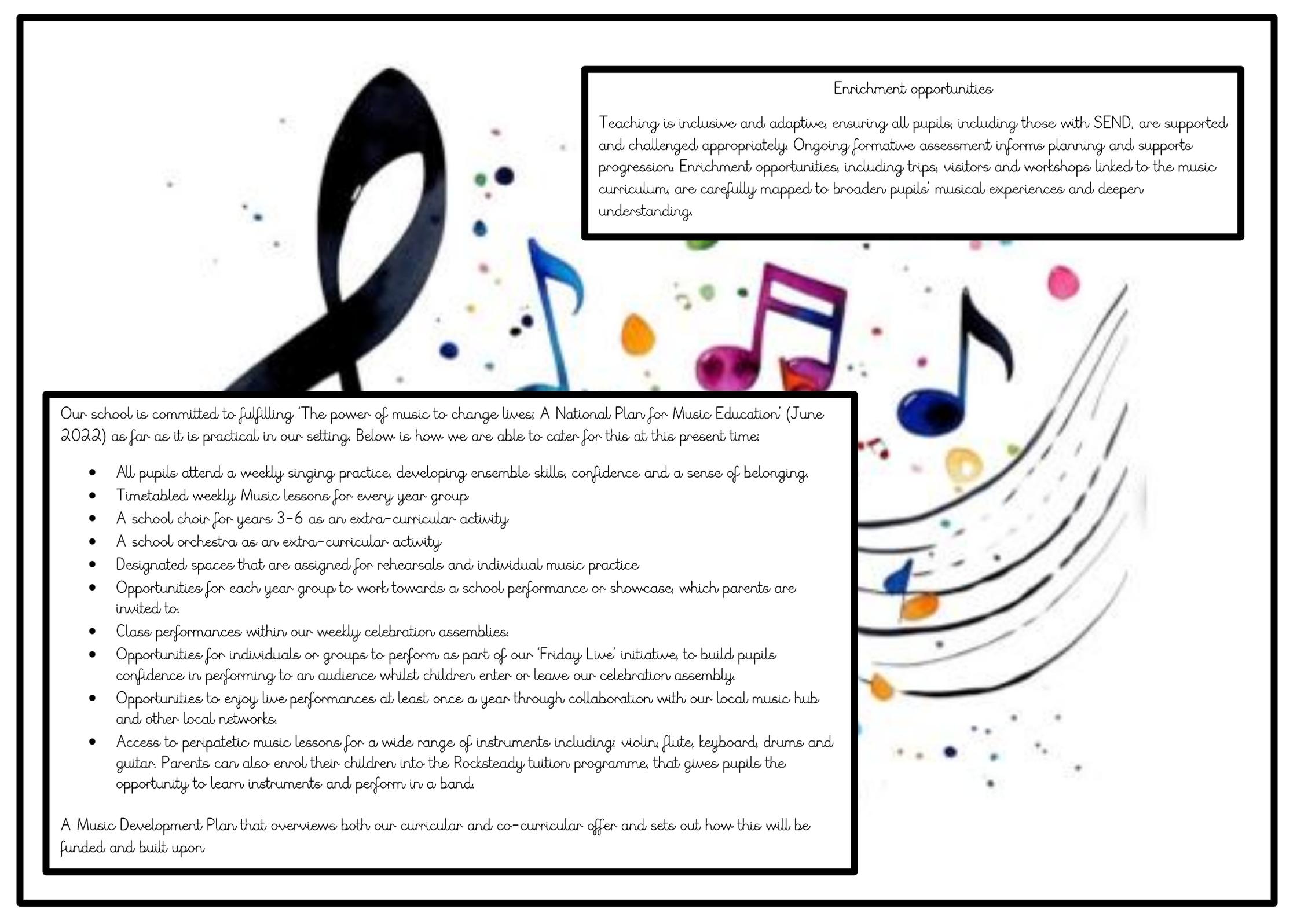
Implementation

Music is taught weekly across all year groups through a sequenced spiral curriculum, in which key concepts are revisited and built upon over time to deepen understanding and skills. In Reception, music provision is guided by the Early Years Foundation Stage (EYFS) Statutory Framework and supported by Sparkyard, enabling children to develop early listening, singing, movement and expressive skills through a balance of play-based and adult-led activities. In Years 1-6, music teaching is underpinned by the National Curriculum and delivered using Sparkyard, ensuring high-quality lessons, clear progression and consistent development of musical understanding. Lessons provide regular opportunities for pupils to listen to, perform, compose and appraise music, explicitly developing knowledge of the interrelated dimensions of music – pulse, rhythm, pitch, dynamics, tempo, timbre, texture, structure and notation – so that pupils gain secure musical skills, vocabulary and understanding as they progress through the spiral curriculum.

Spiritual, Moral, Social and Cultural Development - Music makes a strong contribution to pupils' personal development through PSHE by promoting respectful discussion, self-expression and reflection. Pupils are supported to articulate their responses to music, listen carefully to the views of others and recognise that differing opinions are valid. Through the study of music from a range of cultures and historical periods, pupils' spiritual, moral, social and cultural development is strengthened, and they develop an understanding of the role and significance of music within different societies and across time.

British Values

The music curriculum actively promotes British Values through structured opportunities for collaboration, performance and creative decision-making. Ensemble work and composition develop pupils' ability to work cooperatively, demonstrate respect and take responsibility within a group. Music lessons encourage individual liberty and democratic participation, while the exploration of diverse musical traditions supports mutual respect and tolerance within an inclusive school environment.



Enrichment opportunities

Teaching is inclusive and adaptive, ensuring all pupils, including those with SEND, are supported and challenged appropriately. Ongoing formative assessment informs planning and supports progression. Enrichment opportunities, including trips, visitors and workshops linked to the music curriculum, are carefully mapped to broaden pupils' musical experiences and deepen understanding.

Our school is committed to fulfilling 'The power of music to change lives; A National Plan for Music Education' (June 2022) as far as it is practical in our setting. Below is how we are able to cater for this at this present time:

- All pupils attend a weekly singing practice, developing ensemble skills, confidence and a sense of belonging.
- Timetabled weekly Music lessons for every year group
- A school choir for years 3-6 as an extra-curricular activity
- A school orchestra as an extra-curricular activity
- Designated spaces that are assigned for rehearsals and individual music practice
- Opportunities for each year group to work towards a school performance or showcase, which parents are invited to.
- Class performances within our weekly celebration assemblies.
- Opportunities for individuals or groups to perform as part of our 'Friday Live' initiative, to build pupils confidence in performing to an audience whilst children enter or leave our celebration assembly.
- Opportunities to enjoy live performances at least once a year through collaboration with our local music hub and other local networks.
- Access to peripatetic music lessons for a wide range of instruments including: violin, flute, keyboard, drums and guitar. Parents can also enrol their children into the Rocksteady tuition programme, that gives pupils the opportunity to learn instruments and perform in a band.

A Music Development Plan that overviews both our curricular and co-curricular offer and sets out how this will be funded and built upon

Impact

As a result of this curriculum, pupils develop a secure understanding of musical elements, such as the inter-related dimensions of music and demonstrate clear progression in listening, performing and composing skills as they move through the school. Pupils are confident and enthusiastic musicians who enjoy expressing themselves creatively, and working collaboratively with others.

Music enhances pupils' emotional wellbeing, confidence and sense of belonging, while supporting cross-curricular learning within the wider curriculum. Children develop an appreciation of music from different cultures, genres and traditions, contributing to their spiritual, moral, social and cultural development and understanding of British values.



Assessment in music is ongoing and informative. Teachers make informal judgements through observation, recordings, discussion and practical outcomes during lessons. Pupil voice activities are conducted by the Music Lead and used throughout the year to evaluate pupils' understanding, enjoyment and engagement with music. Summative assessments are recorded annually on the school's tracking system, and attainment in music is reported to parents in the end-of-year school report, reflecting both knowledge and practical application.

By the time they leave Cawston Grange Primary School, pupils are ambitious, happy learners with a strong musical foundation and a lifelong love of music.

EYFS

In the Early Years Foundation Stage, the Sparkyard music curriculum helps children develop a love of music through playful, practical experiences. Children explore sounds using their voices, bodies and simple instruments, learning to sing songs, chant rhymes and move to music. They begin to understand basic musical concepts such as loud and quiet, fast and slow, high and low, and start to recognise patterns in rhythm and sound. Through listening, copying, performing and experimenting, children build confidence, communication skills and early musical vocabulary, while also developing key skills such as turn-taking, attention, coordination and expressive language.



Key Stage 1

In Key Stage 1, the Sparkyard music curriculum builds on children's early musical experiences by developing their understanding of rhythm, pulse and pitch through singing, movement and playing instruments. Children learn to keep a steady beat, recognise and copy rhythmic patterns, and explore how sounds can be high or low, fast or slow. They sing a range of songs, perform with others and begin to use simple musical vocabulary to describe what they hear and do. Pupils are introduced to basic musical notation and learn to listen carefully, work collaboratively and perform with confidence for an audience, helping them to develop both musical skills and self-expression.

Lower Key Stage 2

In Lower Key Stage 2, the Sparkyard music curriculum deepens pupils' understanding of how music is structured and performed. Children develop their skills in keeping a steady pulse and performing increasingly complex rhythmic patterns, including longer and shorter note values. They explore melody and pitch in more detail, learning how melodies move by step and leap, and begin to understand simple harmony. Pupils experiment with texture and timbre by layering sounds and combining voices and instruments. They use musical vocabulary to describe and explain their ideas, read and use simple notation, and develop confidence through performing and responding to music both individually and as part of a group.

Upper Key Stage 2

In Upper Key Stage 2, the Sparkyard music curriculum enables pupils to become more analytical, creative and independent musicians. Children develop a secure understanding of musical structure, rhythm and time signatures, and explore harmony through chords, intervals, major and minor tonalities. They compose, improvise and perform with increasing control, using notation and musical terminology accurately. Pupils learn how music from different genres, cultures and historical periods is created and performed, and evaluate the impact and purpose of music. Through ensemble work and performance, pupils refine their technical skills, creativity and expressive confidence, preparing them for continued musical learning beyond primary school.

Phase	Focus	Key Vocabulary
EYFS	Exploring Sound & Music	loud, quiet, fast, slow, high, low, sound, silence
	Rhythm & Performance	pulse, rhythm, long, short, sing, song, start, stop
Key Stage 1	Rhythm & Pulse	beat, pulse, rhythm, pattern, tempo
	Pitch & Melody	pitch, high, low, melody
	Performing & Notation	perform, audience, notation, instrument
Lower Key Stage 2	Rhythm & Duration	crotchet, minim, quaver, rest, rhythm pattern
	Pitch & Structure	scale, step, leap, melody, harmony
	Texture & Timbre	texture, layers, timbre
Upper Key Stage 2	Rhythm & Structure	time signature, syncopation, ostinato, structure
	Pitch & Harmony	chord, harmony, major, minor, interval
	Musical Expression	dynamics, crescendo, decrescendo, articulation
	Performing & Composition	compose, improvise, notation, ensemble