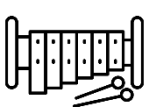




## Barnfields Primary School: Music Subject Rationale

**Music Subject Quest at Barnfields: *Experience and engage in the joy of making music, listening to music and appreciating it in its many forms, whilst also learning to understand its value to the individual and within the world.***

### Knowledge Types in Music

| Appraising                                                                        | Experimental                                                                      | Performance                                                                         |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |

### Music Intention

At Barnfields, our intent is to provide a high-quality music education that engages and inspires all pupils to develop a love of music, build their musical skills, and increase their self-confidence, creativity and sense of achievement. Our curriculum is scheme-assisted through the Charanga Musical School Scheme to ensure a progressive, inclusive and broad curriculum that enables every child to experience music as both a listener and a creator. Through Charanga, children experience a wide range of musical styles, genres and traditions, fostering cultural understanding and appreciation. They develop musical skills progressively in listening, appraising, singing, improvising, composing and performing. Children learn to play tuned and untuned instruments, including glockenspiels and recorders, with increasing fluency and control, and build confidence in vocal work through an extensive repertoire of songs and singing activities. They explore and apply musical language and notation appropriate to their stage and engage with music technology to support composition and creativity, including the use of digital tools. Our pupils collaborate, express themselves and build resilience through musical activities that encourage teamwork and critical thinking.

Our curriculum is carefully sequenced to ensure that musical knowledge and skills are revisited and deepened over time. Lessons are accessible and adaptable to meet the needs of all learners, including those with SEND and EAL, ensuring that music is a subject where every child can thrive and find success. By the end of primary school, our pupils will have developed a strong foundation in music, equipping them for continued musical learning at secondary level and for a lifelong enjoyment and appreciation of music.

### Provision, Planning and Delivery

#### Provision

We deliver our vision for music by:

- Providing a progressive, spiral curriculum from Early Years through to the end of KS2.
- Covering National Curriculum objectives: listening, composing, performing, appraising.
- Devising a clear progression of skills and knowledge across year groups.
- Weekly lessons for each year group, ensuring that music learning is learned each week; each unit includes original songs, activities, and clear teaching sequences.
- Placing a strong emphasis on integrating singing, playing instruments (glockenspiels and shakers, to recorders and violins) improvisation, and composition.
- Providing exposure to diverse genres (pop, classical, jazz, hip-hop, folk, world music).



- Fostering opportunities for pupils to create, edit, and refine music digitally.
- Ensuring content is adaptable for all abilities, including SEND and EAL learners.
- Supporting understanding through visuals, subtitles, and scaffolded activities.
- A peripatetic teacher coming into school to teach Year 4 weekly lessons on the violin.
- Fostering a knowledge of musical vocabulary from an early age while expanding this throughout each year group.
- Encouraging self and peer appraisal with in-class performances and practice.
- Exploring music from an historical perspective developing a deeper knowledge of how music has shaped and been shaped by the wider world.
- Give children many opportunities to enjoy performing within school, for parents and carers as well as publicly at large events such as the annual Young Voices Event.

### Planning

Adhering to the Music Subject Road Map, children at Barnfields experience a structured, progressive, and engaging Music curriculum that builds upon and revisits prior learning.

Teachers are supported by the *Charanga Original Scheme* which is an integrated, practical, exploratory and child-led approach to musical learning. All learning is built around the interrelated dimensions of music including pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation

### Delivery

The Music curriculum in Key Stage 1 and Key Stage 2 is delivered every term during discrete Music lessons. To enable the children to be immersed in their study, lessons are organised into half-termly blocks with one lesson per week, with a minimum of six hours per term dedicated to study in this specific curriculum area. Core areas of study include singing, body percussion, listening and appraising, composing and improvising as well as instrumental performance.

### Progression

At Barnfields, we ensure progression in music education by designing a curriculum that systematically builds children's musical knowledge, understanding and skills over time. We understand that progression means children 'knowing more, remembering more', and being able to do more with their musical knowledge. To achieve this, we carefully sequence learning so that children develop their appraising, experimental and performance knowledge in a structured and coherent way.



We use the Charanga Music Scheme as the foundation of our curriculum. Charanga provides a clear, progressive model that ensures all children experience a broad and balanced musical education. The scheme is built on an integrated, spiral approach to musical learning where listening, singing, playing, improvising, composing, and performing are woven together within each unit of study. This supports children in developing interconnected musical knowledge across all key areas. Charanga's model emphasises repetition and revisiting core concepts — aligning with the Ofsted



Research Review's principle of embedding knowledge into long-term memory through sustained practice and reinforcement.

To support progression, we ensure that each new musical concept builds securely on prior learning. Children first acquire essential foundational knowledge—such as pulse, rhythm, pitch, dynamics, and structure—before applying and experimenting with these elements creatively through composition and improvisation. We balance fostering opportunities for children to develop fluency and accuracy in core skills, such as singing with control, reading basic notation, or playing instruments confidently with providing them with chances to generate and express their own musical ideas. This structured progression enables children to move from secure technical skill to independent, expressive musicianship.

Deliberate practice is central to our approach. Through Charanga's built-in opportunities for retrieval and consolidation, children revisit and refine musical skills regularly, ensuring they have time to master techniques before applying them in new and increasingly complex contexts. For example, children may first internalise a steady beat through body percussion and simple untuned instruments, before transferring this understanding to tuned instruments, ensemble work, or their own compositions. By embedding sustained practice, listening to a diverse range of musical genres, and encouraging both ensemble and individual performance, we help children deepen their understanding, fluency and confidence. Ultimately, our curriculum ensures that all children at Barnfields can engage with, enjoy, and succeed in music.

#### Disciplinary Oracy

Oracy is central to Music at Barnfields, supporting children in talking about sound, describing musical features and expressing creative ideas with confidence. Through purposeful discussion, pupils develop the language and reasoning needed to listen critically, evaluate performances and communicate musical understanding.

In EYFS, children explore sounds, instruments and simple rhythms through guided talk. Teachers model early musical vocabulary and simple sentence structures, helping children name what they hear, describe musical qualities and take turns in short musical conversations.

In Key Stage 1, pupils begin to use a wider range of musical vocabulary to discuss instruments, rhythm, pitch, tempo and dynamics. Talk-rich routines such as partner discussion, think–pair–share and sentence starters help children rehearse ideas before sharing. Teachers model accurate language to support early reasoning, reflection and evaluation.

By Key Stage 2, pupils use increasingly technical vocabulary and sustained explanations to discuss style, structure, mood and performance. Structured discussion, **performance critique and presentation** opportunities strengthen confidence, expression and audience awareness. Children talk about musical choices, explain compositional decisions and evaluate performances using precise language.

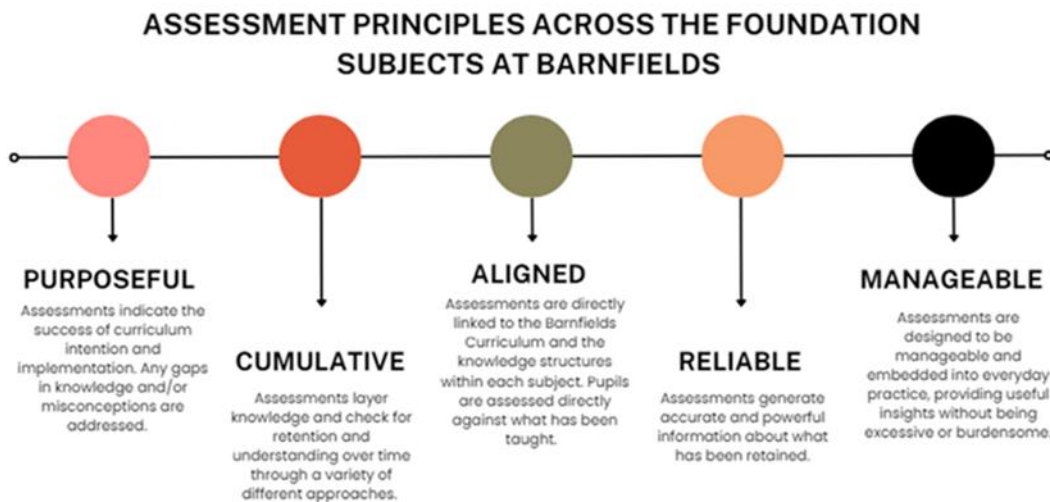
Across all phases, regular paired and group discussions develop active listening, turn-taking and respectful challenge.

#### Assessment, Recording and Reporting



## Assessment

Assessment in music follows the school's five assessment principles for the foundation subjects: *purposeful, cumulative, aligned, reliable and manageable*. Assessment strategies include



Our principles are designed to support both formative and summative assessment in a practical, accessible way, helping teachers track pupils' musical progress over time. We emphasise ongoing, holistic assessment through observation of children's practical music-making, such as their ability to listen, appraise, perform, compose and improvise. Teachers assess musical fluency, understanding and application rather than isolated knowledge recall. The spiral curriculum design supports regular revisiting of core concepts, allowing teachers to monitor progression and identify gaps. Importantly, we promote assessment for learning, where feedback is used to inform teaching and help pupils reflect on and improve their musical understanding and performance in an encouraging and inclusive way.

## Recording

At Barnfields, we record evidence of music learning in a variety of practical and meaningful ways that reflect the nature of the subject. As music is primarily an oral and practical discipline, learning is captured through video and audio recordings of performances, compositions, improvisations and class activities where possible. These recordings provide a record of pupils' musical development over time and allow both teachers and children to reflect on progress and next steps.

## Reporting

Teachers upload pupil attainment data onto Sonar at the end of each term, determining if a child is either below age-related expectation, age-related expectation or exceeding age-related expectation. The aim of this assessment is to provide an evaluation of how much knowledge pupils have learned and remembered. They enable leaders to identify whether specific curricular goals have been achieved. This, therefore, plays an important role in evaluating the impact of the curriculum.

Children's progress in Music is formally communicated to parents annually through end-of-year reports. Additionally, informal updates are provided during parents evening.



**Supporting Research:** *Research review series: music GOV.UK*

<https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music#making-the-case-for-music>