



St Martin's CE
Primary School

Music

January 2026

Let your light shine



Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage pupils, staff, and our wider community to '**let their light shine**' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our pupils with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

Our Christian Values

Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage pupils to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

Intent



Curriculum Intent

Music is a unique way of communicating that can inspire and motivate pupils. We provide opportunities for all pupils to create, play, perform music and the skills to appreciate and appraise a wide variety of musical forms.



Curriculum Aims

We want pupils to be able to:

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand how sounds are made and organised into musical structures
- Know how music is made through a variety of instruments
- Know how music is composed and written down
- Know how music is influenced by time, place, and purpose for which it was written and develop the interrelated skills of performing, composing, and appreciating music
- Develop control and understanding of duration, pitch, timbre, texture, dynamics, and structure
- Communicate musical ideas to others
- Improve instrumental and vocal techniques
- Listen and appraise
- To be able to sing and play from memory
- Achieve age-related expectations

Implementation



Curriculum Implementation

Early Years

In Early Years there are opportunities to teach music through guided, adult-led lessons and opportunities for more independent learning during continuous provision.

We teach music as an integral part of the topics covered during the year. We relate the musical aspects of the pupil's work to the objectives set out in Development Matters leading to Early Learning Goals for 'Expressive Arts and Design'. Music also contributes to a child's personal and social development. Counting songs foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

Years 1-6

We teach Music as an explicit subject from Years 1 to 6 using the Charanga scheme, which covers all strands of the National Curriculum. Pupils are taught three units of Music over the year. Most units have six sessions, these are taught for one hour per week; however, staff may block these if this supported the delivery of the content.

Each unit has a clear unit outcome. Music is a creative subject and pupils apply the skills they have learnt throughout the unit to perform and express their learning.



Lesson structure

We want Music lessons to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Music is taught using a knowledge and skills-based approach. Each has a clear unit outcome, providing a clear purpose for the learning. These are identified on the title page and are shared with pupils, and rereferred to purposefully, throughout the topic.

Each lesson begins with a clear learning intention, which is shared with pupils. Learning Intentions are expressed as 'I can' statements (presented on a title page), which teachers use to assess understanding. The teacher's input and learning activities will appropriately match this intention.

Lessons always start with an opportunity for pupils to listen and appraise a range of different musical styles, from classic rock songs, to Reggae, to rhythm and blues and Jazz. This is followed by a warmup where pupils use their voices to develop pitch or use their bodies to develop rhythm. They learn to sing songs and then play instruments, with or without the use of notation. Each lesson builds on the next with opportunities to practice and refine, ready for the final performance.

Key knowledge and skills are then developed throughout the lesson using supplementary questions along with key vocabulary.

All pupils work on achieving the main learning intention. Those that grasp content and concepts quickly and securely may move onto extension activities to deepen their understanding or allow them to apply their learning.

As the unit progresses the pupil will develop their knowledge and skills. As a result, they will be able to apply all of their learning when completing their unit outcome tasks.



Planning and Resources

Each unit employs a similar structure. Teachers begin by looking at the unit overview. The Charanga scheme provides teachers with detailed lesson plans, assessment, clear progression and engaging and exciting resources to support every lesson. Charanga enables pupils to understand musical concepts through a repetition-based approach to learning. This provides an at-a-glance overview of what will happen in the half termly unit. It offers practical advice regarding resourcing and teaching of the unit of work.

Our music planning is geared to three aspects of progress:

1. Increasing breadth and range of musical experiences
2. Increasing challenge and difficulty in musical activities
3. Increasing confidence, sensitivity and creativity in pupil's music making



Inclusion

We teach Music to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

Impact



Assessment

Teachers will exploit opportunities to formatively assess pupils' understanding through asking key questions, leading discussions or through direct conversation with pupils to check their understanding and their use of correct vocabulary. Furthermore, we assess pupils's knowledge and understanding by listening and observation their performance of the skills taught and practiced in class as an on-going process. These skills taught and practiced are applied at the end of the unit when pupils perform in class or to the whole school.

In the Early Years we assess against the Early Learning Goals.

In Years 1-6, each unit is clearly evidenced with a title page, which provides 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson – these are the Learning Intentions. The work produced by the pupils will demonstrate their understanding; the teacher will assess the pupil against these statements following the lesson.

By looking at which 'I can' statements the pupils have achieved, the pupils, teacher and subject leader can quickly determine who is working at age related expectations and the knowledge, skills and concepts that require further attention.



Role of Subject Leader

- Ensure that the statutory requirements of the national curriculum for Music are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency of approach
- Ensure regular and appropriate assessment of Music takes place and has a clear overview of who is achieving age related expectations
- Ensure that pupils who are not making enough progress to achieve age related expectations have been identified, and adapt future plans
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school