

Overview

Detail	Information
Academic year that this summary covers	2024-2025
Date this summary was published	July 2024
Date this summary will be reviewed	July 2025
Name of the school music lead	Ms Amy Newland
Name of school leadership team member with responsibility for music (if different)	
Name of local music hub	Thurrock Music Education Hub
Name of other music education organisation(s) (if partnership in place)	N/A

This is a summary of how our school delivers music education to all our pupils across three areas – curriculum music, co-curricular provision and musical experiences – and what changes we are planning in future years. This information is to help pupils and parents or carers understand what our school offers and who we work with to support our pupils’ music education.

Part A: Curriculum music

This is about what we teach in lesson time, how much time is spent teaching music and any music qualifications or awards that pupils can achieve.

Curriculum – At Shaw Primary Academy, we use the Charanga Music Scheme across the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Intention - Our intention is to help children to feel that they can all be musical, and to develop a life-long love of music. Each class teacher uses the scheme and adapts it to ensure every child can access and enjoy music within our school. Sequencing and progression are clear.

We explore music through the inter-related dimensions of music: performing, listening, composing, the history of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Charanga's Music scheme has been designed with the following key principles in mind:

- Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- Increasing depth: Each time a skill or area of knowledge is revisited it, is covered with greater depth.
- Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum introduces children to a diverse range of music from all parts of the world and various eras. This helps them gain knowledge about the historical and cultural background of the music they listen to. Additionally, it instils in them a sense of respect and appreciation for music from all traditions and communities.

Pupils are taught musical notation and how to compose music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music.

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions.

We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. We follow the Charanga Scheme, to ensure that children receive quality music lessons throughout the year – we cover one unit per half-term.

Music is taught as a discrete lesson usually lasting 45mins.

We take a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music

Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

Lesson Delivery – Within each music session there will be the following elements:

- A clear Learning Objective with focused Success Criteria which is used by both the teacher and the children to assess the lesson's work;
- A recap or introduction starter which addresses prior learning or a game. It could also include attention grabbing starters that introduce the children to the theme of the music unit.
- The children then are exposed to new learning or learning in their sequence and how it fits within our theme of work.
- The children are then prompted with various assessment questions and questions to get them thinking a little deeper about the skills they have learnt.

Over the course of a unit, the lessons taught will include performance, composition, specific listening tasks, and giving and listening to appraisal and constructive criticism. At least part of each music session involves whole class activities with the opportunity for group work.

Charanga's Music curriculum allows for revisiting and consolidating skills. The lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. Children progress in terms of tackling more complex tasks and doing more simpler tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Music in EYFS - We teach music in Foundation Stage as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative, identified in the Foundation Stage Framework (2014). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs).

Music 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.

Planning - Our planning overview shows which of the units to cover, the strand of music to be taught and details of the progression of skills and knowledge within each year group can be found to ensure that attainment targets are securely met by the end of EYFS, key stage 1 and key stage 2

Adaptation - We recognise that there are children of widely different musical abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children, if necessary, by ability in the room and setting different tasks to each ability group;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

SEND - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

Assessment - On-going Assessment for Learning practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress. Children who are showing a greater depth understanding are also pushed further and signposted to external musical programmes.

Assessments are used diagnostically by teachers to evaluate learning and inform teaching and are tracked by the Music Subject Leader to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

Part B: Extra-curricular Music & Enrichment

This is about opportunities for pupils to sing and play music, outside of lesson time, including choirs, ensembles and bands, and how pupils can make progress in music beyond the core curriculum.

At Shaw Primary Academy we pleased to partner with Rocksteady Music School.

Rocksteady is the UK's leading provider of rock and pop lessons for primary school children and we're proud that their fun, inclusive band lessons are available here. As well as teaching new musical skills through contemporary rock and pop songs, Rocksteady has a proven significant, positive impact on wellbeing, confidence and life skills.

Recently they were awarded 'Schools Wellbeing Resource of the Year' at the Education Today awards, for their work inspiring children through music. Lessons are open for children from year 1 to 6 and they can choose to play either vocals, electric guitar, drums, bass, or keyboards in their very own band. Lessons are funded by parents, however for those children who are Pupil Premium we pleased to be able to offer matched funded or bursary places.

All instruments are provided, and no previous experience is necessary. Children progress through a 300-skill curriculum learning band, performance and instrument skills and work towards the official Rocksteady Ofqual-regulated, exam-free music qualification, accredited by Trinity College London. More information regarding Rocksteady can be found here: [Information for Primary Schools | Rocksteady Music School](#).

We also have a popular school choir that is open to children as an out of hours club. The choir learns a wide range of songs from different era and cultures and represent the school at the local Music Festivals.

Part C: Musical experiences

This is about all the other musical events and opportunities that we organise, such as singing in assembly, concerts and shows, and trips to professional concerts.

Children have had the opportunity to perform or experience high quality music this academic year. Please see below for a list of those opportunities:

- All children attending singing assembly.
- The choir performing Christmas songs and carols at the Thurrock Garden Centre.
- All children from Nursery to Year 6 perform at Christmas.
- All children from Reception to Year 6 attending and singing carols at a local church.
- The choir performing at the Thurrock Junior Music Festival.
- Year 4 children involved in creating their own Carmen Opera.
- All children involved in an in-school dance festival
- Children share their end of unit performances termly within their key stages as part of sharing assemblies
- All children are familiar with and regularly sing our 'School song' which was written specifically for Shaw and demonstrates our ethos

In the future

This is about what the school is planning for subsequent years.

Build a library of songs which support learning in the curriculum. At Shaw, we have well-established songs to support learning things such as times tables (maths), the water-cycle (science/geography), and personal boundaries (PSHSE) for example. Through the 'muscle memory' that singing songs develops, we have found that children have been able to retain more information and so we aim to develop this further throughout the curriculum focussing on the key skills that are developed across the year groups.

Write our own songs based on popular songs that the children enjoy. We plan to re-write our children's favourite pop songs where the words support the topic based learning, grammar, maths and key learning behaviours.

Re-establish links with Thurrock Music Hub and Royal Opera House Thurrock – to support recruitment of children for instrumental and after school activities, alongside inspiring future musicians and opportunity to see a live concert and Operas. This will in turn broaden the range of performance opportunities for children in school and beyond for parents to attend.

Consider how music can support wellbeing and regulation for some of our children.

Further information (optional)

The Department for Education publishes a [guide for parents and young people](#) on how they can get involved in music in and out of school, and where they can go to for support beyond the school.

For more information about local music services please see: [Thurrock Music Services](#)