Music Curriculum Policy

Intent

We believe that musical knowledge and skills are crucial in providing children with the tools to express identity, belonging and feelings in their personal lives. During their time at Lawn we will encourage children to consider how music is used to protest at social injustice and to promote visions of possible change. Our music curriculum will enable our children to develop an appreciation of diversity and global interconnectedness, through exploring the fusion and cross fertilisation of various music traditions and the common elements in different music traditions.

Our curriculum intent for music encompasses our six Lawn values. By the time our children are ready to leave Lawn, they should be able to empathise with people across the world who are affect by social injustice and with the music of different traditions and nations, having a greater understanding of where this music comes from. They will have the confidence and creativity and use their initiative to compose their own music using the knowledge and skills they have been taught though the curriculum. They will embrace teamwork and all that this can offer in relation to listening to and creating music, the togetherness that music can provide. Our children should feel a responsibility and learn to respect the power and global diversity of music and how it can be used to unite everyone from all backgrounds. Our children will show integrity in the music they compose, in the way they appraise music they hear and the other outcomes they produce.

Our intent is to engage our children with these global issues through the use of the Charanga Music scheme, in addition to Sing Up and other available resources. The topics covered will be challenging and will incorporate the knowledge and skills from the National Curriculum.

Implementation

Lawn Primary School — Music Yearly Overview

Charanga Model Music Curriculum Scheme (Y1, Y2, Y3, Y5, Y6) & Original Scheme (EYFS), plus whole-class Strings Tuition (Y4) — 4 units per year group; performance strand covered by existing school concerts

Year Group	Autumn	Spring	Summer	Improvisation (any time — teacher's discretion)
EYFS (Reception)	**Me!** *Foundations: pulse, voice & body percussion*	**Everyone!** *Listening, exploring instruments & singing*	**Big Bear Funk** *Transition unit — prepares for Year 1*	**Not required** *Improvisation is a KS1+ NC requirement — already embedded informally through play*
Year 1	**Unit 1: My Musical Heartbeat** *Pulse, rhythm & pitch foundations*	**Unit 2: Dance, Sing and Play!** *Ensemble — playing instruments together*	**Unit 3: Exploring Sounds** *Early composing with sound*	**Unit 5: Having Fun with Improvisation** *Dedicated improvisation practice*
Year 2	**Unit 1: Pulse, Rhythm and Pitch** *Musicianship building*	**Unit 2: Playing in an Orchestra** *Ensemble — playing instruments together*	**Unit 3: Inventing a Musical Story** *Composing with narrative*	**Unit 5: Exploring Improvisation** *Dedicated improvisation practice*
Year 3	**Unit 1: Writing Music Down** *Formal notation introduced*	**Unit 2: Playing in a Band** *Ensemble — playing instruments together*	**Unit 3: Compose Using Your Imagination** *Composing skills develop*	**Unit 5: Enjoying Improvisation** *Dedicated improvisation practice*
Year 4	**Derbyshire Music Hub** *Whole-class Violin/Viola tuition (continues all year)*	**Derbyshire Music Hub** *Whole-class Violin/Viola tuition (continues all year)*	**Derbyshire Music Hub** *Violin/Viola tuition continues* **Unit 3 top-up: Compose with Your Friends** *Plugs the composing gap*	**Unit 5 top-up: Improvisation** *Plugs the improvisation gap — taught alongside strings tuition*
Year 5	**Unit 1: Melody and Harmony in Music** *Advancing notation*	**Unit 2: Sing and Play in Different Styles** *Ensemble — playing instruments together*	**Unit 3: Composing and Chords** *Harmonic composing*	**Unit 5: Freedom to Improvise** *Dedicated improvisation practice (verify exact title in Charanga)*
Year 6	**Unit 1: Music and Technology** *Notation & technology*	**Unit 2: Developing Ensemble Skills** *Ensemble — playing instruments together*	**Unit 3: Creative Composition** *Independent composing*	**Unit 5: Improvisation** *Dedicated improvisation practice (verify exact title in Charanga)*

Musicianship & Notation (Unit 1) | **Composition** (Unit 3) | **Ensemble / Instrumental Playing** (Unit 2) | **Improvisation** (Unit 5 — flexible timing) | **Whole-class Strings Tuition** (Y4 — Derbyshire Music Hub)

EYFS: Three Charanga units (Original Scheme)
Years 1, 2, 3, 5: Four Charanga units (Model Music Curriculum)

Year 4: Derbyshire Music Hub + two additional units to cover improvisation & Composition

Implementation

Statutory Skill (National Curriculum)
Singing *Use voices expressively and creatively (KS1/KS2)*
Playing Instruments / Ensemble *Play tuned & untuned instruments; play & perform in ensemble*
Listening & Appraising *Listen with concentration; recall sounds with increasing aural memory*
Composing *Experiment with, create, select & combine sounds*
Improvising *Improvise music using the interrelated dimensions of music*
Musical Notation *Use and understand staff and other musical notations (KS2 requirement — not statutory at KS1)*
Musical Traditions & Genres *Appreciate music from different traditions, composers & musicians*
History of Music *Develop an understanding of the history of music*

EYFS – Statutory skills are covered through the three Charanga units as well as additional music work within the 'Expressive Arts and Design' strand.

Years 1, 2, 3 & 5 - The four units provide coverage of the statutory music skills from the National Curriculum.

Year 4 – Derbyshire Music Hub violin/viola tuition throughout the years covers most statutory skills with the exception of improvising and composing. These are covered by the teaching of two additional units from Charanga – unit 3 and unit 5 which allow children to practice these skills to ensure there are no knowledge gaps.

Implementation

FS2

Area of Learning: Expressive Arts & Design

Strands: Creating and materials, being imaginative and expressive

Using Charanga, Sing-Up and other resources, children explore all key elements of music throughout the year. They explore a variety of instruments – how they are played, what sounds they make, how to play them in a controlled manner based on the commands of a conductor, e.g. starting, stopping. They learn how to play basic rhythms in 4/4 time. They explore dynamics, pitch and tempo. Music is also experienced through a range of activities throughout the year, such as: daily singing linked with topics, routine songs, daily maths songs and Christmas songs.

Our EYFS Curriculum:

EYFS at Lawn - Curriculum Document
PDF File

Music activities beyond those from the three Charanga units for EYFS can be viewed in the Early Years curriculum document on the school website.

Implementation

Planning a Charanga Unit

- Schemes tab → find your year group's row on the MMC grid → click the unit for the half-term.

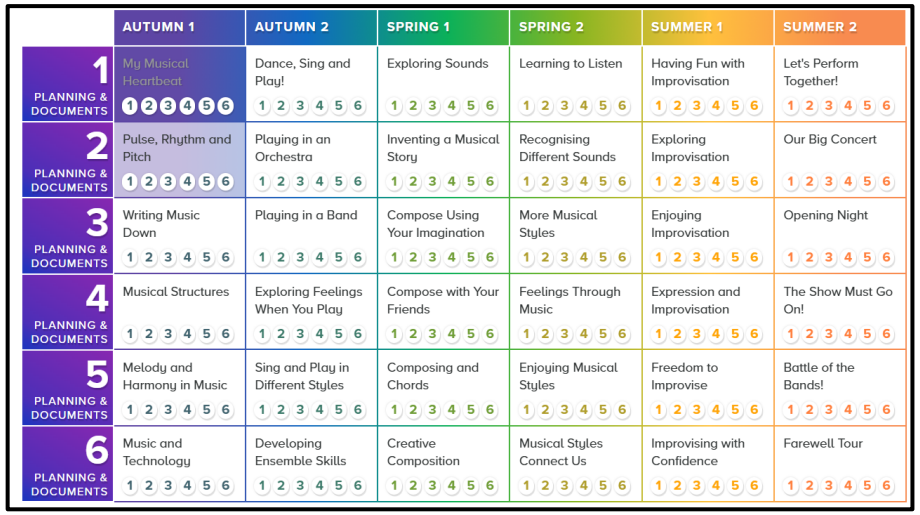
-Read the Unit Overview and Musical Spotlight (tells you what this unit is actually building).

-Print and use the 'Knowledge Organiser' for the unit. These are an excellent summary of the key knowledge.

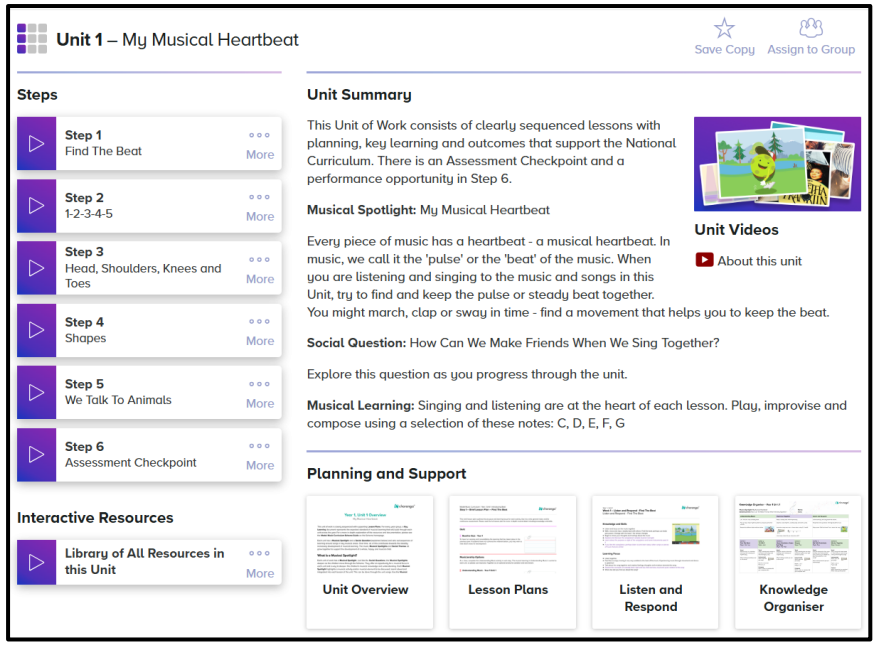
-Open Lesson 1, follow the printable Lesson Plan and on-screen resources as they come.

-Repeat weekly through the unit.

-At the end of each unit, make your 'Not Met' judgement for the skill focus for that unit using the tracker.



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
3 PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
4 PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
5 PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
6 PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6



Implementation

Enrichment

- The Lawn Primary Music Enrichment Overview Will be updated at the start of each academic year.

- The minimum requirement is that ALL year groups deliver at least one live ensemble performance to parents/carers. This will be a singing and/or musical performance and can be linked to an element of the curriculum or as an event to celebrate a tradition, e.g. Christmas, Easter etc.

Lawn Primary School — Music Enrichment Overview

Musical projects, performances and partnerships beyond the taught curriculum, by year group and term

Year Group	Autumn	Spring	Summer
EYFS (Reception)	**Christmas Nativity** *to parents/carers*	—	—
Year 1	—	**Musical Composition Project** *using instruments — linked to Clean Green World topic*	**Singing Performance** *to parents/carers*
Year 2	—	—	**Singing Performance** *to parents/carers*
Year 3	**Christmas Ukulele Performance** *to parents/carers*	—	—
Year 4	**Mid-point Violin/Viola Performance** *to parents/carers*	—	**End-point Violin/Viola Performance** *to parents/carers* **Performance with the Hallé Orchestra** *at Derby Velodrome*
Year 5	**Christmas Show** *to Year 5 parents/carers*	—	—
Year 6	—	—	**Leavers' Performance** *to parents/carers*

■ Class/Year Performance to Parents ■ Curriculum-Linked Project ■ External Partnership / Instrumental Milestone

♦ Whole-School Christmas Concert at St Nicks — every year group, EYFS to Year 6, performs each Autumn term

Implementation

Inclusion

- Charanga lesson slides are already built with icons, song artwork and minimal on-screen text; where written notation is introduced (from Year 3), colour- or symbol-coded notation is used alongside standard staff notation to give pupils a visual access point before relying on text alone.
- Digital adaptations (1:1 iPads for audio/video recording as an alternative to written responses; Showbie voice notes for verbal instructions and feedback; Charanga's built-in differentiated activity options for less confident and more advanced learners within the same lesson).
- Pupils from vulnerable groups might receive pre-teaching of key musical vocabulary and/or concepts (e.g. instrument names, rhythm terms) ahead of the whole-class Charanga lesson.
- Differentiated tasks/outcomes may be required in some cases — for example, a reduced note range on glockenspiels (2-note rather than 4-note pieces), simplified rhythm patterns, or adult-modelled call-and-response, with recorded audio/video accepted as evidence alongside written outcomes.

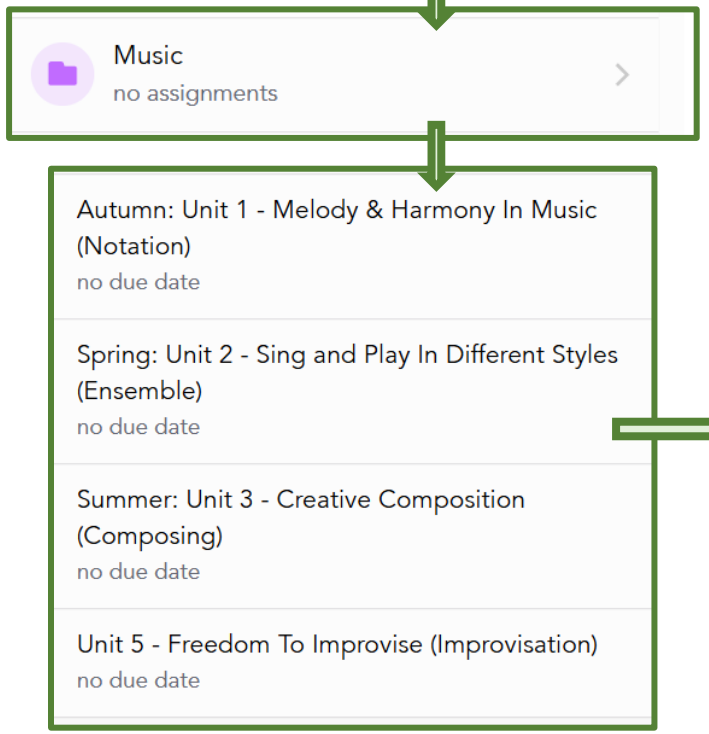
Environment

- There is no expectation for a formal music 'display' in the way other subjects are displayed; where wall or working-wall space allows, visual aids should be practical and tied to the unit currently being taught, swapped as the half-term's unit changes rather than kept as permanent decoration.
- Glockenspiel diagrams with the relevant note(s) for the current unit highlighted or colour-coded, positioned near where instruments are stored or used, to support pupils in locating notes independently during Unit 1 and Unit 2 lessons.
- Simple notation support resources (note names, rhythm grid symbols e.g. crotchet/minim/semibreve) drawn from Charanga's own downloadable resources where possible, rather than created from scratch, so they match the notation style pupils see on screen.
- A rotating key vocabulary display showing the current unit's musical vocabulary (e.g. pulse, tempo, dynamics, pitch), updated alongside each half-term's Musical Spotlight to support all learners, particularly EAL and SEND pupils.

Impact – Evidence Gathering

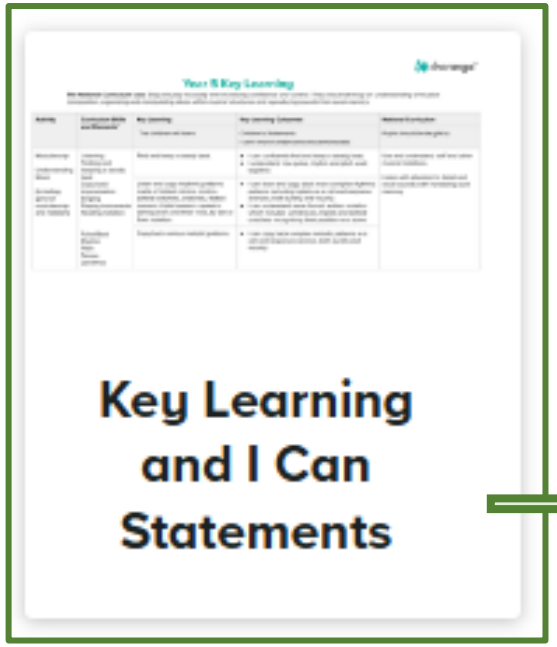
Evidencing on Showbie

Rather than creating a separate assessment task, evidence is captured from what already happens naturally at the end of each Charanga lesson — the built-in Perform/Share moment. A single short clip of a group performing together is usually sufficient; there is no need to film every child individually.



Unit	What to Capture	Why
Unit 1 — Notation	Short clip (~20 sec) of the group clapping/playing a rhythm from notation on the board	Shows pupils can read notation, not just discuss it
Unit 2 — Ensemble	Short clip of the class/group performing their glockenspiel part together	Ensemble is a "together" skill — one group clip evidences everyone in it
Unit 3 — Composing	Audio/video of the finished composition, or a photo of a graphic score/composition plan	The outcome itself is the evidence — no separate write-up needed
Unit 5 — Improvising	Short clip of a pupil improvising over the backing track	The only unit where filming isn't optional — improvising leaves no other trace
EYFS	Photo/video of children singing or exploring instruments within existing topic activities	Captured within what's already happening — no need to create a separate "music moment"
Year 4	The existing mid-point and end-point violin/viola performances	Already scheduled — just film what's already planned, no new task required

Impact – Summative Assessment After Each Unit



Activity	Curriculum Skills and Elements*	Key Learning Children will learn:	Key Learning Outcomes Children's Statements I can/I know/I understand and demonstrate:	National Curriculum The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music	Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/Beat Rhythm Pitch Tempo Dynamics	To find and keep a steady beat.	• I can confidently find and keep a steady beat. • I understand how pulse, rhythm and pitch work together.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	• I can listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually. • I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a stave.	
		To copy back various melodic patterns.	• I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.	

Based on your knowledge of the children, did any 'not meet' the 'Key Learning Outcomes' for the unit?

Impact – Summative Assessment

Assessment Approach

- Judgements use a simple Met / Not Met scale — no levels, no multi-criteria rubric.
- One judgement is made per unit, at the end of that unit, plus one overall best-fit judgement at the end of the year. These are logged on the assessment tracker stored in the 'Music' folder on Teams.
- Only "Not Met" is ever recorded; a blank cell is presumed Met. This means teachers only ever have to think about the exceptions, not every child, every time.

Y2W (Year 2) — Class Summary

Pupil Name	Unit 1 Musicianship & Notation	Unit 2 Ensemble Playin	Unit 3 Composing	Unit 5 Improvising	End of Year Best-Fit
Alex Smith	Not Met		Not Met	Not Met	Not Met
Andrew Walters		Not Met	Not Met		
Forrest Gump	Not Met		Not Met	Not Met	Not Met

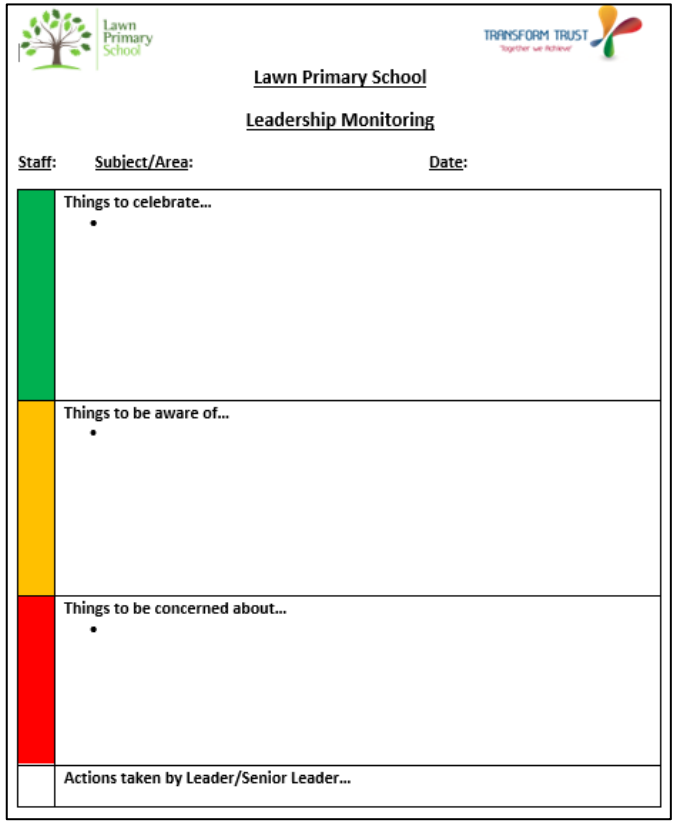
-Make note of only those children who did 'not meet' the outcomes for each unit.
-As a best fit – children who are judged 'Not Met' for THREE OR MORE units will receive an end-of-year assessment of 'Not Met'.
-You will use emerging information knowledge of each of these children to make adaptations in future units.
-There is an additional column to the right of the tracker to write brief end-of-year assessment notes about each of these children to be passed on to the next teacher.

Impact

Monitoring

- Curriculum impact monitoring conducted twice per year using school format.
- Triangulation of evidence that could include: pupil voice, analysis of pupil outcomes on Showbie, pop-ins, learning walk, meet the teacher (formal/informal), lesson study, team teach or sharing good practice (through observation).
- Things to celebrate, things to be aware of, things to be concerned about, will be reported to SLT to discuss next steps.
- Monitoring form available via Teams in 'Monitoring folder.

Monitoring



Lawn Primary School

TRANSFORM TRUST

Lawn Primary School

Leadership Monitoring

Staff: **Subject/Area:** **Date:**

	Things to celebrate… •
	Things to be aware of… •
	Things to be concerned about… •
	Actions taken by Leader/Senior Leader…

Monitoring Menu
Pupil voice
Pupil Book Study
Pop ins
Learning walk
Meet the teacher (formal/informal)
Lesson study
Team teach
Sharing good practice (through observation)
Lesson Study