



ST MARY'S, WELHAM GREEN

Music

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At St Mary’s, our intent is for all children to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity, and sense of achievement.

Using the Charanga scheme, we aim to:

- Provide a progressive, broad, and balanced music curriculum accessible to all pupils.
- Develop listening, appraising, performing, and composing skills.
- Expose children to a diverse range of musical styles, traditions, and cultures.
- Enable pupils to express themselves creatively and confidently through singing, playing instruments, and composing.
- Support pupils’ well-being and social skills through collaborative music-making.



Implementation

The learning within this Scheme is based on four areas:

- Listening and Appraising
- Musical Activities – creating and exploring
- Singing
- Playing Instruments and Performing

The Scheme is a spiral curriculum where the key musical skills and learning are repeated across the Units of Work. This repetition enables more secure, deeper learning and mastery of musical skills across a breadth of repertoire.

The interrelated dimensions of music are at the heart of all the learning activities. These are:

- Pulse – the regular heartbeat of the music; its steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse
- Pitch – high and low sounds
- Dynamics – how loud or quiet the music is
- Tempo – the speed of the music; fast or slow or in between
- Timbre – all instruments, including voices, have a certain sound quality e.g., the trumpet has a very different sound quality to the violin
- Structure – music has a structure e.g., an introduction, verse and chorus ending
- Texture – layers of sound
- Notation – the link between sound and symbol

Extensive research has shown the undeniably positive impact that singing has on emotional, physical and mental well-being. This is why singing features so highly in our music curricula and on educational agendas globally – as well as simply being a great thing to do!

By providing songs from around the world and their cultural contexts, learners' music education experiences are enriched. Every student in our classrooms is a culture bearer, representative of a community. We encourage our teachers to use the rich resources charanga™ provides accordingly, offering a way for students to explore their identity.

Through our music curriculum:

- Pupils enjoy and actively participate in music lessons, demonstrating increasing confidence and enthusiasm.
- Children acquire and apply key musical knowledge, skills, and vocabulary progressively.
- Pupils develop listening skills and an appreciation for a wide range of musical styles and traditions.
- They collaborate effectively, showing improved social and communication skills.
- All pupils, including those with SEND, can achieve well and develop their musical potential.
- Pupils leave primary school with a firm foundation for further musical study and a lifelong enjoyment of music.

The Non-Negotiables

We teach music for 30 minutes each week.

- Every lesson must have a clear, shared learning intention
- Every child should make music every lesson: singing, playing, clapping, moving, or creating
- Relevant musical terms should be taught, used and reinforced (e.g. pulse, rhythm, pitch, dynamics, tempo)
- Lessons should include at least two of these elements every time, ideally all four over a unit:
 - Listen & Appraise (exposure to different music)
 - Perform (sing or play)
 - Improvise/Compose (create their own musical ideas)
 - Share/Evaluate (reflect on performance and progress)
- Teacher or peer modelling of how to play, sing or compose is expected
- Adaptations must be in place for pupils with SEND or additional needs.

*Note: Instruments should be ready and well-maintained, audio/visual resources loaded and working, lyrics and notation accessible for all learners.

Curriculum Overview

	Autumn		Spring		Summer	
1	Hey You!	KS1 Christmas Production	In The Groove	<u>Round And Round</u>	Your Imagination	Reflect, Rewind and Replay
2	Hands, Feet, Heart	KS1 Christmas Production	<u>I Wanna Play In A Band</u>	<u>Zootime</u>	Friendship Song	Reflect, Rewind and Replay
3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
5	Djembe	<u>Livin' On A Prayer</u>	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
6	Happy	Classroom Jazz	A New Year Carol	You've Got A Friend	Year 6 Production and Leavers	

Supporting the EYFS Statutory Framework

At St Mary's, our Music provision in Nursery and Reception supports the EYFS Statutory Framework and reflects the guidance set out in 'Development Matters'. We provide a rich and engaging curriculum that incorporates both adult-led and child-initiated opportunities, enabling children to explore music through listening, responding, singing, playing instruments, improvising, composing and performing.

Our curriculum is ambitious and carefully sequenced to support children in building their musical knowledge and skills over time. Through a repetition-based approach, children revisit key musical concepts in a variety of ways, allowing them to develop a deeper understanding and move towards mastery. We recognise that early learning is not linear; therefore, our provision follows a 'learning spiral', where children continually consolidate and extend their skills through varied musical experiences.

Singing is central to our music curriculum and is embedded in every session. Through songs, action rhymes and familiar tunes, children develop their communication and language skills, including vocabulary, diction, pitch and intonation. These skills are strengthened through regular repetition and opportunities to perform.

Our approach also includes a range of listening and responding activities, as well as musical games, which support children's communication, social development and physical coordination. Children are encouraged to move to music, explore rhythm and pulse, and express themselves creatively. Opportunities for improvisation—using voice, instruments and movement—enable children to develop confidence, imagination and self-expression.

By providing a broad and balanced range of musical experiences, we support children in developing the foundations of musical understanding while also promoting their personal, social and emotional development. This ensures children build the skills, confidence and enthusiasm needed to continue their musical journey beyond the Early Years.

EYFS Overview

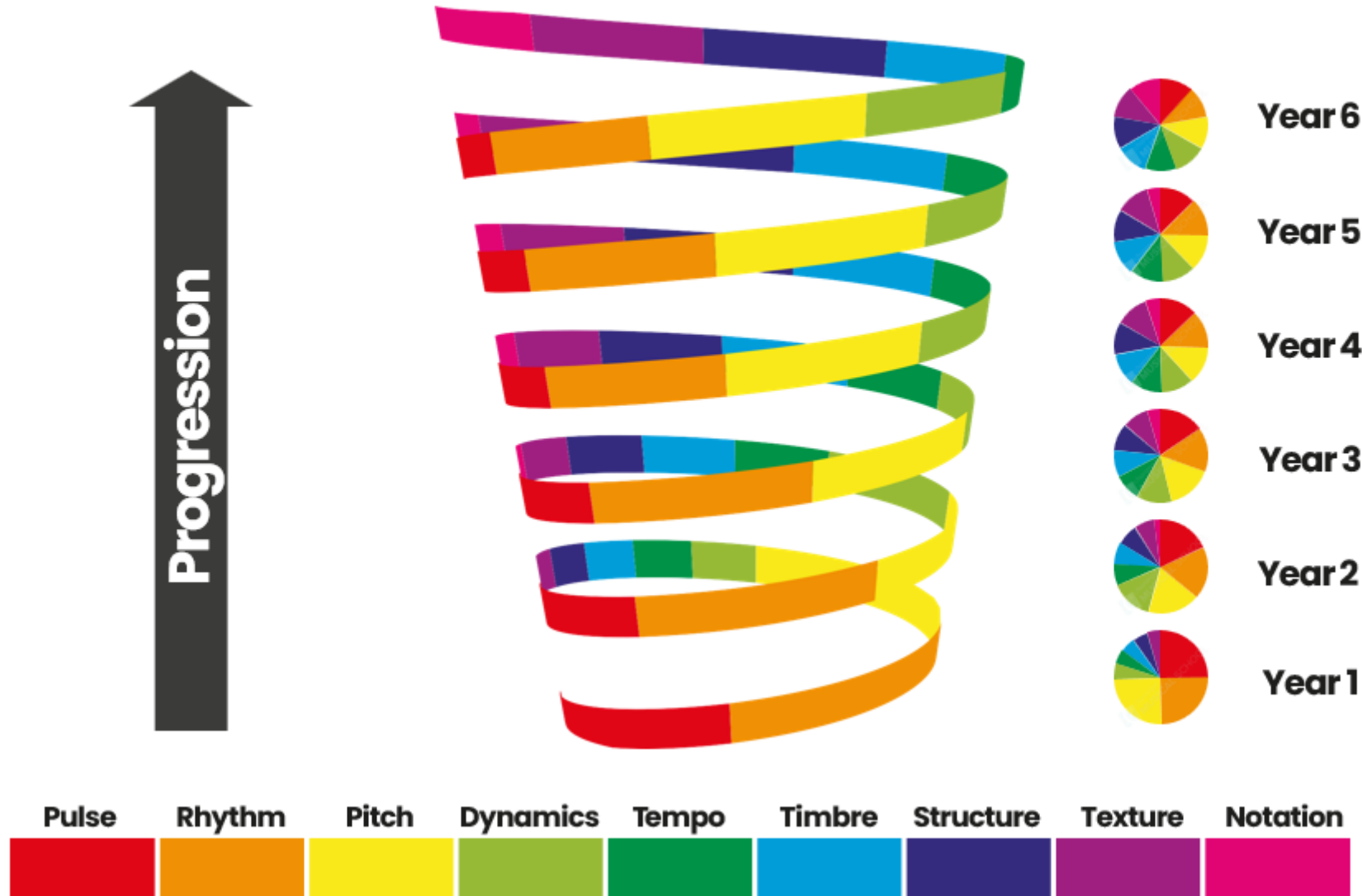
Expressive Arts and Design									
	Subject	Year one progression link	Autumn one	Autumn two	Spring one	Spring two	Summer one	Summer two	ELG
Being Imaginative and expressive	Music	<p>Singing: To confidently sing or rap five songs from memory. To know that we can create rhythms from words, our names and favourite animals.</p> <p>Performance: To perform a variety of action songs in the KS1 nativity performance.</p> <p>Musical games: Children will learn to use different sounds with their voices, using different pitches and volume.</p> <p>Listen and appraise: Children will listen to a wide range of music and giving opinions on how it makes them feel.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p> <p>Performance: EYFS nativity performance where each child sings simple Christmas songs/carols.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p> <p>Musical games: Knowing that music has a steady beat. For example, clapping, a beater with a drum.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p> <p>Musical games: Knowing that music has a steady beat. Knowing that music has a rhythm by listening to music and knowing when to use a musical instrument.</p>	<p>Singing: Singing days of week, months of year and the hello song. Singing nursery rhymes, counting songs and action songs.</p> <p>Musical games: Knowing that music has a steady beat. Knowing that music has a rhythm by listening to music and knowing when to use a musical instrument.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	Key Vocabulary	Move, dance, create, listen, count, beats, rhythm, pulse, loud, quiet, high, low, instruments, voice, sing, perform, rap, sound, rhymes, musical, performance and volume.							

Progression of Skills

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, we always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as we progress.

This represents our ever-increasing spiral of musical learning.



Barriers To and Solutions for Engagement, Progress and Achievement

	Hearing Impairment	Visual Impairment	Dyspraxia (fine/ gross motor)	Memory/ processing	ASC	ADHD	Cognition	SEMH
Barriers identified by SENCo/Class teacher	<ul style="list-style-type: none"> • Difficulty hearing pitch and rhythm • Struggle to follow verbal instructions • Difficulty participating in group singing and call and response 	<ul style="list-style-type: none"> • Difficulty reading lyrics or seeing conductor/teacher signals • Struggle to follow notation on screens or sheets 	<ul style="list-style-type: none"> • Difficulty playing instruments that require fine motor skills (e.g. recorders, keyboards) • Struggle with coordination in movement and dance 	<ul style="list-style-type: none"> • Remembering lyrics 	<ul style="list-style-type: none"> • Overwhelm from noise levels and instruments • Difficulty sharing instruments and taking turns • Sensory overload from loud or unpredictable sounds 	<ul style="list-style-type: none"> • Difficulty sharing instruments and taking turns 	<ul style="list-style-type: none"> • Struggling to follow multiple-step instructions (e.g. rhythms, sequences) 	<ul style="list-style-type: none"> • Lack of confidence to perform songs
Solutions Identified by subject co-ordinator	<ul style="list-style-type: none"> • Use visual prompts for rhythm and pitch • Provide written instructions and lyrics • Position pupil near the teacher's face for lip reading • Use vibrations or visual beats (e.g. clapping, drum signals) • Buddy with peers for support 	<ul style="list-style-type: none"> • Provide large-print lyrics and notation • Use audio cues and clear verbal instructions • Position pupil near the teacher • Use tactile resources and instruments with distinct shapes 	<ul style="list-style-type: none"> • Offer alternative instruments with easier grip or larger keys • Allow use of untuned percussion for participation • Model movements slowly and break steps down • Give extra time and adult or peer support 	<ul style="list-style-type: none"> • Prepare resources with lyrics 	<ul style="list-style-type: none"> • Clear rules and routines for handling instruments • Visual timetables and pictorial representations • Use smaller groups for practical tasks • Offer noise-reducing headphones if needed 	<ul style="list-style-type: none"> • Where possible provide one instrument per child or limit the number of children using one instrument 	<ul style="list-style-type: none"> • Use clear, simple instructions in short chunks 	<ul style="list-style-type: none"> • Singing within a group • Not sing individually • Given time to rehearse

- Use **STEP**: adapt Space, Task, Equipment, and People to ensure access.
- Be mindful of sensory needs — use quieter instruments and soft mallets if needed.
- Celebrate diverse musicians and music from different cultures to promote inclusion.
- Use multi-sensory approaches: visual, auditory, movement.
- Ensure instruments and resources are prepared and accessible.
- Value participation and enjoyment as much as final performance.



www.stmarys565.herts.sch.uk