



CRADLEY CE PRIMARY SCHOOL

Intent

At Cradley Primary school, we believe music is a vital part of every child's education and is a powerful tool for creativity, expression and wellbeing. Our intent is to provide all pupils with high-quality music education that inspires enjoyment, builds confidence and develops musical understanding through practical, inclusive experiences.

We use the Charanga, New: Creative Music Scheme to deliver a progressive and skills-based curriculum that places creativity, active music-making and pupil voice at its heart. This scheme is followed through from EYFS all the way to year 6. Through singing, listening, composing, performing and evaluating, children are given regular opportunities to explore music in a meaningful and hands-on way. Lessons are designed to be inclusive and accessible, allowing every child to succeed regardless of prior experience.

Our curriculum ensures that pupils develop core musical skills such as pulse, rhythm, pitch, tempo, dynamics and structure, while also learning to work collaboratively, take creative risks and reflect on their own and others' musical ideas.

We aim for pupils to experience a broad range of musical styles, traditions and genres, helping them to develop cultural awareness and an appreciation of music from different times and places. Performance is valued as an essential part of musical learning, enabling children to share their work, build resilience and develop self-belief.

By the time pupils leave our school, we want them to enjoy music and see themselves as musicians, having the confidence to perform, compose and respond to music in a range of contexts. They will understand how music is created and organised, using this knowledge to listen thoughtfully and talk about music with accuracy. Pupils will be curious and creative, willing to express themselves through sound and engage positively with music as a form of communication and self-expression.

Our music curriculum supports the wider development of the whole child and contributes positively to personal, social and emotional growth, laying strong foundations for future musical learning and lifelong engagement with music.

Implementation

Music is taught weekly across the school using the Charanga New Creative Music Scheme, which provides a structured and progressive framework from EYFS to Year 6. Lessons are carefully sequenced to build musical knowledge, skills and confidence over time, ensuring continuity and clear progression as pupils move through the school.

In EYFS, music is delivered through a combination of adult-led sessions and continuous provision. Children explore sound through singing, movement, rhythm and play, using their

voices and instruments to express ideas and respond to music. These experiences support early listening skills, communication, creativity and enjoyment.

In Key Stage 1, pupils develop core musical skills such as pulse, rhythm and pitch through practical activities including singing, listening, performing and simple composition. Musical vocabulary is introduced and reinforced, and children are encouraged to talk about music using appropriate language. Repetition and consolidation are built in to secure understanding.

In Key Stage 2, pupils deepen their musical understanding by performing with increasing accuracy and expression, composing more structured pieces, and beginning to read and interpret simple notation. They explore a wide range of musical styles and genres and work collaboratively to rehearse, refine and evaluate musical ideas with growing independence.

Singing is a central part of music provision across the school. A Key Stage 1 choir and a Key Stage 2 choir take place weekly, providing pupils with additional opportunities to develop vocal skills, confidence and enjoyment of music. Choirs regularly perform in public, giving children meaningful performance experiences. Participation in Young Voices, a nationwide choir project for Key Stage 2 pupils, is a valued and popular opportunity that allows children to perform as part of a large-scale ensemble and experience high-quality live music-making.

In addition to class music lessons, pupils have access to peripatetic music teachers who provide individual tuition. Instruments currently offered include piano, flute, guitar, bass guitar and clarinet. These lessons allow pupils to develop instrumental technique, musical notation reading and performance skills, further extending and enriching their musical learning.

Music is further enriched through opportunities provided by external organisations. Pupils benefit from workshops and sessions delivered by professional musicians, including The Orchestra of the Swan, which exposes children to live orchestral music and enhances their understanding of instruments and performance, and Rock Steady School, which offers children the chance to learn modern instruments, perform in bands and develop teamwork and confidence through contemporary music.

Assessment in music is ongoing and formative, based on teacher observation, questioning and pupil outcomes. The music subject lead monitors provision and progression through lesson observations, pupil voice and staff discussions, and supports colleagues through guidance, resource management and targeted CPD.

Through a combination of high-quality teaching, regular singing, performance opportunities and enrichment experiences, music is delivered consistently and inclusively, ensuring all pupils develop confidence, creativity and a lifelong appreciation of music.

Impact

As a result of our well-sequenced and inclusive music curriculum, pupils make clear and sustained progress in their musical knowledge, skills and confidence as they move from EYFS to Year 6. Children enjoy music and actively engage in lessons, seeing themselves as

musicians who are able to sing, perform, compose and respond to music with increasing independence and confidence.

Pupils develop a secure understanding of key musical elements such as pulse, rhythm, pitch, tempo, dynamics and structure. They are able to apply these skills practically through performance and composition and use appropriate musical vocabulary to talk about music they have listened to and created. Progress is evident through pupils' growing accuracy, expression and confidence across year groups.

Regular singing opportunities, including weekly Key Stage 1 and Key Stage 2 choirs, have a positive impact on pupils' vocal development, teamwork and self-belief. Public performances and participation in large-scale events such as Young Voices enable pupils to perform with confidence, resilience and pride, contributing to positive wellbeing and a strong sense of achievement.

Access to peripatetic instrumental tuition in piano, flute, guitar, bass guitar and clarinet has a significant impact on pupils' musical development. Pupils receiving tuition demonstrate improved technical skill, musical understanding and notation reading, which enhances their learning in whole-class music lessons. These opportunities also increase pupil motivation and engagement with music.

Enrichment experiences provided by external organisations, such as orchestral workshops and contemporary band-based learning, broaden pupils' musical horizons and expose them to a wide range of instruments, styles and performance opportunities. These experiences deepen pupils' cultural awareness and strengthen their appreciation of live music.

Assessment information, pupil voice, lesson observations and performance outcomes demonstrate that music is taught consistently and effectively across the school. Pupils retain knowledge over time and are able to build on prior learning as they progress through the curriculum.

By the time pupils leave our school, they are confident, enthusiastic and reflective musicians who enjoy music, understand how it is created and organised, and are willing to express themselves creatively through sound. They are well prepared for further musical learning and lifelong engagement with music.