



Music

at

Hagley Primary School



Subject Leader: Kate Cheyney
(BA Music/Drama, MA Music, PGCE)

+

Kirsty Archer (Music in KS1)

+

A multitude of other artistic and creative staff, including staff from Severn Arts and teaching staff in school, all delivering music in different ways!

INTENT

Rationale Behind Our Music Curriculum

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.” – *National Curriculum Purpose of Study*

At HPS the aim of our music curriculum is for children to:

- *enjoy regular sessions of practical music-making;*
 - *sing with confidence and increasing skill;*
- *listen to and express their opinions about a broad range of music;*
- *acquire the knowledge of how to read and play from staff notation;*
 - *learn to play an instrument;*
- *express themselves creatively through playing, improvising and composing;*
- *recognise the impact of music on good mental health and well-being.*

INTENT

End-point Statements

- **To listen critically and be able to express opinions on a wide range of music from different historical periods, genres, cultures and traditions.**
- **To be confident and enthusiastic singers, with the knowledge and ability to continue or return to singing in later life.**
- **To be able play an instrument and to have the opportunity to progress to the next level of excellence in performing on it.**
- **To use their knowledge and exploration of how a wide variety of music is created, to compose and create music on their own and with others.**
- **To read and write music using staff notation in the treble clef from at least middle C (C4) – C5.**

IMPLEMENTATION

How Music Looks in Our School – At a Glance

**At least 12 school
music
performances to
parents/carers
each year**

**102 children in Year
Four-Six Choir
2025-26**

**Cross-curricular
Creative Arts Week**

**All music overseen
and KS2 music
delivered by music
specialist**

**112 children
learning
an instrument with
Severn Arts**

**Pupil Premium children
targeted for school-funded
instrumental lessons**

**Part of Hagley
Music Festival**

**8 performances at
community venues
planned this year**

**PTA finance Young
Voices concert and
heavily subsidise Year
Three recorder lessons**

**Links with Haybridge,
Ex Cathedra and other
community groups**

IMPLEMENTATION

How Music Looks In Our School

Early Years: Regular 20-minute Music Express sessions delivered by class teachers; 15 minutes KS singing assembly led by Music Leader; cross-curricular singing; sound stations/instruments in free-choice activities; **Christmas performance.**

KS1: weekly 30-minute Music Express sessions delivered by classroom staff; 15 minutes KS singing assembly led by Music Leaders; cross-curricular singing; **Christmas performance.**

KS2: every 3 weeks, 2-hour session delivered by Music Lead; weekly 15 minutes phase singing assembly led by Music Lead; weekly 30 minutes recorder lessons in Year 3; opportunity to learn an orchestral instrument or guitar/ukulele in Y4-6 (delivered by Severn Arts staff); opportunity to join school choir in Y4-6; **Easter performance in Y3; Harvest performance in Y4; Christmas performance in Y5; Leavers' Performance in Y6.**



Year 3 Animal Compositions

Year 4 Poetry Performances



Year 6 Music at Ingestre

Violins Christmas Busking



Year 5 Remembrance Assembly



IMPLEMENTATION

Overview of Subject

with progression of knowledge and skills

Overview of Subject Early Years

Reception

Sing: Nursery rhymes, unison, action and counting songs

Perform: play instruments, including junk-modelled ones, in different ways.

**Play It – nos. 1-3*

Create: experiment with different sounds and movement for different purposes including stories.

Listen: *loud/quiet/fast/slow*

Linked to topic, seasonal

Respond: words/movement/own music

**Play It is a book of 30 picture/symbol/music scores, increasing in complexity and musical conventions*

Overview of Subject KS1

Year One

Use Voices: Action, counting and theme songs in unison

Play: tuned and untuned percussion instruments to the words of songs and pulse of music.

Play It – nos. 3-7

Experiment: create, select and combine sounds to make music linked to topic; using found/natural/body sounds. Copy rhythm and pitch patterns, question and answer patterns.

Record in pictures.

Listen: *dynamics/beat/silence*

Linked to topic e.g. ourselves, animals, weather

Respond: words/movement/own music

Overview of Subject KS1

Year Two

Use Voices: Action and theme songs in unison; two-part rounds

Play: tuned and untuned instruments musically to the pulse of songs, taking turns, in groups

Play It – nos. 7-11

Experiment: create, select and combine sounds to make music linked to topic and musical elements. Keeping the beat and changing the tempo. Copy and invent rhythm and pitch patterns. Record in organised picture “scores” and stick notation.

Listen: *dynamics/tempo/pitch*

Linked to topic e.g. machines, seasons, storytelling

Respond: words/art/movement/own music

Overview of Subject KS2

Year Three - Animals

Sing, Play and Perform: Simple songs, rounds; pulse and simple rhythm patterns, order rhythms

Play It – nos. 11-16

Improvise and Compose: linked to topic + sound effects for stories

Notate: Picture notation, rhythms, dot and staff notation C-E

Listen and Appraise: *Pulse, rhythm, dynamics, question/answer*

Topic related, world, elements, Early/Renaissance/Baroque

Understand and Respond: words/art/movement

Overview of Subject KS2

Year Four – The World Around Us

Sing, Play and Perform: Rounds, partner songs, theme songs; pulse and rhythmic patterns to accompany, arrange rhythms

Play It – nos. 16-21

Improvise and Compose: linked to topic and musical elements

Notate: graphic scores, conventional rhythmic notation, staff notation C-G

Listen and Appraise: *tempo, pitch, timbre, repetition, q & a*

Topic related, world, elements, Classical

Understand and Respond: words/art/movement

Overview of Subject KS2

Year Five – The Planets

Sing, Play and Perform: rounds, partner songs, simple part songs; rhythmic and simple patterns for instruments, triads

Play It – nos. 21-26

Improvise and Compose: linked to topic and musical elements, verse & chorus/repeated sections, ternary

Notate: graphic scores, conventional rhythmic and simple pitched notation C-C

Listen and Appraise: *accents, phrase, ostinato, layered rhythms*

Topic related, world, elements, Romantic

Understand and Respond: discuss different versions of the same piece

Overview of Subject KS2

Year Six – Big Issues

Sing, Play and Perform: rounds, partner songs, theme songs, part songs; rhythmic and melodic phrases from notation, chord accompaniments

Play It – nos. 27-30

Improvise and Compose: linked to topic and musical elements, own structures, ternary, pentatonic tunes

Notate: graphic scores, conventional notation C-C

Listen and Appraise: *chords, melody, accompaniment, individual instruments*

Topic related, world, elements, Modern and Post-Modern

Understand and Respond: discuss different versions of the same piece

Musical Vocabulary

Reception: *loud/quiet; fast/slow; instrument (plus names of some percussion instruments); speed; scrape/shake/tap; silence*

Year 1: *long/short; length; mood; dynamics; round; solo; together; group; sudden; beat; (names of percussion instruments)*

Year 2: *beat; rhythm; pulse; repeat; sections; high/low; pitch; tempo; score; symbol (names of percussion instruments)*

Musical Vocabulary

Year 3: Pulse/Beat; Rhythm; Dynamics pp-ff; Crescendo; Diminuendo; Pitch; High/Low; Chorus; Score; Unison; Call/Response; Echo; Solo

Year 4: Tempo; Pitch; Rising/Falling; Repetition; Graphic; Notate; Adagio; Andante; Allegro; Pentatonic; Canon; Question/Answer

Year 5: Accent; Phrase; Ostinato; Layered; Texture; Staccato; Legato; Ritardando; Rallentando; Round

Year 6: Chord; Melody; Harmony; Discordant; Abstract; Accompaniment; Subito; Poco a poco; Treble/bass clef; Stave; Rondo; Phrase

IMPACT

How Do We Measure It?

Regular conversations between subject leader and staff in Nursery, Reception, KS1, including planning meetings with those responsible for planning music.

Interviews with selected children about their experience of music in their classroom (*Pupil Voice.*) Speech bubbles completed by all KS2 children about music.

Observation of delivery/shared teaching of music curriculum (Music Express) in KS1 by subject leader at least once during an academic year.

End of year assessments using ARE objectives for each year group.

Photographic and written/drawn evidence of learning (music portfolios)

The subject leader will liaise regularly with peripatetic music staff from Severn Arts about their teaching and the progress of their pupils. She will also talk to children who learn instruments about how they feel they are doing in their lessons.

IMPACT

What Assessment Looks Like

Formative

Feedback on classroom performance will be given verbally in lessons.

Children will be encouraged to reflect on and assess their own performances and those of others, both verbally and using simple written systems.

Children who learn instruments will be invited to perform in assemblies and in front of their classes, allowing subject leader to get an idea of their progress.

Summative

A table to be completed for each class during the year (see following examples.)

This should provide information on knowledge and skills acquired by each class and also indicate where more practice is needed.

Individual children may be noted who excel or who might require more support.

Year 1

Year 1	
RAG for Whole Year Group	Children Exceeding/Working Towards
Use Voice and Play	
I can use my voice to speak, sing, and chant.	
I can use instruments to perform.	
I can copy and clap short rhythmic patterns.	
I can make different sounds with my voice and with instruments.	
I can follow instructions – including from picture scores - about when to play and sing.	
Experiment	
I can make a sequence of sounds.	
I can choose sounds to represent different things.	
I can draw my ideas for music so I remember them and can play them again.	
Listen and Respond	
I can respond to different moods in music.	
I can say whether I like or dislike a piece of music.	

Year 4

Year 4	
RAG for Whole Year Group	Children Exceeding/Working Towards
Play and Perform	
I can sing songs from memory with accurate pitch.	
I can perform a simple part rhythmically and paying attention to others' performance.	
I can follow instructions and advice to improve my performance.	
Improvise and Compose	
I can improvise using repeated patterns.	
I can use the pentatonic scale to compose melodies.	
I can create ostinato and drone accompaniments if I am given the notes to use.	
I can combine and manipulate sounds to create a mood or atmosphere.	
I can improve my work and explain how it has been improved.	
Notate	
I can use different kinds of notation to record compositions, so that I could play my piece from my score.	
I can use standard notation to record most rhythmic patterns.	
Listen, Appraise and Respond	
I can explain why silence is often needed in music and explain what effect it has.	
I can identify and explain a composer's intention and purpose in their music.	
I can identify and describe different styles of music.	

IMPACT

How Might Our Pupils Measure It?

We sing in our weekly singing assemblies and in the playground if we want to.

We listen to lots of different music by different composers in assemblies and in our class music lessons. We are encouraged to express our opinions about music and recognise that it is okay for everyone to have different points of view.

We all learn the recorder in Y3.

In Year 4 we can join the choir. It is free! In Year 4 we also get to go to Young Voices, which is the best and biggest concert ever!

We have the chance to perform for our parents and carers in different productions, concerts and events.

Lots of children learn an instrument at Hagley Primary. We can use these in our class music lessons. We listen to children from Haybridge performing and know we will be able to play in their bands and orchestras when we leave HPS.

CPD

The subject leader will keep up-to-date with current thinking about music curriculum

Recent Training:

Severn Arts – Model Music Curriculum – July 2021

Diane Pye – Outstanding Subject Leadership in Music – March 2022

Ex Cathedra – Singing Workshop – April 2024

Haybridge Secondary School – Joint Choir Rehearsal – June 2025

The subject leader will have regular conversations with SLT about developments in the curriculum.

The subject leader liaises regularly with staff responsible for the planning and delivery of the Early Years and KS1 music curriculum. If appropriate, she will attend a KS1 phase meeting to model use of Music Express, to discuss assessment and to answer any questions on delivery of the music curriculum.

A Culture of Music

At Hagley Primary, we recognise that music is extremely important to all our children.

We understand that class music is of huge value to children on our SEND register and we try as far as possible to ensure that they take part in all class and assembly music (e.g. are not withdrawn for intervention during music time.)

Financial assistance is available to families meeting certain criteria who wish to take advantage of instrumental lessons with Severn Arts tutors.

Pupil Premium money is actively promoted to be used to support extra-curricular music lessons (13 out of 19 PP children being funded to learn an instrument 2025-26.)

Our PTA partially fund Year 3 recorder lessons, meaning the cost to parents is minimal. They also fund the Young Voices concert for Year 4 (and Y5/6 choir) children.

Arts Week in the Summer Term sees a collaborative approach across the arts, where art, music, dance, MFL and cooking all work creatively on the same theme (e.g. countries)

A Culture of Music

In addition to our extremely practical curriculum music lessons, we take pride in the many “extra-curricular” musical opportunities we offer to all our children. We recognise that performance is key to enjoyment and proficiency in music and try to give our pupils a wide range of music performance experiences. These include:

- *At least one performance to parents for each year group e.g. Nativity, Christmas, Easter, Leavers (see previous Year Group Overviews)*
- *Reception, Year One: visit to or from CBSO Staff for KS1 Concert*
- *Year Two: Djembe drumming workshop*
- *Year Three: Recorder lessons (30 minutes per week for three terms) – Severn Arts tutor*
- *Year Four-Six: Opportunity to learn an instrument of choice with Severn Arts tutor (financial assistance offered)*
- *Several children who learn an instrument attending free after-school orchestras run by Severn Arts*
- *Year Four: Young Voices Concert at Resorts World (plus any choir wishing to take part)*

- *Year Four-Six Choir: after school, non-auditioned, free – concerts include performing at school Christmas and Summer Fairs, Hagley Christmas Lights Switch On, Hagley Music Festival biennial concert with Ex Cathedra, in-school performance for parents*
- *Singing Ambassadors from choir lead singing games at lunchtimes*
- *Music Stations as part OPAL lunchtimes*
- *Year Four/Five lunchtime recorder club (planned) – for children who loved the recorder in Year Three and would like the chance to continue and improve*
- *Busking at the school Christmas Fair – anyone who learns an instrument and would like an informal opportunity to perform*
- *Children who learn an instrument are invited to perform in assembly and/or for their class in music lessons. They are often given the chance to bring their instrument into school to use in their class music lesson (while other children work with tuned percussion)*
- *Choir are asked to demonstrate songs/techniques in singing assembly, or to lead group singing from the front of the hall, alongside the Subject Leader*
- *Growing links with Haybridge Secondary School, who rely heavily on HPS for children to take the lead in their orchestra*

Strengths and Areas for Development

Strengths:

- The school employs a music specialist to lead and champion the subject
- There is a member of staff in KS1 who works alongside music lead to plan and develop the subject; also many other members of staff offering expertise
- Many opportunities are offered to all children for performance
- See all previous slides for details of music opportunities in and out of school

Areas for Development:

- Subject leader needs to develop her links with Early Years (especially new Nursery) in their delivery of the curriculum to ensure progression across whole school
- Summative assessment procedures to be reviewed to make them as useful as possible and then to be fully implemented across whole school

*We are the music-makers,
And we are the dreamers of dreams*

*Yet we are the movers and shakers,
Of the world forever, it seems.*

O'Shaughnessy