



## Subject Report 2025-2026

<b>Subject</b>	Music	<b>Report prepared by</b>	Alex Critchley
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### Overview of the year:

3 key messages from the year (2025 - 2026):

- Implement a new classroom curriculum across the school to include whole class instrumental provision
- Raise the profile of extra-curricular music including peripatetic lessons
- Create a Music Classroom and resources

### Curriculum: Intent, Implementation, Impact

#### Intent

At The Cambridge Primary School we aim for all our pupils to develop a life-long love of music through a wide range of quality musical experiences which engage and inspire them. Music plays an integral role of supporting our children’s understanding of our core values of respect, teamwork, honesty, happiness, excellence, and responsibility. At the heart of the music curriculum are creativity, curiosity and excitement and an aim to develop children’s confidence, self-esteem, and collaborative skills. We aim to overcome barriers to instrumental learning through providing both whole class and small group instrument lessons free of charge as well as providing children with instruments to take home and a specialist music classroom where they can practice at school. We aim to provide children with access to choirs, orchestra clubs and performance opportunities throughout the year both in and out of school. We listen to our students and connect them to outside agencies to further their musical ambitions through our ties with Hampshire Music Service. We ensure that children experience a variety of styles and genres of music through live professional concerts and our ‘Music of the Week’ listening programme. Our vision is that every child moves on to secondary school feeling that they have had an opportunity to express themselves through music and explore their creativity. We hope that children understand that hard work, dedication, and perseverance has a positive impact on progress, and they have the skills, desire, and confidence to further their music education.

In Music, a Cambridge pupil will leave with;

Key Skills	Qualities
<ul style="list-style-type: none"> <li>• <b>Listen</b> with an <b>enquiring</b> mind.</li> <li>• <b>Appraise</b> and <b>understand</b> recorded and live music, different genres and cultures, great composers and musicians from a range of time periods.</li> <li>• <b>Play</b> and <b>perform</b> in solos and ensembles with confidence.</li> <li>• With creativity and flare, <b>experiment, plan, improvise</b> and <b>compose</b> music.</li> <li>• <b>Develop an understanding</b> for different forms of musical notation.</li> <li>• <b>Develop an understanding</b> of the music from different cultures and across a range of time periods.</li> </ul>	<p>A Cambridge pupil learner is able to show <b>bravery</b> when learning new instruments and when sharing their ideas and opinions about different genres and pieces of music from different time periods. Children are <b>brave</b> when asking questions about music to extend their knowledge of composers and musicians further. Children will be <b>innovative</b> when applying their knowledge of music when composing new pieces and take <b>ownership</b> of what they have produced. Children will have opportunities to <b>collaborate</b> alongside their peers in small groups or larger ensembles to celebrate music and take part in performances.</p>

#### Implementation

Our curriculum takes a holistic approach to music, in which the individual strands (performing, composing, listening, history of music, inter-related dimensions of music) are woven together to create an engaging learning experience to meet the National Curriculum requirements.

At The Cambridge Primary School we use a spiral curriculum model where previous skills and knowledge are returned to and built upon. The progression of skills is based on the Model Music Curriculum and ensures children develop understanding and knowledge of the history of music, staff, and other musical notations as well as the inter-related dimensions of music.

Children in Reception to Year 6 have a weekly one-hour music lesson as well as a 15 minute singing assembly every two weeks. All lessons and assemblies are taught by a specialist music teacher.

Lessons are taught using digital resources such as Sparkyard, Sing up, recorder magic, Classroom 200. Physical resources include keyboards, percussion, flutes, ukuleles, clarinets, recorders, and guitars.

Music is assessed verbally using ongoing, formative developmental feedback and children regularly peer and self-assess during lessons or by watching recordings of their own performances. Musical learning is celebrated with performances in assemblies, end of term videoed performances in class, and music awards in the weekly achievement assemblies.

### Topics taught across each year group:

	<i>AT1</i>	<i>AT2</i>	<i>SP1</i>	<i>SP2</i>	<i>SU1</i>	<i>SU2</i>
<i>EYFS</i>	Making Friends	Nativity Performance	Class Orchestra	Spring Soundscape	Animal Compositions	Moving up
<i>Y1</i>	Making Friends	Nativity Performance	Welcome to the Ukulele	It's Raining, it's Pouring	Frere Jacques	Fly with the Stars
<i>Y2</i>	Welcome to the Ukulele	Nativity Performance	It's Raining, it's Pouring	Frere Jacques	Fly with the Stars	Three Little Birds
<i>Y3</i>	Welcome to the Ukulele	Nativity Performance	Frere Jacques	Fly with the Stars	Three Little Birds	Stand By Me
<i>Y4</i>	Welcome to the Keyboard	Nativity Performance	Stand By Me	Finish This! (ENO)	Variations of Twinkle, twinkle	Composing in Ternary Form
<i>Y5</i>	Welcome to the Keyboard	Nativity Performance	Production	Variations of Twinkle, twinkle	Composing in Ternary Form	Hey Mr Miller
<i>Y6</i>	Welcome to the Keyboard	Nativity Performance	Pachelbel's Canon	The Blues	Song Writing – Bruno Mars	Playing in a band

### Rationale for curriculum organisation:

2025-2026 is the first year of the new curriculum so there is repetition whilst the children begin learning their instruments. The hope is that older classes will learn at a faster pace and move through the curriculum quicker. The curriculum plan 2026-2027 will be updates to reflect this.

The curriculum aims to structure the children knowledge progression into three main domains:

- ✓ knowledge 'how' (skills/procedural)
- ✓ knowledge 'about' (facts/declarative) and
- ✓ knowledge of (links to, but broader than, experiential/tacit)

Each unit of work has an on-going musical learning focus and lessons follows a specific learning sequence which is covered from EYFS through to KS2:

- ✓ Performing
- ✓ Listening
- ✓ Composing
- ✓ The history of music
- ✓ Inter-related dimensions of music: pulse, pitch duration, dynamics, tempo, timbre, texture, structure, and musical notation.

### What have you done to ensure that every skill is covered?

The Subject lead will continue to monitor skills and engage in conversations with teachers regarding the progression of students. The subject lead will engage in pupil conferencing across all years and assess the implementation of the scheme. The subject lead has reviewed the scheme of work and how it has been outlined in line with topics and made cross curricular links where possible.

### **Impact**

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed
- Understand the various ways in which music can be written down to support performing and composing activities
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences
- Meet the end of key stage expectations outlined in the National curriculum for Music

<p><b>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</b></p>	<p><b>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</b></p>
<p>Lessons allows teachers the opportunity to fill in gaps before beginning the next unit of work. Before starting a unit of work, there are questions available for the teachers to ask the children to assess their prior knowledge and therefore adapt their teaching to meet the needs of the children in the class. The use of questioning is promoted throughout the lessons and suggestion on how to support the children as they progress throughout the units.</p>	<p>Hampshire Music Service provides PCD to Primary specialist teachers that I have participated in. I have also been to observe a Year 7 lesson at a local Secondary school to see the transition from Year 6 and their learning journey. I am due to observe music lessons at a SEND school to gain more experience in that field.</p>
<p><b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b></p>	<p><b>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</b></p>
<p>Children are regularly recorded using Ipads to ensure progress is being made each half-term.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> <li>1. Is Music being taught consistently and confidently across the school?</li> <li>2. Is the Music curriculum progressive in terms skills?</li> <li>3. Are children self-assessing each other to support each other's learning?</li> </ol>	<p><u>Fundamental British Values</u> Throughout the music lessons we are encouraging children as practitioners to be tolerant of different views and embrace the traditions behind different cultures and the meaning of music in different context.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> To be <b>brave</b> and partake in music lesson, developing confidence in their music knowledge and skills when performing. To be <b>innovative</b> when composing their own music. To <b>collaborate</b> with their peers when engaging in music lessons and tasks they are required to perform. Showing respect and tolerance for others musical aspirations. We want the children to take <b>ownership</b> of their learning journey within music and be able to use their learnt skills and apply it when composing music or learning about music in different contexts.</p> <p><u>Opportunities for Personal Development</u> The children have many opportunities for personal development through the music curriculum and extra-curricular activities including improving their fine motor skills of playing instruments and reading lyrics. Opportunities include; singing assembly, Rock steady, Guitar lessons, Piano, Flute, Clarinet and Drum lessons.</p>