St George's CE Primary School

Music Curriculum Statement

Vision and Ethos

At St George's CE Primary School, our vision—"Living life in all its fullness" (John 10:10)—underpins everything we do. Rooted in our Christian values of compassion, love, truthfulness, thankfulness, forgiveness and hope, our music curriculum enables children to develop creativity, confidence and self-expression. Through music, pupils experience joy, collaboration and reflection, growing as expressive, resilient and thoughtful individuals who appreciate the power of music to inspire and unite communities.

Intent

At St George's, our intent is to provide a high-quality, progressive music education that enables all pupils to:

- Perform, listen to, review and evaluate music across a range of genres and traditions.
- Learn to sing confidently and accurately, developing vocal control and expression.
- Play tuned and untuned instruments with increasing fluency and technical control.
- Compose and improvise music using their voices, instruments and digital technology.
- Understand and explore the interrelated dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure.

We use the **Charanga** scheme of work to deliver a carefully sequenced, knowledge-rich curriculum from EYFS to Year 6. In Years 3 and 4, pupils also access **Pathways Music**, which enhances instrumental teaching and deepens musical understanding through practical application. In Years 5 and 6, pupils are offered wider opportunities to learn instruments, ensuring progression, enrichment and increased cultural capital.

Our curriculum ensures children 'know more, remember more and do more' in music, while fostering enjoyment, creativity and confidence.

Implementation

We deliver an ambitious, inclusive and engaging music curriculum through:

High-quality, structured teaching

- Music lessons follow the Charanga scheme, ensuring clear progression in musical knowledge, skills and vocabulary.
- Lessons combine listening, singing, playing, composing and performing within each unit.
- Musical vocabulary is explicitly taught and revisited to strengthen retention and understanding.
- Teachers model musical skills and provide scaffolded support so that all pupils, including those with SEND and disadvantaged pupils, can participate fully.

Pathways Music – Years 3 and 4

• Pathways Music enhances instrumental provision, giving pupils structured opportunities to develop performance skills.
• Pupils build confidence in reading simple notation and performing collaboratively.
• Practical application strengthens understanding of rhythm, pitch and ensemble work.

Wider Opportunities – Years 5 and 6

• Pupils in Upper Key Stage 2 have access to wider opportunities instrumental tuition.
• Children perform both individually and as part of an ensemble, developing resilience, discipline and teamwork.
• Opportunities to perform in worship, school productions and community events enrich musical experience and strengthen links with our Christian ethos.

Curriculum Enrichment and EYFS Foundation

• In EYFS, children explore music through play-based provision, singing, rhythm activities and movement in line with Development Matters.
• Singing is embedded across the school day, including collective worship and celebrations.
• Performances, concerts and seasonal events provide purposeful audiences and raise aspirations.

Music is integrated into school life, supporting spiritual development, cultural awareness and personal growth.

Impact

The impact of our music curriculum is seen in:

• Pupils who sing confidently and perform with enthusiasm and increasing technical control.
• Children who can discuss music using appropriate vocabulary and reflect thoughtfully on what they hear and create.
• Strong progression in musical knowledge and skills across the school.
• Increased confidence, collaboration and resilience demonstrated through performance.
• Pupils who value music as a means of expression, worship and community connection.

Through high-quality teaching, structured progression and rich performance opportunities, pupils at St George's leave us as confident, creative and culturally aware musicians—ready to continue their musical journey and live life in all its fullness.

Assessment

Assessment in music at St George's is ongoing and embedded within everyday teaching. Teachers assess pupils' ability to perform, compose, listen and evaluate, focusing on both musical understanding and practical skill development.

Formative assessment takes place through observation, questioning, performance opportunities and feedback within lessons. Teachers monitor pupils' developing confidence, accuracy, rhythm, pitch control and use of musical vocabulary.

Progress is tracked termly to ensure clear progression across year groups. Subject leader monitoring, pupil voice and performance outcomes provide further evidence of impact. Formal reporting to parents takes place twice yearly, providing clear information about each child's development and next steps.

This balanced approach ensures assessment supports learning, celebrates creativity and enables all pupils to flourish musically