

Balliol Primary School

Music

Intent, Implementation and Impact



Reviewed: September 2025

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Music Co-Ordinator: Miss Hayley Inskip



Intent

At Balliol Primary School, it is our intent that we make music an enjoyable, rich and stimulating learning experience. We are committed to providing the effective delivery of a music curriculum that is accessible to all our children and ensures the development of musical skills and knowledge. We encourage children to participate in a variety of musical experiences through which we aim to build up their confidence and allow them to express themselves creatively. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Our aim is to inspire and motivate children, promoting enthusiasm for and enjoyment of, this practical and creative subject.

Through singing songs and performing, children learn about the structure and organisation of music. They develop descriptive language skills by appreciating and learning how music can represent different feelings, emotions and narratives. Children are encouraged to use technical vocabulary such as volume, pitch, beat and rhythm.

By engaging children in musical experiences, we can offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas, as well as developing listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others.

The EYFS Development Matters statements and early learning goals for expressive arts and design aims to ensure that all pupils from **birth to three (pre-school)**:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Explore their voices and enjoy making sounds.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of soundmakers and instruments and play them in different ways.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star.'

The EYFS Development Matters statements and early learning goals for expressive arts and design aims to ensure that all pupils aged **three and four years old (nursery)**:

- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

The EYFS Development Matters statements and early learning goals for expressive arts and design aims to ensure that all pupils in **Reception**:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- **End of Reception (Early Learning Goal)** – Sing a range of well-known nursery rhymes and songs.
- **End of Reception (Early Learning Goal)** – Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key Stage 1

At the end of Key Stage 1, most pupils will be able to:

Listening:

- listen with concentration and understanding to a range of music.
- listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Composing:

- experiment with, create, select and combine sounds using the interrelated dimensions of music.
- use voices, to create and compose music on their own and with others.
- have the opportunity to learn a musical instrument.
- to understand that sounds can be made in different ways and described using given and invented signs and symbols.

Performing:

- use voices expressively.
- play tuned and untuned instruments.

Key Stage 2

At the end of Key Stage 2, most pupils will be able to:

Listening:

- listen with attention to detail and recall sounds with increasing aural memory.
- appreciate and understand a wide range of music from different traditions and from great composers and musicians.
- develop an understanding of the history of music.

Composing:

- improvise and compose music using the inter-related dimensions of music.
- use and understand staff and other musical notation.

Performing:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

More detail for each area is shown within the progression document.

Inter-related Dimensions of Music

Inter-related dimensions of music	
Pitch	How high or low a sound is.
Dynamics	The variation in loudness between notes or phrases.
Tempo	The speed of the music.
Timbre	The particular tone that distinguishes a sound or combinations of sounds.
Texture	The layers of sound in a musical work and the relationship between them.
Structure	Refers to the way a piece is built and what order sections are in (e.g. verse, chorus).
Pulse	The underlying steady beat of music (what you may clap along with).
Rhythm	Combinations of long and short sounds that convey movement.
Duration	The length of a sound.
Beat	The basic unit of time within music.
Harmony	The sounding of two or more notes at the same time.
Melody	A sequence of notes and rhythms.

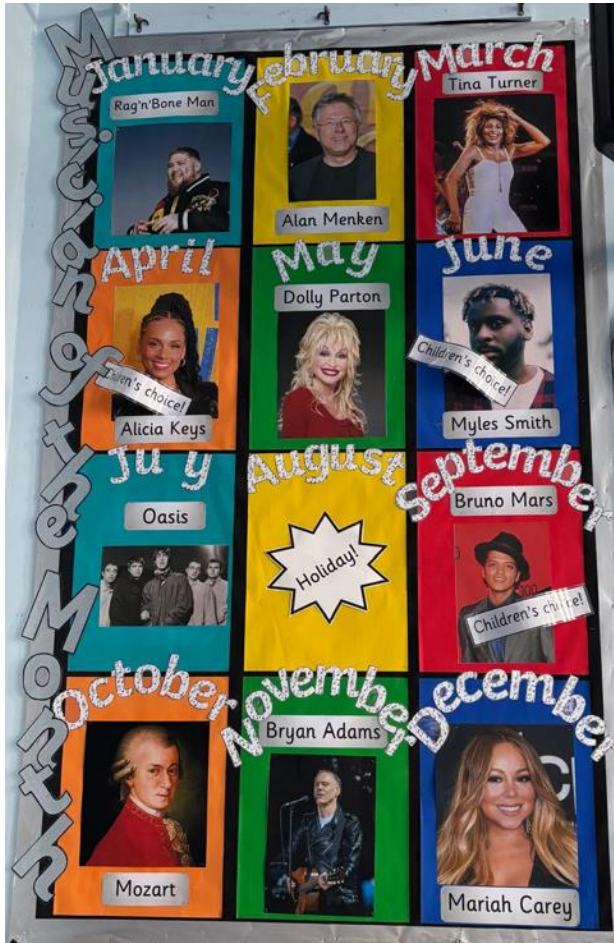
Additional Music Teaching:

The provision for extra musical opportunities is reviewed annually. Through the Wider Opps Programme, steel pans, ukuleles, keyboard and brass class music lessons will be provided this year by MfBB (Music for Bedford Borough). Previously, we have been a part of Sing On for Year 3, brass lessons for Year 4, class band lessons for Year 5 and samba lessons for Year 6 as well. There is also a provision of peripatetic lessons for which we currently have piano lessons and Rocksteady lessons. In addition to these opportunities, there are also extra-curricular clubs on offer including a choir and musical theatre club. We are providing children with the opportunity to sing within the local community at different events and at a singing competition within the Bedfordshire Festival of Speech, Music and Drama, establishing a fantastic 'Balliol Choir.'

Trips and clubs are reviewed regularly and regular opportunities are provided to the children to enhance their music experiences at Balliol. Over the last few years we have enjoyed a whole school World Music Day, with performances and workshops carried out whilst also having the opportunity to dress up as our favourite musician! We have had other concerts provided through 'Gigs4Kids' which has allowed the children to see, hear and appraise a range of instruments and Year 3 continue to have the opportunity to watch the Philharmonia Orchestra at the Corn Exchange, following a scheme of learning within school.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate, through weekly timetabled lessons. Music lessons for Reception to Year 6 follow Charanga. Children also participate in various concerts and performances and the learning of instruments to develop their musical ability along with fortnightly singing assemblies to the whole school. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. By learning instruments, children should begin to understand the different principle of each method of creating notes, as well as how to read basic music notation which was really developed towards the end of the summer term last year with teacher training and support. They also learn how to compose, which develops the understanding of musical elements.



Singing is valued across Key Stages 1 and 2. In addition to the singing taking place in class music lessons, children also explore a 'Musician of the Month' (see photo of this year's display on the left).

Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. Children should have the opportunity to listen to contextualise music from a range of styles and periods in history. They should have the opportunity to develop skills in composition and performance through making music with others; learning to sing; and to have the opportunity to progress in music.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In line with the National Plan for Music Education (NPME), a Music School Development Plan is created and shared with staff. These look at 7 key areas, along with musical progression, and is reviewed annually.

This year, the key NPME features for development are:

- **NPME 1: All pupils have at least one hour each week of timetabled curriculum music.**
 - Ensure all classes are receiving 1 hour of music a week, following the long term plan of units.
 - Evidence collected shows music lessons taught, as well as progression across the school.
 - Singing assemblies and virtual Musician Of The Month (MOTM) assemblies are taking place.
 - Monitor progress in different pupil groups, e.g. pupil premium and SEND and consider how best to support these.
- **NPME 3: The school has a school choir.**
 - Continue with choir, recruiting in September.
 - Continue to provide choir performances both in-school and within the local community.
 - Monitor attendance of different pupil groups, e.g. pupil premium and SEND, identifying whether these are representative of the percentage in school.

Impact

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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 and evaluate a range of music.

The Charanga scheme of work is used from Reception to Year 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

The school also has whole class ensemble teaching in Years 3, 4, 5 and 6 where children are taught a specific musical instrument for some of the school year. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Children are then provided with the opportunity to continue to develop some of their skills through extra clubs. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.

Additional opportunities are offered in Music, such as Balliol Choir (Years 3-6) which performs regularly in school and at events in the local community. Some past events have included singing at Rivermead Residential Home, The Newells, The Saxon Centre at Christmas, The River Festival and in collaboration with another local school.

The Music Co-ordinator will evaluate the provision of Music within the school's monitoring timetable.

The monitoring activities will include:

- Learning Walks
- Work Sampling
- Pupil Interviews
- Planning Scrutiny

During monitoring of this subject reviewers would expect to see the following types of evidence:

- Children's evaluations of their own and others work
- Children's appraisal of different styles of music
- Evidence of the children's own compositions
- Written representations of their compositions (at least by upper KS2)
- Videos
- Year and class group performances
- Singing assemblies
- Whole school assemblies
- Music display in the hall

Assessment is completed on Sonar and data is analysed termly as children are assessed against the Music objectives on the progression document. Staff have access to a music skills and a notation progression document to support with their understanding of the expectations for each year group with this particular area of the curriculum.