

Curriculum Intent

At Little Leigh Primary School we follow the Model Music Curriculum through the Sing Up Primary Music Scheme, which is adapted to meet the individual needs of our learners.

- Our enhanced provision includes instrumental tuition for guitar and piano, delivered by Edsential Music Hub for years 2-6.
- Music learning is underpinned by progressive 'Essential Learning and Assessment Questions', which guide the sequencing of knowledge and skills.
- Termly enquiry-based questions give children the chance to experiment, practise, reflect, and develop their musical thinking.
- Progression snap-shots are completed termly as a way to assess children's performing skills
- Children are taught to sing, use their voices creatively, and compose music both independently and collaboratively.
- Children perform, listen to, review and evaluate a wide range of music from different historical periods, genres, styles and global traditions, including the works of great composers and musicians.
- Pupils are encouraged to evaluate their own work and give feedback on the performances of others, supporting critical thinking and musical reflection.
- Our curriculum supports children in understanding how music is created and communicated, using key musical dimensions such as pitch, duration, dynamics, tempo, timbre, texture, and structure, as well as musical notation.
- We provide a clearly sequenced progression of knowledge and skill, ensuring that creativity develops alongside technical ability.
- Musical vocabulary is embedded through hands-on, practical experiences.
- Where appropriate, cross-curricular links are made to deepen understanding and provide context.
- Lessons include high-quality modelling and scaffolding, enabling pupils to explore musical ideas with confidence.
- We value community involvement, offering regular opportunities for children to share their music through school and local performances, helping them grow in confidence and develop a lifelong love of music.

Built upon the progression of knowledge and understanding specified by the National Curriculum:

By the end of EYFS, pupils will have learnt:

- To sing a range of well-known nursery rhymes and songs.

	<ul style="list-style-type: none"> • Perform songs, rhymes and stories with others and when appropriate, try to move in time with the music <p>By the end of Key Stage 1, pupils will have learnt:</p> <ul style="list-style-type: none"> • To use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>By the end of Key Stage 2, pupils will have learnt:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music
Curriculum Implementation	<p>How music works at Little Leigh Primary School:</p> <ul style="list-style-type: none"> • We follow the Model Music Curriculum using the Sing Up Primary Music Scheme, tailored to suit the needs of our pupils. • Our curriculum is enriched by instrumental tuition for brass instruments, which is delivered by Edsential Music Tutors during the Autumn Term. • Vocal and performance skills are developed across the school, including a singing assembly which takes place once a fortnight. • Termly enquiry questions guide each unit, ensuring a broad and balanced coverage of musical knowledge and skills. • Children build on their prior knowledge and experience, supported by carefully sequenced Essential Learning and Assessment Questions. • Individual needs are met through reasonable adjustments to ensure all children can access and enjoy music learning. • Pupils are given regular opportunities for both independent and collaborative music-making, developing confidence and teamwork. • Each unit builds on previous learning and includes practical music-making, key vocabulary, and listening to a range of classical and contemporary music.

	<ul style="list-style-type: none"> • Musical skills and progress are celebrated through performances and recordings. • By the end of Year 6, pupils will have experienced a rich and varied musical journey, encountering a wide range of musicians, composers, and genres from across history and around the world. • Whole-school collaboration is encouraged and celebrated through performances held throughout the year. • Whenever possible, children perform for and alongside the wider community, forming valuable links with local churches, families, other schools, care homes, and community events—enriching their musical experience beyond the classroom. • A range of extra-curricular clubs and opportunities are offered to nurture children's passion for music and performance, encouraging curiosity, confidence and a love of the arts.
Curriculum Impact	<p>What you might typically see in our music lessons:</p> <ul style="list-style-type: none"> • A mix of independent, paired and group work to support collaboration and creativity • Happy, engaged learners who enjoy exploring music • Children showing focus, perseverance and a growth mindset • Opportunities for improvisation and experimentation • Self-motivated pupils who take ownership of their musical progress • Positive discussions about music, musicians and genres, with children confidently reflecting on their learning <p>How we know how well our pupils are doing:</p> <ul style="list-style-type: none"> • Teacher observations of both group and individual performances • Verbal feedback between teachers, teaching assistants and pupils to support next steps • Pupil voice discussions with the Subject Leader or SLT to understand the learner's perspective • Evidence shown of pupils performing via progress snapshot, showcasing progress. Videos and photos are also shown via social media to celebrate achievements • Ongoing monitoring of individual and group progress over time <p>The impact of our teaching:</p> <ul style="list-style-type: none"> • Pupils who actively enjoy music lessons and performing opportunities • Children equipped with a broad range of musical skills and techniques for composing and performing • Pupils who can apply their skills to perform as soloists, in ensembles, or to accompany music with purpose • Confident children who can speak about music with understanding and perform with enjoyment

	<ul style="list-style-type: none">• Learners who demonstrate a desire to improve and continue developing their musical abilities independently• Children who can talk knowledgeably about musicians, composers, and a variety of musical genres.• Pupils can answer the key questions from the 'Essential Learning and Assessment Questions' to show what they've learned.
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