

Bonneygrove and Millbrook Primary Federation

Music Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe children need to experience music which is diverse in origin and rich in culture. We believe music is a powerful and unique form of communication that makes children feel, think and act.

The musical opportunities we provide transcend different cultures, abilities and generations – stimulating responses on both an emotional, spiritual and intellectual levels. Through our broad and well-balanced curriculum, we are able to build opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as curiosity, determination, collaboration, creativity, making connections and resilience towards others and the environment.

Our intent is firmly rooted in the **National Curriculum for Music (2014)** and shaped by the shared values and ethos of both schools.

Through Music, pupils develop:

- Musical knowledge and understanding
- Skills in performing, composing and listening
- Confidence in using voice and instruments
- Appreciation of music from different cultures and traditions
- Teamwork, discipline and self-expression
- Music plays a vital role in supporting pupils' personal development. It promotes inclusion, has a positive impact on behaviour and wellbeing, and allows children to experience success beyond traditional academic subjects.

In line with the **Ofsted Inspection Framework (November 2025)**, our Music curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **develop musical skills progressively and gain confidence as performers and listeners over time.**

WHY WE TEACH MUSIC THE WAY WE DO

We teach Music through active participation, performance and enjoyment because children learn music best by doing.

We believe that **every child should have the opportunity to play an instrument**, regardless of background or prior experience. Our approach ensures equality of access and builds cultural capital, particularly for pupils who may not have opportunities for music tuition outside school.

Music provides pupils with opportunities to:

- Express themselves creatively
- Work collaboratively
- Build confidence and resilience
- Experience success and enjoyment

Music also supports positive behaviour and engagement by providing structure, routine and a sense of achievement.

EYFS

Children explore sound, rhythm and movement through singing, percussion instruments and musical play. All children have opportunities to play instruments and experiment with sound.

Key Stage One

- **Year One:** Pupils sing together regularly and take part in choral performances, developing confidence, pitch and enjoyment of singing.
- **Year Two:** Pupils learn to play the **violin**, developing early instrumental technique, listening skills and ensemble awareness.

Key Stage Two

- **Year Three:** Pupils learn to play the **recorder**, developing reading of notation, breath control and performance skills.
- **Year Four:** Pupils follow the **Charanga Music programme**, developing listening, composing and performing skills.
- **Year Five:** Pupils continue instrumental learning through **violin tuition**, building technique, confidence and ensemble skills.
- **Year Six:** Pupils follow **Charanga Music** and work with a **specialist music teacher** focusing on percussion and singing, enabling high-quality performance and musical progression.

Music is further enriched through **peripatetic teachers** from the **Hertfordshire Music Service**, who provide tuition in **piano and violin**.

Pupils access a wide range of musical opportunities that support the school's intent to develop confident, creative learners. These include regular singing assemblies across both key stages, performances at the local church, and class assemblies. Music is also used effectively within cross-curricular learning to enhance understanding and engagement across most subjects.

Planned performance opportunities, such as the Key Stage One Carol Concert at Bonneygrove and the Reception to Key Stage One Nativity at Millbrook, enable pupils to apply their musical knowledge and skills in meaningful contexts. These experiences support the development of confidence, teamwork, and positive attitudes towards music.

Participation in the Rocksteady school club enables pupils to develop their singing and instrumental skills within a structured and inclusive environment. The programme supports collaboration, resilience, and performance skills, and provides meaningful opportunities for parental engagement and celebration of pupils' achievements.

ROLE OF THE MUSIC SUBJECT LEADER

The Music Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the Music curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for Music (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for Music across the Federation
- Ensures progression in musical knowledge, skills and vocabulary from EYFS to Year Six
- Oversees the use of **Charanga Music** and instrumental programmes
- Works closely with specialist and peripatetic teachers from the **Hertfordshire Music Service**
- Monitors the quality of teaching and learning through observations, performances and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**
- Ensures SEND and EAL provision is embedded within Music teaching
- Ensures performance opportunities contribute to cultural capital
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the Music Subject Leader ensures pupils leave the Federation as confident, enthusiastic musicians.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the Music curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious Music curriculum as their peers.

SUPPORTING PUPILS WITH SEND IN MUSIC

- Pupils with SEND are supported through:
- Adapted instruments and resources
- Visual prompts and rhythmic supports
- Repetition and modelling
- Flexible performance expectations
- Opportunities to participate through listening, movement or percussion
- Adult support and guided practice

Music provides inclusive opportunities for success and engagement for all learners.

EAL SUPPORT

- Pupils with English as an Additional Language are supported through:
- Demonstration and modelling rather than reliance on language
- Visual cues, rhythm and repetition
- Opportunities to participate through performance and listening

Music provides a powerful means of expression beyond spoken language.

IMPLEMENTATION

- The Music curriculum is carefully planned, coherently sequenced and performance-focused. Pupils develop skills in:
- Singing

- Playing instruments
- Listening and appraising
- Composing and improvising

Teaching is underpinned by:

- Regular opportunities to sing and perform
- Progressive instrumental learning
- Use of **Charanga Music** to support listening, composing and theory
- Specialist and peripatetic teaching to enhance quality and expertise

Performance opportunities are valued and celebrated across the Federation.

EXAMPLES OF WHAT WE TEACH IN MUSIC

EYFS

- Exploring sound and rhythm
- Singing and percussion
- Musical play

Key Stage One

- Singing and choral performance
- Singing assembly
- Rocksteady
- Violin tuition
- Listening and responding to music

Key Stage Two

- Recorder and violin tuition
- Singing assembly
- Rocksteady
- Charanga Music programme
- Percussion and singing with specialist teachers

IMPACT

When children leave Bonneygrove and Millbrook Primary Federation, we endeavour that they leave with a secure understanding of academic content, understanding how to be morally, spiritually and culturally responsible. Children will be confident to play and perform in both solo and ensemble contexts using their voices and playing musical instruments with accuracy, fluency, control and expression. They will be able to express their views and appreciate music drawn from different composers and musicians and genres.

- The impact of the Music curriculum is seen in pupils who:
- Enjoy music and participate enthusiastically
- Perform confidently using voice and instruments
- Show improved confidence, behaviour and self-esteem
- Work collaboratively and listen attentively

By the end of Key Stage Two, pupils can:

- Sing and perform with confidence
- Play instruments with control
- Listen to and appraise a range of music

Pupils leave the Federation with a secure foundation for secondary Music and a lifelong appreciation of music.

OUTCOMES – NATIONAL CURRICULUM 2014

By the end of the Federation, pupils meet the expectations of the **National Curriculum for Music (2014)**, developing skills in performing, composing and listening.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be confident, expressive individuals who:

- Enjoy making music
- Take pride in performance and achievement
- Experience success beyond academic subjects

- Show resilience, teamwork and creativity
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

PUPIL VOICE

EYFS

“I love playing the instruments and making my own music every day. Bang goes the drum.”

Key Stage One

“I like singing in the choir because I get to learn the lyrics of different songs”

“My favourite part of music has been learning different notes.”

Key Stage Two

“My highlight of music is getting to play and learn different rhythms for example quick, quick slow”.

“My knowledge of music has got so much better, I now understand what chord notes are and a semi rest”.

SEND

“I understand music, using all the pictures that help me remember”.

EAL

“The teacher explains all the musical words, that I don’t understand”.

Why Intent is STRONG

Music is prioritised because leaders recognise its powerful impact on inclusion, wellbeing, confidence and cultural expression. Leaders have deliberately designed an ambitious Music curriculum that ensures all pupils, regardless of background or starting point, have access to high-quality musical experiences and opportunities to succeed.

Leaders believe that music provides pupils with a sense of achievement and belonging and can positively influence behaviour and engagement. As a result, the curriculum places strong emphasis on participation, performance and exposure to a wide range of musical experiences, ensuring equity, ambition and inclusion for all pupils.

Why Implementation is STRONG

Teaching is consistent, inclusive and progressive. All pupils access regular opportunities to sing, perform and play instruments, building skills and confidence over time. Musical learning is carefully sequenced so that pupils revisit and develop skills in rhythm, pitch, notation and performance.

Assessment information is used to identify pupils working below age-related expectations. These pupils are supported through inclusive participation, repetition and adapted activities. Pupils working at ARE consolidate learning through performance and reflection.

Pupils working at GDS are challenged through composition, performance opportunities, leadership roles and evaluation of musical pieces. SEND pupils benefit from inclusive approaches, adapted participation and adult support. EAL pupils access learning through rhythm, sound and performance, reducing language barriers while developing confidence and engagement.

Why Impact is STRONG

As a result, pupils develop confidence, discipline and a strong sense of achievement. Pupils who begin below ARE make sustained progress and participate confidently in musical activities. Pupils at ARE perform with accuracy and expression, while pupils at GDS demonstrate leadership, creativity and independence in composition and performance.

Music contributes positively to wellbeing, behaviour and inclusion across the school. Pupils leave the Federation with a lasting appreciation of music, confidence in performance and an understanding of music as a form of cultural expression.