



Music – Intent, Implementation and Impact

Intent

At Goathland Primary School, our intent is to ensure that all children receive a high-quality music education that engages and inspires them to develop a love of music and their talent as musicians. Through a carefully sequenced and inclusive curriculum, we aim to increase pupils' self-confidence, creativity and sense of achievement.

Our music curriculum is designed to ensure that children:

- Perform, listen to, review and evaluate music across a range of genres and traditions.
- Develop technical skills in singing, playing instruments, composing and improvising.
- Understand the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture and structure.
- Experience music as a shared, expressive and culturally rich art form.
- Access opportunities to perform and engage with music within school and the wider community.

Music at Goathland contributes significantly to pupils' wellbeing, cultural capital and sense of belonging.

Implementation

Curriculum Design, Coverage and Appropriateness

Music is taught in line with the National Curriculum using the **Charanga** Musical School Scheme. This provides clear progression, a spiral curriculum, and an integrated, practical and child-led approach to musical learning. The scheme is adapted to meet the needs of mixed-age classes.

Curriculum Delivery

EYFS:

- Daily singing opportunities.
- Access to a wide range of instruments indoors and outdoors.
- Opportunities to explore sound, rhythm and music independently and with adult guidance.

KS1 and KS2:

- Listening and appraising music from a range of styles and cultures.
- Regular singing as a class and whole school.
- Playing tuned and untuned instruments with increasing accuracy.
- Improvising and composing music.
- Performing for a range of audiences.

Teaching (Pedagogy)

Music teaching is practical, inclusive and progressive. Lessons are structured to build skills step-by-step, encourage creativity and collaboration, and support all learners through modelling and scaffolding.

Enrichment and Wider Opportunities

- Weekly singing assemblies involving all pupils.
- Regular performances in the local community.

- Access to specialist music teaching.
- Educational visits to enrich musical experiences.

Assessment

Assessment in music supports progression in both musical knowledge and practical skill development.

- Formative assessment takes place through observation, questioning and performance.
- End-of-lesson assessment informs planning.
- The Balance Assessment Tool is used to track progress across singing, listening and appraising, playing instruments, composing and performing.

Assessment focuses on what children can do musically, recognising progress in confidence and skill.

Impact

The impact of our music curriculum is that children:

- Are engaged, enthusiastic and confident participants in music.
- Develop secure musical skills appropriate to their age.
- Enjoy singing and performing individually and collaboratively.
- Understand music's role in culture and community.

By the time pupils leave Goathland Primary School, they will have the skills, confidence and enjoyment to continue their musical journey.