Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT

Intent Statement

MUSIC

Intent

To provide a high-quality music education that engages and inspires pupils to develop a love of music

Implement **What actions will be taken to address this?**	**Impact** **What is the impact? How do you know?**
We follow the Sing Up scheme of work to ensure that there is progression across all year groups. This scheme of work includes a range of resources such as pictures, videos and music. They have opportunities for children to explore music as well as perform and compose their own music. The scheme is organised into a two-year cycle. All children have timetabled lessons of Sing Up music which is blocked whenever possible. Children in EYFS have access to musical activities within continuous provision and enhanced provision including access to un-tuned instruments, particularly percussion. These include those both commercially produced and those made by the children We also plan for other opportunities for singing, including Harvest, Christmas, Easter, The KS1 Nativity and the KS2 End of Year Production. Children learn how to sing in rounds, harmonies and as whole groups Children in Upper Key Stage 2 have one recorder lesson a week where they learn to play together as a group and learn to read music. Children in Years 1,2,3 and 4 have instrument lessons from Hampshire Music Service (Listen to Me) The school is well-resourced for music: keyboards, a range of xylophones; a range of percussion instruments; descant, treble and tenor recorders	Children tell us they enjoy their music lessons and can give examples to illustrate why Because the Sing Up scheme is carefully sequenced and taught in a two-year cycle, pupils build skills systematically. They develop secure understanding of musical elements (such as rhythm, pitch, dynamics and structure) and apply these confidently when performing, composing and appraising music. Regular, well-resourced lessons are supported by pictures, videos and music which ensure that children are actively involved and motivated. Music is accessible and enjoyable for all learners, encouraging creativity and self-expression. Frequent whole-school singing opportunities (Harvest, Christmas, Easter, KS1 Nativity, KS2 productions) result in pupils who are confident performers. They learn to sing in rounds and harmonies, developing listening skills, teamwork and musical independence.

Claire Croft
November 2025

	Recorder lessons in Upper KS2 and 'Listen to Me' instrumental teaching in Years 1–4 give pupils practical experience with tuned instruments. Pupils learn to read notation, perform as an ensemble, and understand how music is constructed. By the end of KS2, pupils leave with a broad and secure musical foundation: they can sing with control, play instruments in an ensemble, read basic notation, and compose simple pieces. They are well prepared for secondary music curriculum expectations.

Intent **To provide children with opportunities to develop their talent as musicians, increase their self-confidence and sense of achievement to instil the foundations for being a successful musician as children progress into KS3 and later in life**	
Implementation	**Impact**
All children in Upper Key Stage 2 learn the recorder. They learn how to read music and practice the elements of music through learning this instrument Children in KS1 and lower KS2 learn to play a variety of instruments through Listen to Me Children in KS2 have opportunities to perform to an audience during Celebration Worship Optional music tuition delivered by peripatetic qualified music teachers through the Hampshire Music Service is available where children can learn instruments such as the guitar, keyboard and flute. These lessons are for 20 minutes typically and are taught on a 1:1 basis All children are exposed to and use a range of tuned and un-tuned instruments during whole class music lessons. They are taught how to use these correctly	By the end of KS2, children can read music on the treble clef scale All children can talk about a range of elements and the impact these have on themselves as a performer and as a listener Children in KS2 develop their confidence through live performances to a range of audiences Through Listen to Me, children in KS1 and lower KS2 gain hands-on experience with a variety of instruments. This builds early confidence, coordination, listening skills and an understanding of how different instruments produce sound.

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Intent **To provide opportunities for children to be creative through music**	
Implement **What actions will be taken to address this?**	**Impact** **What is the impact? How do you know?**
The curriculum offers opportunities to use tuned and un-tuned instruments as well as body percussion to compose their own rhythms and sequence of music Children use instruments to link to emotions, events, stories or lyrics within the music they are learning Children explore different ways of recording notation and, in KS1, create their own forms of notation	Children use music experiences to express their creativity Regular opportunities to compose using tuned instruments, un-tuned instruments and body percussion enable pupils to become creative, independent musicians. They learn to experiment with sound, structure their own musical ideas and make purposeful choices when composing. By linking instrumental work to emotions, events, stories and lyrics, children develop a deeper understanding of how music communicates mood and narrative. This strengthens their expressive skills and helps them make informed artistic decisions. Exploring different ways of recording sound allows pupils to understand that notation represents musical ideas. In KS1, creating their own notation builds early concepts of symbol, pattern and sequence, helping them transition smoothly to standard notation as they move through the school.

Intent **To offer an extensive range of opportunities to sing**

Implement What actions will be taken to address this?	Impact What is the impact? How do you know?
Opportunities for singing include the following: • Harvest and Easter services • Lessons and Carols at Christmas • KS1 nativity • KS2 summer production • Celebration Worship • Leavers' service • Y6 Cathedral Day • Hymn Worship once a week Planning include opportunities for children to learn to sing a wide range of songs as well as opportunities to write and compose their own Early years use singing to support much of their curriculum: phonics; mathematics; nursery rhymes; Christmas songs etc	Children develop their confidence to sing in both small and larger groups and, occasionally, as a soloist Children encourage and support those who are less confident Children can sing in time with the music and with each other Children appreciate listening to a tuneful voice Children's understanding of how music elements are used for impact is further developed (eg dynamics; timbre)

Intent To provide opportunities to listen, perform, review and evaluate music across a range of historical periods, genres, styles and traditions	
Implement **What actions will be taken to address this?**	**Impact** **What is the impact? How do you know?**
The Sing Up Scheme of work explores all areas of our intent across both Key Stages Recorder: Key Stage 2 children perform to parents, senior citizens and the whole school throughout the year Early years provision for listening and performing exposes children to a range of music and singing	Children develop an informed, critical ear for a range of musical styles Children express their views respectfully Children talk about their knowledge of the range of sources of music

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