



COLESHILL *C of E*
PRIMARY SCHOOL
AND **NURSERY**

Coleshill C of E Primary School

Music Curriculum

With God's love, we grow and flourish together







Our Vision

Our vision is for a vibrant, connected, inclusive school where curiosity runs wild, nature inspires learning, and kindness shapes choices, interactions and relationships. Rooted in our Christian faith, we will nurture joy and resilience in everyone, so that they flourish as unique individuals, knowing what it is to belong and to be loved. Confidence, creativity and hope will shape thoughtful, responsible citizens who can make a difference in our world.

Our vision reflects the vision of the Church of England for Education; Deeply Christian, Serving the Common Good, and those of the Church of England Birmingham Diocesan Board of Education and BDMAT.

Our Values

Our policies are based on Christian values. Pupils will be taught and encouraged to lead by example guided by the values of honesty, respect, kindness, perseverance, self-control and forgiveness.

 Honesty	With God's love, we are truthful so we can be trusted and grow in wisdom.	<i>"Speaking the truth in love" (Ephesians 4: 15)</i>
 Kindness	With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.	<i>"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)</i>
 Respect	With God's love, we care for others, ourselves and our school, so we listen and use good manners.	<i>"In humility, value others above yourselves" (Philippians 2: 3)</i>
 Perseverance	With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.	<i>"Perseverance (produces) character and character, hope" (Romans 5: 4)</i>
 Self-Control	With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.	<i>"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)</i>
 Forgiveness	With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships	<i>"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)</i>

Intent:

At Coleshill C of E Primary School, Music is a practical and creative expression of ideas, thoughts and feelings. By the time children leave school, they will be equipped with a well-rounded musical education, fostering confidence, creativity, and a deep appreciation for music. We aim to encourage children to develop their ability to listen critically, appraise different styles and genres, and understand the key interrelated dimensions of music such as rhythm, pitch, tempo, and dynamics. Through singing, playing instruments, composing, improvising and performing, they will refine their practical skills and learn how to express themselves musically. Children will gain experience in working both independently and collaboratively, understanding music's cultural significance and its role in everyday life. With a strong foundation in musical knowledge and enjoyment, they will be prepared to explore music further in secondary school or as a lifelong interest.

Purpose

Music at Coleshill exists to enrich pupils' lives, nurture creativity, and promote cultural understanding. It provides a unique vehicle for expression, confidence-building, collaboration and resilience, ensuring every child experiences the value of music as part of a broad and balanced education. Our rationale aligns with national guidance that all pupils should make more music, think more musically and become more musical through regular, well-sequenced classroom experiences

Implementation: Underpinning Strategies

In order to implement our principles the following underpinning strategies will be used.

Planning, Differentiation and Lesson Organisation

At Coleshill C of E Primary School, we use the Charanga Musical School Scheme of Work, which fully supports the requirements of the National Curriculum and aligns with published Ofsted guidance. This scheme provides week-by-week lesson support for each year group, ensuring clear progression and consistency across the school. It is suitable for both specialist and non-specialist teachers and includes lesson plans, assessment tools, interactive whiteboard resources, and engaging activities.

Learning within Charanga is structured around three key strands:

- Listening and Appraising
- Musical Activities – creating and exploring
- Singing and Performing

Music lessons are delivered by class teachers and a HLTA with a music specialism. We use a variety of teaching and learning styles, including modelling, demonstration, and exploration, to cater for different

learning needs. Children have opportunities to use and listen to a wide range of instruments, including through ICT and digital resources.

Sequence of Learning

Charanga's spiral curriculum revisits and deepens musical concepts over time. Each unit builds on prior learning, gradually increasing complexity in areas such as pitch, rhythm, tempo, dynamics, timbre, texture, and structure. This ensures pupils develop technical, constructive, and expressive knowledge progressively from EYFS through Year 6.

Each term, teachers will choose one option from the below scheme in partnership with the music leader, whilst ensuring progression from skills and knowledge learned in the previous year.						
	Autumn		Spring		Summer	
Year 1	Hey You How pulse, rhythm and pitch work together.	Rhythm in the way we walk and the Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination Using your imagination with improvisation and composition.	Reflect, Rewind and Replay The history of music, look back and consolidate learning, learn some of the language of music.
Year 2	Hands, Feet, Heart South African music	Ho, Ho, Ho Festivals and Christmas	I Wanna Play in a Band Playing together in a band	Zootime Reggae and animals	Friendship Song A song about being friends	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly RnB and other styles	Glockenspiel Stage 1 Exploring & developing playing skills	Three Little Birds Reggae and animals	The Dragon Song Music from around the world, celebrating our differences and being kind to one another	Bringing Us Together Disco, friendship, hope and unity	Reflect, Rewind and Replay
Year 4	Mamma Mia Abba's music	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	Stop! Writing lyrics linked to a theme	Lean on Me Soul/Gospel music and helping one another	Blackbird The Beatles, equality and civil rights	Reflect, Rewind and Replay

Year 5	Living On a Prayer Rock Anthems	Classroom Jazz 1 Jazz and Improvisation	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel-Air Old School HipHop	Dancing in the Street Motown	Reflect, Rewind and Replay
Year 6	Happy Being happy!	Classroom Jazz 2 Jazz, Improvisation and composition	A News Year Carol Benjamin Britten's music and cover versions	You've Got a Friend The music of Carole King	Music and Me Explore music and identity	Reflect, Rewind and Replay

Resources

All staff have access to Charanga via individual logins, enabling them to use interactive resources and planning tools. Instruments are stored centrally and are accessible to all staff.

Transferable Knowledge and Cross-Curricular Links

Charanga provides clear links to other curriculum areas through its Styles and Cross-Curricular Links documents for KS1 and KS2. Pupils explore a variety of musical styles, including R&B, Western Classical, Musicals, Motown, and Soul, and learn about the historical and cultural context of each genre. Teachers can also search for music from specific eras or styles to support other subjects.

Wider Curriculum Opportunities

All pupils have the opportunity to learn an instrument and join the school choir and band. Children regularly perform at the local church for celebrations such as Christmas, Harvest, and Easter services, and take part in collective worship. Children have the opportunity to learn keyboard and brass instruments. Through this, children have the opportunity to join Coleshill Beginner Brass Band. As a multi-academy trust, we celebrate our talented children with a passion for music at special events and attend enrichment opportunities such as Young Voices, ensuring music is a vibrant part of school life.

Assessment

Assessment is ongoing and varied:

- Questioning to gauge understanding and inform next steps
- Sharing and reflecting on learning during lessons to build performance confidence
- Teacher notes tracking progression against lesson objectives
- Videos and voice recordings to evaluate progress over time

Charanga's assessment framework supports teachers in monitoring progression and capturing evidence digitally on FFT.

Impact:

Music assessment at Coleshill C of E Primary School is ongoing and purposeful, informing teachers' planning, lesson activities, and differentiation. Formative assessment takes place throughout lessons using strategies such as open-ended questioning, observation, and pupil reflection to gauge understanding and guide next steps. Teachers also use videos and voice recordings to evaluate progression over time.

Summative assessment is completed at the end of each Charanga unit to identify improvements and skills that need further embedding. Teachers record notes against lesson objectives and progression criteria provided by Charanga's framework, ensuring consistency across year groups.

Music is monitored throughout the school using a variety of strategies, including:

- Lesson observations to evaluate teaching quality and pupil engagement
- Pupil voice interviews to capture enjoyment, confidence, and understanding
- Performance opportunities (class, assemblies, church services) as authentic evidence of musical development

Impact is measured against clear musical end points:

- Pupils demonstrate secure technical, constructive, and expressive knowledge through singing, playing, improvising, composing, and listening.
- By the end of KS1 and KS2, pupils meet or exceed National Curriculum expectations and show readiness for secondary music.
- Engagement in enrichment activities (choir, orchestra, instrumental tuition) is tracked to ensure equity of access, particularly for disadvantaged pupils.
- Music contributes to personal development, fostering confidence, collaboration, and cultural awareness.

Roles and Responsibilities

The Governing Body will:

- Be positive role models, promoting the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Support the implementation of the policy
- Provide advice to the headteacher regarding disciplinary issues and exclusions (Appendix 8)
- Review the effectiveness of the policy

The Headteacher will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Ensure the health and safety and welfare of all children
- Build positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly
- Implement the positive behaviour policy, reinforcing the need for consistency

- Praise and encourage positive behaviour with rewards and dedicated assemblies
- Report to governors regarding the effectiveness of the policy
- Meet with parents/carers of children displaying distressed or dysregulated behaviour where appropriate
- Support staff when dealing with distressed behaviour and the law
- Implement the Suspension and Permanent Exclusion Policy where appropriate

School Leaders will

- Be visible, engaging with pupils, building relationships and modelling high expectations of behaviour.
- Support staff with understanding behavioural culture and expectations and strategies for implementing the behaviour policy.
- Support Staff with CPD
- Support a child in crisis where appropriate
- Engage with professionals and deepen their own professional expertise on influential factors on behaviour, such as SEND, Mental Health needs, safeguarding needs, disabilities, attachment and adverse childhood experiences to be able to support a child appropriately in crisis.
- Monitor behaviour patterns

Music Leader:

The Music Leader has overall responsibility for monitoring the music curriculum and ensuring high standards across the subject. This includes overseeing the development of medium- and short-term planning and reviewing progress through our online assessment system and practical books.

To evaluate the Quality of Education, the Music Leader conducts lesson visits, overseas pupils' work, and engages in pupil discussions. These activities help identify key strengths and areas for development, informing future improvements to the music curriculum.

As part of our professional development procedures, the Music Leader has access to ongoing training and opportunities to enhance their subject knowledge, skills, and understanding. This enables them to support curriculum development effectively and provide guidance to colleagues across the school.

In addition, the Music Leader is responsible for the storage, maintenance, and management of music resources, ensuring they are accessible and well cared for.

Staff will:

- Be a positive role model, using the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Foster positive relationships within the school community, making sure children, parents and staff are respected, listened to, feel valued and are treated fairly
- Be calm and consistent, thereby creating a calm and safe learning environment
- Be consistent with high expectations, boundaries and routines
- Implement the positive behaviour policy
- Work in partnership with the behaviour team (Headteacher / SENCO/ Pastoral Lead) to ensure all policies and Behaviour plans are followed, behaviour dealt with and paperwork completed.
- Seek to be regulated and calm before dealing with dysregulated behaviour
- Use a toolbox of strategies to support a child through co-regulation where appropriate (Appendix 1)
- Teach emotional literacy and support children with expressing their emotions using PSHE, circle time and restorative conversations
- See behaviour as the child communicating unmet needs, separating the behaviour from the child and recognising the child's ACEs
- Actively monitor and identify triggers to pre-empt misbehaviour
- Reflect on their practice and the developing needs of children in their care

- Be equitable in their practice, recognising and supporting children with differing needs and backgrounds as appropriate.
- Ask for support when needed and offer support to colleagues in developing skills in positive behaviour management
- Inform parents and carers about the welfare and behaviour of their children

Children will:

- Use the school values of honesty, kindness, perseverance, respect, self-control and forgiveness
- Conduct themselves in manner which keeps themselves and others safe
- Adopt learning behaviours which support their own and other's learning
- Be reflective of their own feelings and adopt strategies to self-regulate
- Learn to empathise with the feelings of others
- Be responsible for their own actions and their impact on others
- Engage in restorative conversations as a means of forgiveness and reconciliation

Parents/Carers will:

- Support the school's behaviour policy and reinforce at home, working in partnership with school.
- Be respectful of others, aware of the school's values
- Foster good relationships with the school and support the school in the implementation of this policy
- Trust that staff are putting the child at the centre and doing the best they can with the knowledge, resources and time they have available.
- Celebrate with their child their achievements, recognition and rewards
- Talk to their child's class teacher if they have any concerns about their child's learning or wellbeing
- Ensure their child attends school regularly, punctually and is appropriately dressed in school uniform
- Attend any meetings linked to reviewing their child's progress and/or behaviour.

Appendix 1

Supporting Documentation

DFE Documents

[Keeping Children safe in Education](#)

[National curriculum in England: music programmes of study](#)

[Early years foundation stage \(EYFS\) statutory framework](#)

School Policy Links

Please see the relevant school website page for live, current links to other policies.

Research

When the Adults Change, Everything Changes; Dix 2017

[Improving Behaviour in School, EEF](#)

[Charanga Scheme](#)

[Research review series: music](#)

[The power of music to change lives: a national plan for music education](#)