Intent, Implementation and Impact of Music

Four Swannes Primary School

Intent

At Four Swannes Primary School, we believe music is a vital part of a broad and balanced curriculum and plays an important role in developing children’s creativity, confidence, and cultural understanding.

We intend to deliver a curriculum which:

* Provides rich and varied opportunities through Charanga to listen, respond, sing, improvise, compose, play instruments, and perform.
* Develops children’s understanding of rhythm, pitch, style, tempo, and other key musical elements, along with the technical vocabulary needed to discuss them.
* Exposes children to music from different cultures, genres, and eras, helping them appreciate diversity and the importance of music in society.
* Builds confidence through regular opportunities to perform, individually and collectively, and fosters a lifelong love of music.

Implementation

* Music is taught weekly as a discrete subject, while also supporting other curriculum areas such as PE and language development.
* Charanga resources are used to ensure progression and coherence across all year groups.
* Children participate in weekly singing assemblies to develop vocal skills and the joy of singing together.
* Every half term, the whole school comes together for **music assemblies**, where each year group performs what they have been learning.
* Each term, we hold **talent shows** (two year groups each term), providing pupils with a platform to showcase a wide range of creative skills, often linked to music.
* Performances are embedded into school life, including Christmas productions, class assemblies, and choir performances in the local community.
* Older pupils are encouraged to join the school choir as an extra-curricular activity.

**Leadership, Assessment and Feedback**

* Pupil progress in music is recorded through **pre-unit and post-unit performances**, enabling both teachers and pupils to clearly see evidence of progress and growth.
* A **skills checklist** is used alongside the recordings to track development in key musical areas such as rhythm, pitch, expression, and use of technical vocabulary.
* These recordings and checklists are reviewed by the **Music Lead** to inform planning, identify strengths, and address areas for further development.
* **Lesson observations and peer feedback** take place once every half term to enhance teaching practice, ensure inclusive provision, and support consistency in the delivery of music across the school.
* Pupil voice is used to monitor engagement, confidence, and enjoyment of music lessons.
* The Music Lead works closely with class teachers to ensure that music teaching is high quality, progressive, and aligned with national expectations.

Impact

* Children develop musical confidence, enjoyment, and curiosity.
* Music is celebrated as a whole-school strength, raising its profile across the community.
* Pupils demonstrate progression in their understanding of musical elements and vocabulary.
* Regular performance opportunities enhance children’s self-belief, teamwork, and presentation skills.
* Engagement in music supports wellbeing, listening, concentration, and creativity.
* Children leave Four Swannes with positive musical experiences and the confidence to continue exploring music in the future.