

## Overview

| Detail                                                                             | Information         |
|------------------------------------------------------------------------------------|---------------------|
| Academic year that this summary covers                                             | 2025-2026           |
| Date this summary was published                                                    | September 2025      |
| Date this summary will be reviewed                                                 | July 2026           |
| Name of the school music lead                                                      | Laura Hepworth      |
| Name of school leadership team member with responsibility for music (if different) |                     |
| Name of local music hub                                                            | Wakefield Music Hub |
| Name of other music education organisation(s) (if partnership in place)            |                     |

## Curriculum music

At Glasshoughton Infant Academy, we use our sequential and progressively planned Music curriculum throughout the school.

Our scheme of work fulfils the statutory requirements of the National Curriculum (2014). The National Curriculum for Music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. All teachers use the Glasshoughton Infant Academy curriculum to plan a sequence of lessons to meet the demands of the curriculum and the needs of every child, to ensure all can access and enjoy music within our school. Sequencing and progression are clear. We explore music through the three pillars of music; expressive, constructive and technical. We focus on developing the substantive

and disciplinary knowledge that children need in order to become confident performers, composers, and listeners. Children will develop the musical skills of singing, playing tuned and un-tuned instruments, improvising and composing music, and listening and responding to music.

Our curriculum introduces children to music from all around the world and across generations, thereby helping them to develop an understanding of the history and cultural context of the music that they listen to. Subsequently, teaching them to respect and appreciate the music of all traditions and communities.

Pupils are taught musical notation and how to compose music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

As children progress through the school, we expect them to maintain their concentration for longer and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. We often teach these together. We also teach children how to work with others to make music and how individuals combine together to make sounds.

Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

**Implementation** – In accordance with the National Curriculum, we ensure that coverage of knowledge and skills is developed sequentially throughout the school. Teachers use the music sequential curriculum and S Plans created by the music subject leader to plan termly learning sequences. This ensures that children receive quality music lessons throughout the year, covering the technical, constructive and expressive pillars in each year group. Music is usually taught as a discrete lesson lasting 45mins. However, where purposeful links can be made to other subjects, some music lessons may link across the curriculum.

From nursery to year 2 children are exposed of wide range of musical genres, taken from the appendices of the 'Model Music Curriculum'. This forms part of our 'Daily Diet'. Children are given opportunities to listen and appraise this music, linked to the inter-related dimensions of music that they have been taught. At our school we are aware that listening to music can regulate, inspire and motivate children, therefore, children will enter on a morning into their classroom with the daily diet music playing.

Our lessons are taught with a combination of weekly sessions and focus days.

Our music curriculum provides a classroom-based, participatory and inclusive approach to music learning. Throughout the curriculum, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create

and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, children are given opportunities to learn music-specific vocabulary in a meaningful context. Tier 2 and tier 3 vocabulary related to the music curriculum is carefully planned for from nursery to year 2 by the music leader. Teachers include this vocabulary in learning sequences and it is taught explicitly to children and referred back to frequently to ensure a secure understanding. The elements of music are taught in lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed through pupil voice. They will learn to recognise and name the interrelated dimensions of music - pitch, duration, tempo, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.

The children are given opportunities to apply their skills and given a chance for collaboration through composition.

### **Metacognition**

At Glasshoughton Infant Academy, Thinking Moves have been threaded through our music curriculum as a strategy for teaching children metacognition. Thinking Moves support children to understand and be able to articulate how they have learnt something. They also support children to move from being tactic learners to aware and strategic learners by providing them with opportunities to select and use Thinking Moves independently, based on their secure knowledge of the purpose of each through practice. For example, within a music lesson children may use 'think back', 'formulate' and 'vary' when creating a composition. They will need to 'think back' to previous learning to support them, before 'formulating' their new composition. They may need to 'vary' their composition following self and peer critique.

**Lesson Delivery** – Our music lessons follow the EEF 7 part lesson including:

1. **Learning objective:** Each lesson has a clear learning objective with a focused checklist, which is used by both the teacher and child to assess their learning within a lesson
2. **Activating prior knowledge:** Activating prior knowledge is present at the start of every music lesson, where children are expected to think back to previous learning (this may be the previous lesson, term or year) and connect this to what their new learning will be in order to build on their knowledge.
3. **Explicit teaching, including modelling:** High quality modelling ensures that children are being explicitly taught the substantive and disciplinary knowledge that they need in order to achieve the learning objective.
4. **Guided and independent practice:** There are planned opportunities throughout a lesson for guided and independent practice, following modelling and explicit teaching. Re-modelling is used where needed following assessment for learning and assessment of learners.

5. **Oracy:** Oracy opportunities, appropriate to the learning within that lesson are carefully planned for using the GIA progression document which stipulates the knowledge to be taught in each year group under the 4 headings; physical, linguistic, cognitive and social and emotional.
6. **Questions for mastery:** Questions for mastery are used throughout a lesson and support children to think at a deeper level, challenge any misconceptions and move learning into their long term memory.
7. **Structured reflection:** In small groups or individually, children are supported to think back over the lesson and identify what went well and what they would do differently next time. They are also encouraged to reflect on how they organised and tackled their learning, including the Thinking Moves they used.

Over the course of a learning sequence, the lessons taught will include the three pillars of musical knowledge.

**Expressive** – Children will listen and appraise a wide of high quality live and recorded music and give their opinion.

**Constructive** – Children will experiment, create, select and combine sounds using the inter-related dimensions of music.

**Technical** – Children will use their voices expressively and creatively, alongside planning untuned and tuned instruments musically.

**Music in EYFS** – In nursery the music curriculum links closely to phase 1 phonics whereby children listen to environmental sounds and then progress to exploring the sounds their bodies can make. In reception music is usually taught discretely, with links to other areas of the curriculum if appropriate. The curriculum, including provision, allows the children to apply their taught knowledge independently. We teach music in the EYFS as an integral part of the topic work covered during the year and as part of the specific area, Expressive Arts: Being Imaginative and Expressive, identified in the Foundation Stage Framework (2020). We relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Music contributes to a child's personal and social development. 'Counting Songs' foster a child's mathematical ability and songs from different cultures increase a child's knowledge and understanding of the world.

**Planning** – The music sequential curriculum outlines the substantive and disciplinary knowledge to be taught in each group This is then shown progressively across the three terms. This is used to create medium term plans for each year group, in each term. S Plans created by the music leader inform teacher's planning and are supportive for non-music specialists, allowing them to teach with confidence. Learning sequences outline the knowledge to be taught in each lesson following the 7 part lesson structured outlined above.

**Adaptive teaching** - We recognise that there are children of widely different musical abilities, with different experiences, in all classes, so we provide suitable learning

opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting open-ended tasks which could have a variety of responses;
- Setting tasks of increasing difficulty (not all children complete all tasks);
- Grouping children by ability in the room and setting different tasks to each ability group, using Kagan structures;
- Providing resources depending on the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children

**SEND** - We will strive to remove barriers to learning for pupils with SEND. Adopting a positive and proactive approach will ensure that children with SEND are able to express themselves and take an active part in lessons. Explicit instructions and scaffolding will enable all pupils to achieve and succeed in music.

**Assessment** - On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to the learning Objective and checklist. Questions for mastery are used throughout to deepen and challenge learning. Assessment of children's musical knowledge is recorded on Seesaw. Teachers use their knowledge from throughout a term to make an assessment judgement on each child as an individual, using our Glasshoughton Infant Academy assessment ladders, which triangulates substantive knowledge, disciplinary knowledge and oracy skills. Carefully planned assessment tasks in KS1 support teachers to make judgements. These are planned for by the music leader as cumulative end goals and link to the National Curriculum. Children in the Foundation Stage are assessed against the Expressive Arts & Design specific area, which is recorded on Arbor. Pupils in the Foundation Stage each have a Foundation Stage Profile where teachers record their final assessment at the end of the year.

**Resources** - We have a range of percussion instruments. There is a central store of:

- large percussion instruments
- selections of instruments from other cultures
- Boom whackers
- glockenspiels

## Extra-curricular music

'Rock Steady' is an external company that parents can sign their children up to in order for them to learn how to play an instrument within a band, including drums, guitars, keyboards, bass guitars and their voices. These sessions take place weekly, within the school day, leading up to a performance. The children work with the band leader to formulate a band name and create an advertisement campaign.

Children will also receive accredited awards to celebrate their musical achievements.

The music leader runs a choir termly for any children who would like to take part in main school. This club takes place after school and the children will learn to sing a variety of songs which they then perform as an ensemble to the wider community. For example, Junction 32.

There is a glockenspiel club which takes place on a lunchtime for KS1 children where they are taught to compose, plan and perform a simple melody which is familiar to them.

## Musical experiences

In addition to planned curriculum time for music, children also have additional musical experiences, sometimes the whole school together, sometimes individually, which occur during the school year and contribute to the overall planning and time allocation for music.

Every week children in main school will take part in a 'singing assembly' lead by the music leader. Songs are carefully planned for and link to the RSHE curriculum and themed events, such as Remembrance Day and Christmas. During these assemblies the importance of vocal health and warming up is explicitly modelled to children, with an expectation for them to use this within their music lessons in the classroom as well.

From reception to year 2 children have the opportunity to experience live musical performances at the theatre when watching a Pantomime and productions at Castleford Academy. Children also take part in musical performances, such as Christmas plays and nativities. Year 2 children take part in 'Active Arts' with schools from across the Trust where they perform songs to a large audience.

Visitors are also used to enhance the music curriculum where appropriate e.g. African Drumming in Year 2, linking to the 'Africa' summer topic.

Music is incorporated into a variety of activities and events within school, such as weekly assemblies, classroom routines, special celebrations and our daily diet.

The overall provision is diverse, valuing all musical styles, genres and traditions equally; this is reflected in the clubs and enrichment programme and drawing on the skills, talents and interests of staff and local stakeholders through specialist tuition.

Parents and carers actively support music making, through support at events and through homework tasks. This is discussed and celebrated in class.

## In the future

- Children to be exposed to a 'Musician of the Month' as a collective group within assemblies. They will listen to music composed by that musician across the month and will have opportunities to offer their opinion and learn the history behind the musician.
- Links with Castleford Academy – to allow children to experience live music.
- Performance opportunities – broaden the range of performance opportunities for children in school and beyond, using the local community.
- Musical engagement with feeder Junior school– look for opportunities to work with feeder junior school for transition
- CPD and capacity planning – plan CPD for classroom teachers to increase confidence in planning delivering music lessons.

## Further information

CPD - We value the importance of quality first teaching and recognise the need for teachers to have a strong subject knowledge in music. Ongoing CPD is provided to teachers in the form of S Plans to support planning from the music leader and discussions within staff meetings.

Music leader to continue to use wider reading to support changes to the curriculum and the effective teaching of music.