

Music Curriculum Intent Overview

At Marshbrook First School children receive high quality music education, which fosters creativity, enthusiasm, success and a life-long love of music.

All children in Years 1, 2, 3 & 4 participate in Whole Class Ensemble Teaching (WCET), which is taught by a specialist music teacher.

In Nursery and Reception Children learn music skills linked to topics of interest to the children. EYFS staff plan discrete lessons which complement continuous provision and adult-led musical activities.

Music Curriculum Implementation Overview

Snapshot of pedagogy across the school - informed by children's work and learning walks

Whole school

The music specialist teacher works closely with Music coordinator to develop and share planning, teaching and assessment.

Music lessons happen in classrooms, through extra-curricular activities- music club/rock steady/ choir/singing assemblies.

In EYFS

Children learn music skills linked to topics of interest to the children. Teachers plan discrete lessons which complement independent and adult-led activities.

In Key Stage One and Two

Music teaching is predominantly delivered through discrete lessons and additionally through musical activities linked to celebrations/performances. Teaching is sequenced so that children develop the skills of performing, composing and improvising, aural awareness and reflecting and evaluating.

Music Enrichment Opportunities

At Marshbrook First School, we aim to provide strong foundations for children's development of Music -knowledge, skills and understanding, by providing high quality teaching across the school and providing opportunities for (trips linked to music- carol concert/singing at the Markey/ local venue/performances at various celebrations/festivals such as Harvest and Easter)

Reception - Christmas Nativity

Year 1 - Christmas Nativity

Year 2 - Christmas and Easter performances

Year 3 - Harvest Assembly

Year 4 - Recorder festival, Easter concert and leaver's assembly



Marshbrook First School

Music Curriculum

2024 - 2025



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

Music Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering and external audit - The Music Partnership, 'Excellence in Music Provision Gold Award'. Children are confident to sing, make music and perform alone and in a group. The majority of children meet end of year expectations in Music. Children can talk about rhythm and beat and can sing as part of a group, accurately matching pitch and rhythm. They demonstrate a love for musical activities and are confident performers. Music has a high profile and children are confident to sing, make music and perform in front of others.

Pupil/Parent Voice - February 2025

Pupil voice showed that children thoroughly enjoy music lessons and musical activities. They spoke highly about Mrs Parkes and showed a real enjoyment and love for their Music lessons.

KS2 children talk enthusiastically about learning to play the recorder. Key Stage 1 demonstrated confidence and understanding when talking about beat and rhythm.

Parents commented on the childrens confidence performing during assemblies and concerts.

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
(Expressive Arts and Design) Children are taught to: Perform on their own and in a group, listen and talk about music and performances.	Children are taught to: Sing as part of a group and as a soloist if they wish, keep a steady beat and recognise the difference between this and rhythm, read rhythmic notation, use percussion instruments and listen to a variety of genres.	Children are taught to: Sing as part of a group and as a soloist, keep a beat and clap a rhythm, read rhythmic notation, use percussion instruments including melodic to recognise pitch, and listen to a variety of genres in greater detail.	Children are taught to: Play the recorder and in doing so, learn about the various elements of music through their progression on this instrument. They play in unison and as part of an ensemble with harmony and become used to melodic notation.	Children are taught to: Develop their recorder playing by learning new pitches and performing more complicated rhythmic patterns and pieces. They will learn the importance of performance and have the opportunity to play as part of an Entrust organised Recorder Festival.

Data headlines - Spring 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	7%	21%	17%	13%
Work at Age Related Expectations	93%	79%	83%	84%
Working at Greater Depth	0%	0%	0%	3%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Summer, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.