

MUSIC		
INTENT	IMPLEMENTATION	IMPACT
<p>The National Curriculum and EYFS framework provides the basis of our curriculum at Dunalley. Sing-up is the Music Scheme that we use. Our chosen scheme, Sing Up, provides a comprehensive, progressive programme that supports musical development from EYFS through to Year 6. It ensures that musical learning is accessible, inclusive, and joyful for all pupils.</p> <p>At Dunalley, our intent is to inspire a love of music in every child. We believe music is a universal language that fosters creativity, confidence, and self-expression. Through our music curriculum, we aim to ensure that all pupils:</p> <ul style="list-style-type: none"> • Develop a secure understanding of the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, and structure). • Build skills in singing, performing, composing, and listening with increasing confidence and control. • Experience a rich variety of musical styles, traditions, and genres from different times and cultures. • Recognise the role music plays in their own lives, their communities, and the wider world. • Grow in confidence through performance opportunities and collaborative music-making. <p>Extra-curricular clubs such as our school choirs and peripatetic instrumental lessons enhance the curriculum on offer.</p> <p>EYFS –</p> <p>Nursery and Pre-School The children will be able and confident to sing songs and remember rhymes.</p> <p>YR- We want to build on the work of families, nurseries and pre-schools to guide the children towards achieving the Early Learning Goals at the end of Reception.</p>	<p>A steady progression plan has been built into Sing Up, both within each year and from one year to the next, ensuring consistent musical development.</p> <p>We follow the Sing Up Music curriculum, which provides a clear and structured progression of skills and knowledge across all year groups. Lessons are taught weekly by class teachers / PPA teachers, following Sing Up's termly units which combine singing, performing, composing, listening, and appraising.</p> <p>Each unit focuses on a specific musical concept or style, ensuring breadth and depth of learning. Singing lies at the heart of our curriculum — every child is encouraged to use their voice expressively and musically through songs that are engaging, age-appropriate, and culturally diverse.</p> <p>Key elements of our implementation include:</p> <ul style="list-style-type: none"> • Progressive planning: Sing Up's sequenced lessons ensure pupils revisit and build upon prior learning. • Practical, hands-on learning: Children experience music through active participation – singing, playing instruments, improvising, and composing. • Cross-curricular links: Music is often linked to themes and topics across the curriculum, enriching wider learning. • Performance opportunities: Pupils perform regularly in class, assemblies, and whole-school events, developing confidence and teamwork. • Inclusivity: Sing Up resources ensure accessibility for all learners, including those with SEND and EAL. <p>Music work is recorded on iPads and shared with the Music lead. These files are saved on the cloud.</p> <p>Music is taught each term by class teachers / PPA teachers. It is taught in a unit of work and each unit is planned for 6 hours.</p> <p>Additional support We ensure that all children can access learning by:</p> <ul style="list-style-type: none"> • Small group or 1:1 support where and when necessary • Afl strategies used in the classroom to assess children's learning and adapt teaching or tasks where necessary <p>SEND or EAL children can be supported by:</p> <ul style="list-style-type: none"> • Pre-teaching vocabulary prior to beginning the topic • Seating children alongside good role models to support one another • Providing visual or practical prompts • Providing adapted tools where necessary – with support from the SENCO 	<p>Assessment</p> <ul style="list-style-type: none"> • teachers complete assessment sheets at the end of each unit of work against agreed criteria for the unit in Y1-6 • Self-assessment by pupils <p>Video footage</p> <ul style="list-style-type: none"> • knowledge, understanding and skills progress through the school as detailed in the units of work and the progression document this will be evident through reviewing their work throughout the unit and final outcomes <p>Pupil voice Children will be able to articulate their learning in music by:</p> <ul style="list-style-type: none"> • talking about the units of work they have studied using a music vocabulary • Sharing their learning through performance and discussing the work produced <p>Monitoring The subject leader monitors the subject through:</p> <ul style="list-style-type: none"> • ensuring coverage of the units of work • reviewing final outcomes • Reviewing music videos, kept as evidence • pupil conferencing to ensure that pupils are able to articulate their learning • lesson observations / learning walks • support to teachers in developing subject knowledge in 1:1 sessions, modelled lessons and staff meetings • subject review by link Governor <p>By the time pupils leave Dunalley they will:</p> <ul style="list-style-type: none"> • Have developed an appreciation for music and the ability to discuss and evaluate it using appropriate musical vocabulary. • Be confident performers, composers, and listeners who can apply their musical understanding creatively. • Show progression in key musical skills, as evidenced through lesson participation, recordings, and performances. • Demonstrate enjoyment, confidence, and resilience through musical participation and performance. • Have experienced a broad range of musical traditions and understand music's cultural and historical significance. <p>Our pupils leave primary school with a strong foundation in music, ready to build on their skills at secondary level and to enjoy music as part of their lifelong learning and wellbeing.</p> <p>EYFS: Assessment at the end of Reception is completed using the Early Years Foundation stage profile using the Early Learning Goals which support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p>

	<p>EYFS</p> <p>There is a planned sequence from Nursery to Reception through the mapped Educational programmes which involve activities and experiences for children, as set out under each of the areas of learning.</p> <p>YR Children will have access to creative resources, through adult-directed activities and also working on projects of their choosing. Children will experience music and singing throughout their week, enhanced with Sing-up units of work.</p>	<p>Nursery & Pre-School children will be able to talk about and develop their ideas through music confidently using the resources available. We will monitor the impact to ensure children are 'on track' in the developmental age band 3 -4 years.</p> <p>YR children will be able to express their thoughts and feelings through singing and music, aiming to achieve the ELGs in the summer term.</p>
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