

Ballifield Primary's Music Curriculum



'Music is a universal language that embodies one of the highest forms of creativity.'

(The National Curriculum)

Context

The context of Music at Ballifield Primary School is that of a large, two-form entry, primary school. The school is situated in the township of Handsworth which is an urban area of Sheffield. The community we serve is diverse in terms of ethnicity, affluence and education. Ballifield caters for pupils aged 3 – 11 in our Nursey, Key Stage 1 and Key Stage 2 classes.

Our music curriculum is delivered with support from Sheffield Music Hub and through the use of the Charanga scheme, which supports teachers deliver high-quality music education.

OUR INTENT FOR THE TEACHING OF MUSIC AT BALLIFIELD PRIMARY SCHOOL

Purpose and Aim

At Ballifield Primary School we aim to develop, for all our pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, **a life-long love of music**. We provide purposeful opportunities for our pupils to **create, play, perform and enjoy** music. Our curriculum intends to develop pupil's **skills**, and encourages them to appreciate a wide variety of musical **forms**. Our pupils **listen** and **appraise** pieces of music and begin to make judgements about what they hear. Our music curriculum aims to meet the needs of **all** our pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

Our curriculum introduces children to music from all around the **world** and across **generations**, teaching children to **respect** and **appreciate** the music of all **traditions** and **communities**. We focus on developing the skills, knowledge and understanding that children need to become confident **performers, composers and listeners**.

OUR IMPLEMENTATION OF THE TEACHING OF MUSIC AT BALLIFIELD PRIMARY SCHOOL

The School Curriculum Requirements

As a maintained school in England, Ballifield Primary is legally required to follow the statutory national curriculum. The National Curriculum (2014) sets out in the Music programme of study, what should be taught to all pupils in Key Stages 1 and 2. The Early years foundation stage (EYFS) statutory framework supports the planning and delivery of musical activities in our Foundation Stage 1 and 2 classes (see EYFS section).

National Curriculum 2014 Requirements

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire all pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being:

- 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.

Key Stage 1

Key stage 1 Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Respond with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Time allocation for Music

Music is taught **weekly** to all children in Key Stage 1 and Key Stage 2. Music is allocated one hour of teaching time per week. In Foundation Stage 1 and Foundation Stage 2, our pupils have opportunities to explore musical activities during adult-led activities and self-chosen activities during continuous and enhanced provision.

In addition to our timetabled music lessons, **music and singing are also used to support other areas of the curriculum** for example; number songs in maths, songs linked to the wider curriculum such as geography and movement lessons in dance. Weekly singing assemblies also take place in Key Stage 1 and Key Stage 2, which our children thoroughly enjoy.

Our pupils also have the opportunity to take part in **1:1 and small group instrument lessons**. These lessons are delivered by highly experienced and qualified peripatetic teachers from Sheffield Music Hub. These lessons take place outside of whole class teaching. We currently offer violin, viola and drumming lessons.

Which aspects of music will be taught?

Our music curriculum covers a wide range of genres and music from different eras and from all around the world. In Key Stage 1 and 2, for example, Ballifield pupils explore the style indicators of a broad range of **musical styles**. This includes; rock, pop, classical, jazz, gospel and rap amongst others.

Our pupils are taught to **sing** and **play** musically with increasing **control** and **confidence**. Our curriculum incorporates the teaching of whole class singing and whole class instrument playing. Our lessons are based around children learning '**crucial knowledge**' in music. In music, the crucial knowledge comprises of the **interrelated dimensions of music** (sometimes referred to as musical concepts).

The 'Interrelated Dimensions' of music are a way of referring to the building blocks of music, as referred to in the National Curriculum for Music in England. The interrelated dimensions of music are;



The 'Interrelated Dimensions' are taught within both singing and instrument based lessons and form part of Ballifield Primary Schools 'crucial knowledge' for Music. The following table

shows when the 'Interrelated Dimensions' – our 'crucial knowledge' are taught and shows that they are revisited and built upon each subsequent year.

Interrelated dimensions of music / crucial knowledge						
FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse Rhythm	Pulse Rhythm Pitch	Pulse Rhythm Pitch Tempo Dynamics	Pulse Rhythm Pitch Tempo Dynamics Texture Structure	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Notation	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Notation	Pulse Rhythm Pitch Tempo Dynamics Texture Structure Notation Timbre

Teaching and Learning

The teaching and learning of Music at Ballifield Primary School is split into **instrument** based or **singing** based lessons. The teaching of whole class music lessons is supported by access to the original Charanga scheme of work and the Sheffield Music Hub. The original Charanga scheme meets the expectations of the National Curriculum (2014).

In years 1, 3 and 5 singing lessons are delivered by a dedicated Singing tutor from the Sheffield Music Hub, these lessons are supported by the class teachers who also participate in the lessons to develop their own skills. In years 2, 4 and 6 class teachers deliver instrument and singing lessons and teach listen and appraise lesson using the Charanga scheme of work.

Listen and appraise lessons take place in all Key Stage 1 and Key stage 2 classes, and these are delivered through the charanga scheme of learning and e-platform. Our Foundation Stage 2 classes take part in Listen and Respond activities which the children explore pulse and begin to talk about the music they have listened to.

The organisation of these lessons can be seen in the following table:

Foundation Stage	
Foundation Stage 1	Foundation Stage 2
Whole class singing and musical activities – teacher planned Access to singing, musical games and instruments during continuous and enhanced provision	Whole class Listen and Respond – Charanga Whole class musical games, singing and performing - Charanga
Key Stage 1	
Year 1	Year 2
Whole class Singing lessons - Sheffield Music Hub Listen and Appraise – Charanga	Whole class glockenspiel and signing lessons – Charanga Listen and Appraise – Charanga
Lower Key Stage 2	
Year 3	Year 4
Whole class Singing lessons - Sheffield Music Hub Listen and Appraise – Charanga	Whole class glockenspiel and signing lessons – Charanga Listen and Appraise – Charanga
Upper Key Stage 2	
Year 5	Year 6
Whole class Singing lessons - Sheffield Music Hub Listen and Appraise – Charanga	Whole class glockenspiel and signing lessons – Charanga Listen and Appraise – Charanga

Listen and Appraise – genres

Our music curriculum covers a wide range of genres and music from different eras and from all around the world. In Key Stage 1 and 2, for example, Ballifield pupils explore the style indicators of a broad range of **musical styles**. This includes; rock, pop, classical, jazz, gospel and rap amongst many others.

The use of Charanga to deliver listen and appraise activities to all year groups in Key Stage One and Key Stage Two enables us to cover music from a wide range of genres and from different time periods. Listening and appraising music forms part of the requirements set out in the National Curriculum.

“...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”

National Curriculum 2014

This overview diagram includes all the listening opportunities in this Scheme through historical periods to present day.

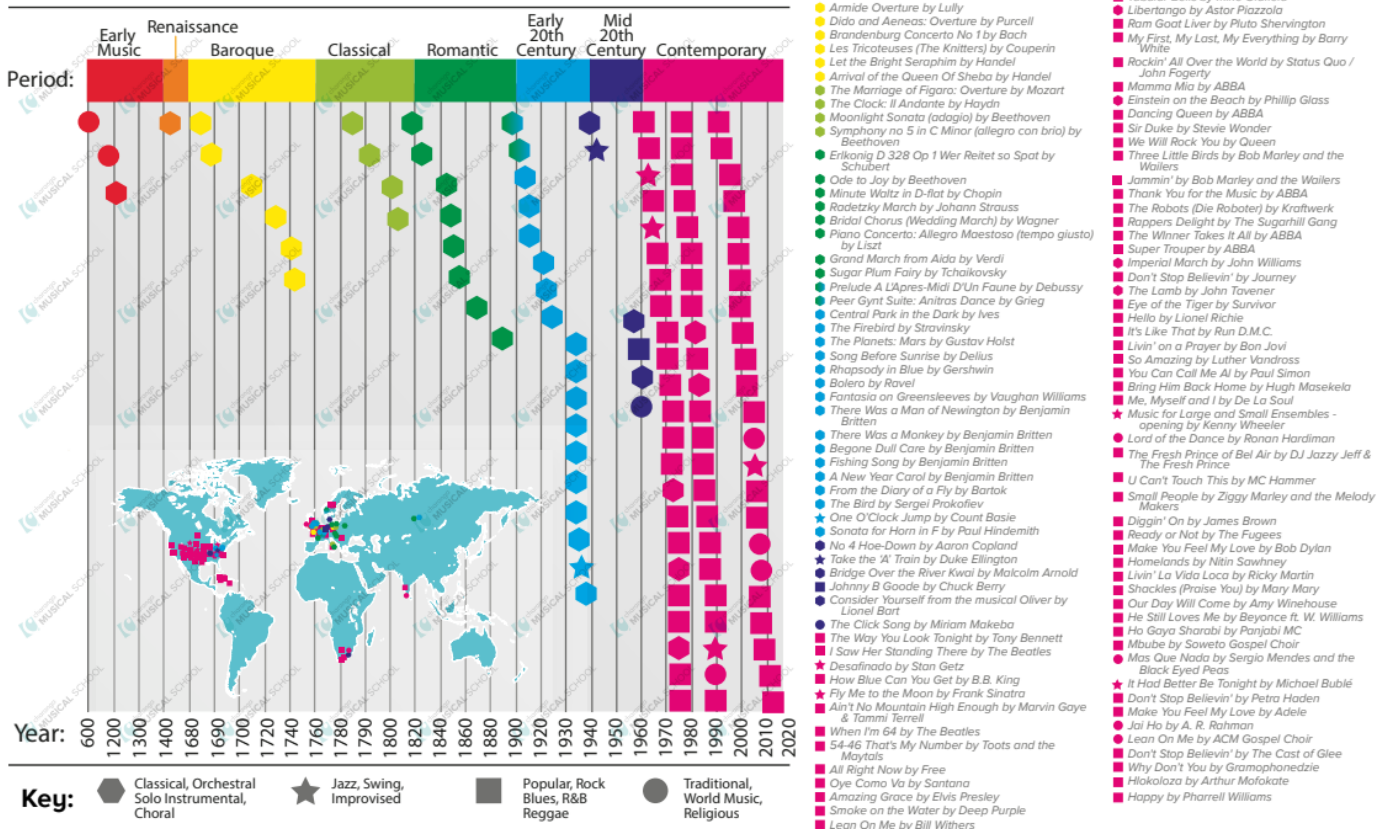
Listening and appraising

Charanga Musical School listening material



National Curriculum 2014:

“...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”



Planning

- The 'interrelated dimensions' of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. At Ballifield, the interrelated dimensions of music are considered 'crucial knowledge' and state what pupils **must learn**.
- Long term plans set out the clear sequencing and coherence of the Music curriculum across each year group for the academic year.
- The music leader identifies opportunities for both facilitating and extending learning, such as educational visits and visitors.
- Medium term plans set out a coherent and well-sequenced series of lessons for each unit of work. These are supported by planning from the Sheffield Music Hub and Charanga.

The Structure of Charanga lessons:

Each Unit of Work comprises the strands of musical learning which correspond with the National Curriculum for music:

- 1. Listening and Appraising
- 2. Musical Activities
 - Warm-up Games
 - Singing
 - Playing instruments
 - Improvisation
 - Composition
- 3. Performing

The Structure of Sheffield Music Hub lessons:

Each Unit of Work comprises the strands of musical learning which correspond with the National Curriculum for music and/or The Model Music Curriculum:

- 1. Listening and Appraising – *delivered by the class teacher using Charanga*
- 2. Musical Activities
 - Warm-up Games
 - Singing
 - Improvisation
 - Composition
- 3. Performing

Progression diagram

The Interrelated Dimensions of Music

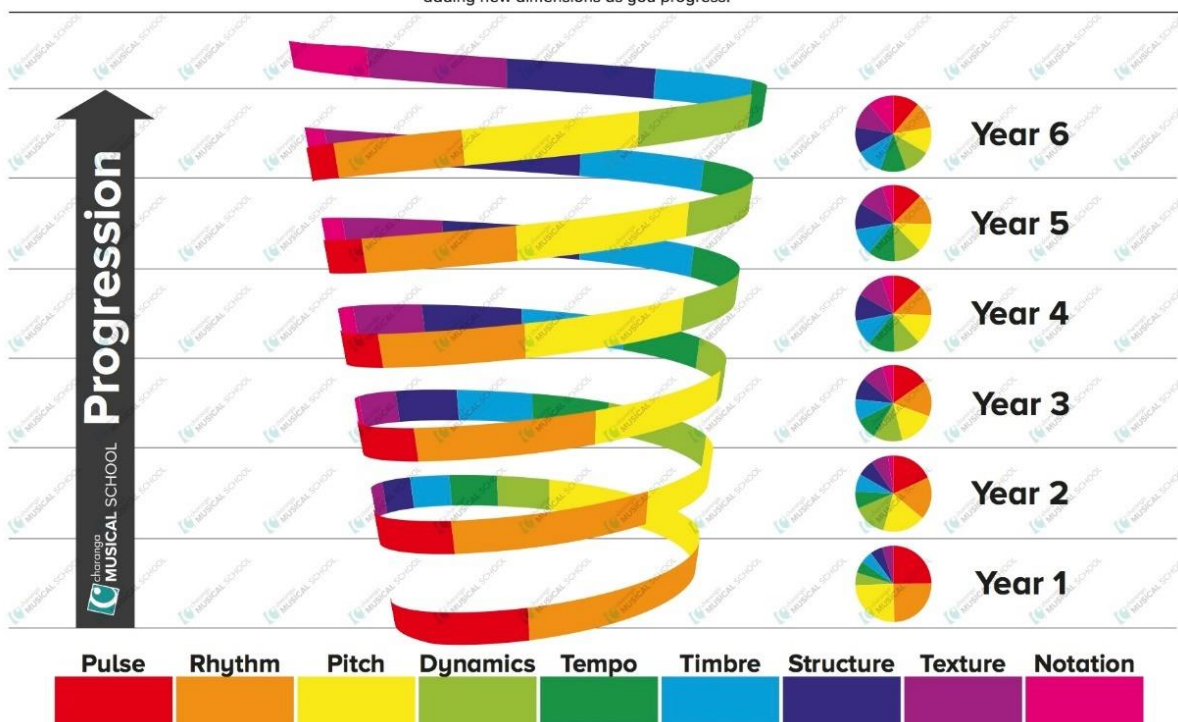
Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



Performance

At Ballifield, we celebrate our musical learning in termly whole school assemblies. During these assemblies all classes from Key Stage 1 and Key Stage 2 come together and show case a final piece from the current term's learning. These assemblies are a wonderful opportunity to celebrate our pupil's success and progress in singing and playing the glockenspiel. In addition to this our classes perform to each other within their year groups and also across key stages for example; some classes perform for their reading buddies.

Music Resources

At Ballifield Primary School, we have two class sets of Glockenspiels so all children, and the class teacher, can actively participate in instrument lessons. We also have a wide range of untuned and tuned percussion including instruments from around the world. Resources are stored centrally in the resources room. In order to deliver our music curriculum, we also have electronic access to Charanga. We also subscribe to Out of the Ark to support singing in assemblies and in the wider curriculum.

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of Music. We aim to arrange visits/visitors where possible for example; our KS1

pupils attend and participate in the annual Music in the Round concert at Sheffield Crucible. Our Year 4, 5 and 6 pupils are also invited to join the Ballifield Young Voices Choir and take part in Young Voices at Sheffield Arena.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive music teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for music. All pupils are encouraged to progress to their full potential and a variety of teaching methods are employed to ensure that this is possible, adapting for individual pupils where appropriate. Pupils who are very knowledgeable in music (for example, because they play an instrument or do music lessons outside of school) are given opportunities to demonstrate and develop their knowledge and strengths. At Ballifield, a small number of pupils have very positive experiences of music from their lives outside of school. These experiences are most certainly valued and opportunities to showcase learning through performance are encouraged and celebrated.

Early Years Foundation Stage (EYFS)

In the EYFS at Ballifield, Music sits within the three following areas of learning; **Communication and Language**, **Physical Development** and **Expressive Arts and Design**.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for music.

Early Years Foundation Stage		
	Foundation Stage 1 – Nursery 3 – 4-year olds	Foundation Stage 2 – Reception 4 – 5-year olds
Communication and Language (STRONG FOUNDATIONS)	Sing a large repertoire of songs.	- Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs.
Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.	Combine different movements with ease and fluency.
Expressive Arts and Design	- Listen with increased attention to sounds. - Respond to what they have heard, expressing their	- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous

	thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. - Listen attentively, move to and talk about music, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Explore and engage in music making and dance, performing solo or in groups.
Early Learning Goal (ELG) – end of FS2		
ELG - Being Imaginative and Expressive	- Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	

Music and SMSC

At Ballifield, we believe that Music plays a role in the personal development of children. SMSC runs throughout our musical learning and curriculum.

Spiritual	- At Ballifield, this aspect of the curriculum is encouraged through the experience and emotion of listening to and performing music and through composing and performing. - We encourage our pupils to express their feelings verbally when responding to a piece of music. Where pupils are sensitive about expressing their feelings, we nurture the confidence to do this by creating a supportive environment.
Moral	- We encourage our children to engage in critical discussions of musical performances. - Where there is a specific cultural or social reference that is explicit in a piece of music, we encourage our children to reflect upon this. - Where children have presented their own work, we ensure fair and objective assessment and evaluation of their work.
Social	- Music supports social development with children collaborating routinely in whole class and group tasks. - We participate in large social events such as 'Young Voices' at Sheffield Arena and the 'Music in the round' performances for KS1 at Sheffield Crucible Theatre.

	During these musical opportunities, our children, work together not only as part of the school / their Key Stage, but cooperatively with other schools.
Cultural	• By listening to a wide range of styles and genres in music, we encourage respect and an appreciation of cultures around the world. • We encourage children to create their own music, incorporating different musical influences in their own composition.

Music and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**
- 5. Tolerance** of those with different faiths and beliefs

We believe that Music can make a key educational contribution to children's explorations of British Values. The table below demonstrates the role of Ballifield's Music curriculum and teaching in promoting the fundamental British Values:

Democracy	• Music lessons at Ballifield give pupils an opportunity to freely express themselves and form their own opinions about the music they listen to and composition tasks. • In music lessons, pupils may vote when deciding on music to listen to, music to perform and when composing together. • In lessons at Ballifield pupils make decisions together, and in groups, when creating and performing music. Pupils are encouraged and supported to consider other's thoughts, suggestions and ideas.
The rule of law	• Ballifield pupils are aware, when using instruments, of the rules that ensure instruments are used appropriately, are cared for and never deliberately damaged. • Pupils are taught how to be a supportive and appreciative audience and to listen attentively when others perform.
Individual liberty	• Within our music lessons pupils are taught about self-discipline and that to be successful you must work hard, show resilience and have a positive mind-set, believing that they can do it. • Lessons provide pupils with opportunities for pupils to express themselves creatively and freely.
Mutual respect	• By listening and discussing music and how music is made children are encouraged to identify differences in opinions and feelings.

	• Our pupils are encouraged to appreciate the differences in their own musical tastes, their classmates and the wider world. • Our children are encouraged to respect everyone's abilities and performances during lessons and give feedback sensitively.
Tolerance of those with different faiths and beliefs	• In music, our pupils listen to and appraise music from other faiths and cultures. They learn how music is used in different faiths and cultures. They compare similarities and differences between music from a wide range of genres, cultures and time periods, celebrating differences. • Children are taught to understand and respect other beliefs and cultures. • Opportunities are given in our music lessons and assemblies for children to show how music can bring people together and enable them to share experiences.

THE IMPACT OF THE TEACHING OF MUSIC AT BALLIFIELD PRIMARY SCHOOL

The impact of our music curriculum is that our pupils develop a growing confidence and understanding of music and that music is enjoyed across the school. We believe that participation in music develops well-being, promotes listening and develops concentration. We want to ensure that music is loved by all pupils across school, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, encouraging them to want to continue on their musical journey and to develop a lifelong love of music.

Assessment, reporting and monitoring

- At Ballifield, we plan for pupils to make progress in Music and measure achievement by assessing against the learning outcomes based on the Music National Curriculum. We set our endpoints, called 'crucial knowledge' which stipulate what children must learn.
- Throughout units of learning, teachers build on and revisit previous learning as can be seen spiral 'progression' diagram and in the way both the Charanga scheme and Music Hub scheme builds on previous learning whilst extending the challenge throughout the year groups. This approach helps to ensure children know and remember more.
- Pupils' attainment in music throughout the school will be tracked and monitored by the Subject Leader in order to ensure that music provision at Ballifield is impactful.
- The assessment of pupils taking part in the singing lessons is supported by the Music Hub singing teacher.
- As required by law, we report pupils' attainment in music in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our music curriculum.

Role of the Subject Leader

The Subject Leader is responsible for overseeing the teaching and learning of Music at Ballifield. This role includes:

- Developing and updating long-term and medium-term plans
- Supporting staff with the planning and delivery of music
- Acquiring and organising appropriate resources to support teaching and learning
- Monitoring the teaching and learning of music, especially for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Providing and sourcing training and CPD (INSETs & PDMs) for staff where necessary
- Attending Subject Network meetings via Learn Sheffield to connect and liaise with other music leads across the city, feeding back key messages/updates to staff at Ballifield.
- Utilising the resources available via Sheffield Music Hub and Charanga and sharing with Ballifield staff
- Liaising with Sheffield Music Hub with regards to the delivery of singing lessons to Years 1, 3 and 5
- Liaising with Sheffield Music Hub with regards to peripatetic music lessons
- Looking for extra-curricular and visit opportunities to enhance the school's music provision, especially for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being
- Organising Young Voices and supporting the weekly choir in preparation for the performance

Policy date: Dec 2025
Policy review date: Dec 2026

BALLIFIELD WHOLE SCHOOL MUSIC OVERVIEW

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	In Nursery, Music is explored as part of Expressive arts and design. It is covered during whole class and group inputs and explored during continuous and enhanced provision. Songs are linked to stories, topics, themes and celebrations. Children have access to un-tuned percussion to experiment with and enjoy.					
FS2	Charanga Unit – Me!	Charanga Unit – My Stories	Charanga Unit - Everyone!	Charanga Unit – Our World	Charanga Unit – Big Bear Funk	Charanga Unit - Reflect, Rewind And Replay
1	Charanga Unit - Hey You! <u>Listen and Appraise only</u>	Charanga Unit - Rhythm In The Way We Walk and Banana Rap <u>Listen and Appraise only</u>	Charanga – Unit - In the Groove <u>Listen and Appraise only</u>	Charanga – Unit - Round And Round <u>Listen and Appraise only</u>	Charanga – Unit - Your Imagination <u>Listen and Appraise only</u>	Charanga – Unit - Reflect, Rewind And Replay <u>Listen and Appraise only</u>
	Sheffield Music Hub Singing - Pulse and Rhythm	Sheffield Music Hub Singing – Seasonal Repertoire	Sheffield Music Hub Singing – Pitch and Harmony	Sheffield Music Hub Singing – Seasonal Repertoire	Sheffield Music Hub Singing – Singing and performance technique	Sheffield Music Hub Singing – Seasonal Repertoire
2	Charanga Unit - Hands, Feet, Heart	Charanga Unit - Ho Ho Ho!	Charanga Unit - I Wanna Play In A Band!	Charanga Unit - Zootime	Charanga Unit - Friendship Song	Charanga Unit - Reflect, Rewind And Replay
3	Charanga Unit - Let your Spirit Fly <u>Listen and Appraise only</u>	<u>Listen and Appraise activities</u> See MTP	Charanga Unit - Three Little Birds <u>Listen and Appraise only</u>	Charanga Unit - The Dragon Song <u>Listen and Appraise only</u>	Charanga Unit - Bringing Us Together <u>Listen and Appraise only</u>	Charanga Unit - Reflect, Rewind And Replay <u>Listen and Appraise only</u>
	Sheffield Music Hub Singing and Performance Technique	Sheffield Music Hub Singing Seasonal Repertoire	Sheffield Music Hub Singing - Pitch and Harmony	Sheffield Music Hub Singing – Seasonal Repertoire	Sheffield Music Hub Singing – Singing and Performance Techniques	Sheffield Music Hub Singing - Seasonal Repertoire
4	Charanga Unit - Mamma Mia	Charanga Unit - Glockenspiel 1 (Year 3 – Autumn 2)	Charanga Unit - Stop!	Charanga Unit - Lean On Me	Charanga Unit - Blackbird	Charanga Unit - Reflect, Rewind And Replay
5	Charanga Unit - Livin' On A Prayer <u>Listen & Appraise only</u>	Charanga Unit – Classroom Jazz 1 <u>Listen & Appraise only</u>	Charanga Unit - Make you Feel My Love <u>Listen & Appraise only</u>	Charanga Unit - The Fresh Prince Of Bel-Air <u>Listen & Appraise only</u>	Charanga Unit - Dancing In The Street <u>Listen & Appraise only</u>	Charanga Unit - Reflect, Rewind And Replay <u>Listen & Appraise only</u>
	Sheffield Music Hub Singing and Performance Technique	Sheffield Music Hub Singing Seasonal Repertoire	Sheffield Music Hub Singing - Pitch and Harmony	Sheffield Music Hub Singing – Seasonal Repertoire	Sheffield Music Hub Singing – Singing and Performance Techniques	Sheffield Music Hub Singing Seasonal Repertoire
6	Charanga Unit - Happy Unit theme – Being happy!	Charanga Unit - Glockenspiel 2 (Year 4 – Autumn 2)	Charanga Unit - Classroom Jazz 2 (Year 6 – Autumn 2)	Charanga Unit - You've Got A Friend	Charanga Unit - Music and Me	Charanga Unit - Reflect, Rewind And Replay

Key	Charanga - full unit	Charanga – Listen and Appraise only	Sheffield Music Hub - singing	Listen and Appraise activities – see MTP	Teacher planned
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