



WESTFIELD PRIMARY SCHOOL

Music 2024-2025

Subject Report

Music Subject Report

Subject	Music	Date	July 2025
Report prepared by	Eloise Carey and Rachael Cox		
<p>Our in-depth music curriculum continued this year with use of the Charanga scheme for those not using external providers. Charanga remains popular with teachers for ease of use and content so will be continued into the next academic year. Charanga is used from EYFS onwards and provides a good level of consistency throughout future years as lessons and resources follow the same format. In EYFS, the focus is nurse rhymes and action songs.. Year 3 and 4 have had music lessons by a new provider called Music line who deliver instrument lessons in 6/7 we blocks consisting of Boomwhackers, ukulele, song writing, keyboards, vocals and world music.</p> <p>'Seesaw' has been used to evidence work and it has been successful. Ease of upload and the variety of skills that can be shown are the most positive factors, but moving forwards, each class must now have a consistent schedule.</p> <p>Weekly singing assemblies have taken place in KS1 and in KS2, where the children have learnt a range of songs incorporating their wellbeing and many celebrations across the year such as Harvest, Easter and Christmas. Year 6 were also able to perform the Musical 'Macbeth' to parents as well as featuring songs in the Leavers' Assembly.</p> <p>The school choir had a busy year. They sang at our annual open evening, Mayford Grange during Christmas, Well-being week and end of Summer Term. They sang at Wembley Arena as part of the Young Voices choir and also took part in the Woking Schools Singing picnic. All events were greatly received and the children loved singing to an audience. We look forward to taking part in all these events next year.</p> <p>The choir and the external providers made good use of the 'Symphony Suite'. We now have a number of children who have 1:1 music lessons on Fridays where they learn to play the piano, guitar or drums. <i>The symphony suite holds many musical instruments that the children can play as part of their music education.</i></p>			
Curriculum: Intent, Implementation, Impact			
<u>Intent</u>			
<p>For children to experience a range of opportunities to explore the Music curriculum in a creative and engaging way. All children should have opportunities to listen to music from different cultures, should learn the history of different genres as well as have opportunities to listen, appraise, compose and perform. These experiences should motivate and increase the confidence of the pupils at Westfield.</p>			
<u>Implementation</u>			
<p>Each unit of work from Charanga and Music line creatively links to each aspect of the National Curriculum including music from different genres, history of genres, listening, music notation and performing.</p> <p>Children's understanding is assessed through our Foundation Subjects assessment grid, through the teachers from Grooveline and through assessment guidance on Charanga. Evidence is also seen on 'SeeSaw'</p> <p>Children have lots of opportunities to listen and perform, mostly during lessons as learning is performed together and when at the end of a unit. Once a week singing assemblies give the opportunity for KS2 to learn and perform together, while Year 6 have the opportunity to</p>			

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<p>perform during the school play and Leavers' Assembly.</p> <p>Choir also have a range of opportunities to perform to parents and adults. This will continue into the next year with more opportunities becoming available.</p> <p>Next steps:</p> <p>Ensure that Seesaw is being used consistently in all year groups at least once a half term when children are performing.</p> <p>Generate more engagement for 1:1 music lessons and look into another after school music club.</p> <p>Ensure the choir continue to take part in external events and showcase their talents.</p>	
<p>5 Key messages of the year:</p>	<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>
<ul style="list-style-type: none"> • Subject Leader has been able to continue to keep a good profile of music across the school. Music starts from EYFS and is prevalent throughout the years. • Choir has had many opportunities to perform to an audience • Grooveline have made a positive impact to PPA cover in Years 3 and 4 as well as 1:1 music lessons. • SeeSaw is an effective way to evidence music progression, but now must be used consistently. • Assessment for Foundation Subjects to be maintained. 	<p>Key Questions:</p> <ol style="list-style-type: none"> 1. How much evidence can we attain? Including whole school, individual classes, after school, external classes, school trips etc. 2. How can we give more opportunities for children to learn different instruments and new skills. 3. How can we ensure the children are all accessing the music provision on a Wednesday
<p>What is progress like within this subject?</p>	<p>How much funding did you receive this year and what was it spent on?</p>
<p>Progress has continued at a steady rate throughout all groups at the school. SEN, Pupil premium and EAL have seen continued progress.</p>	<ul style="list-style-type: none"> • Funding was spent on subscriptions to Music sites such as charanga. • Music budget was paid to Grooveline PPA cover • Remaining money was spent replacing instruments which are broken
<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Many musical education programs require teamwork as part of a band or orchestra. In these groups, students will learn how to 	<ul style="list-style-type: none"> • Famous British bands and individuals are covered. • Different faiths and music related to them is covered across Year groups.

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<p>work together and build camaraderie.</p> <ul style="list-style-type: none">• Students of music can be more emotionally developed, with empathy towards other cultures They also tend to have higher self-esteem and are better at coping with anxiety.• Investing in creative education can prepare students for the 21st century workforce. The new economy has created more artistic careers, and these jobs may grow faster than others in the future.	<ul style="list-style-type: none">• Individuality is represented through playing and singing, with children given the opportunity to experiment and compose.
If you could change/ develop one thing in this area what would it be and why?	What will be the three key resources you will be bidding for this year and why?
<p>More opportunities for KS1 music- possibly look into an after school music club.</p>	<ol style="list-style-type: none">1. Instruments to continue physical, practical and skills based learning.2. External workshops and teachers to give professional specific teaching which will inspire.3. Subscriptions to high quality sites, to benefit teachers and students understanding.

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Subject Web: Why do we teach what we teach?

Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative Music curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental well-being and development of our pupils through Music; and prepare pupils for the opportunities and experiences of adult life. We promise a range of exciting learning and life experiences through our Music curriculum.

6 key skills:

1. **Listening and appraising** different genres of music- identifying instruments, beats, themes etc.
2. **Singing** familiar and unfamiliar songs using pitch and volume.
3. **Playing** a range of untuned and tuned instruments- beginning to identify note names and notation.
4. **Improvisation**- to play a simple made up melody using a series of notes and beats
5. **Composing**- creating a short musical piece thinking about the melody, rhythm, volume and timbre.
6. **Performing**- using all of the elements above to share pieces of music with their peers and to an audience.

How do you ensure every skill is taught within your subject?

Evidence is recorded on SeeSaw and subject leader makes routine checks and student voice meeting take place half termly.

Topics taught across each year group:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Charanga - ME	Charanga - My stories	Charanga - Everyone	Charanga - Our world	Charanga - Big bear Funk	Charanga - Reflect Rewind replay
Year 1	Charanga - hey You	Charanga - Banana Rap	Charanga - In the groove	Charanga -Round and round	Charanga - Your imagination	Charanga - Reflect Rewind replay
Year 2	Charanga - Hands, Feet, Heart	Charanga - Ho Ho Ho	Charanga - I wanna be in a band	Charanga- Zoo time	Recorder world - Charanga	Recorder world - Charanga
Year 3	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons
Year 4	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons	Grooveline music lessons
Year 5	Charanga - Living on a Prayer		Charanga Fresh Prince of Bel Air		Charanga - Dancing in the Street	
Year 6	Charanga - Happy Autumn		Charanga- A new Year carol		Charanga - Music and me -	

To be updated for next academic year.

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

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Describe what a good learner of this subject looks like when they leave Westfield Primary School?

A good learner of this subject will be able to recall music teaching with high accuracy. Skills developed in music instruments will have been committed to muscle memory. Styles and genres of music could be identified via listening to key parts of music. Styles of singing could be replicated and identified while performing and listening.

What are the 7 key components of a good learner in your subject?

1. Ability to focus in a multi-sensory way.
2. Fine tune hearing for identification.
3. Ability to recognise similar notes and replicate on a given instrument.
4. Must understand music structures and can relate them to numerous songs.
5. Ability to remember and recall songs and different elements from them.
6. Ability to keep and replicate a beat.
7. Enthusiasm for music