



How we teach *Music* at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Summer 2026

Curriculum Statement

At Austrey and Newton Regis CE Primary Schools we take pride in providing a knowledge-rich curriculum that is inclusive and equitable, celebrates diversity and is relevant to our school; preparing pupils for the fullness of life in an ever-changing world.

Our Vision

Austrey and Newton Regis Church of England Schools are small schools at the heart of their rural communities. They have a living Christian foundation that follows the teaching and example of Jesus who reached out in love and drew in everyone, whatever their status or struggles, beliefs or views.

The biblical and theological ideas that have shaped our vision are as follows:
Created to be like God, we are all individual, different, and precious.

As school families, we treat everyone with **dignity**, seeing each person as a vital stroke in the creation of the masterpiece which is our school **community**. We **love** and welcome everyone, supporting them in the ups and downs of life and giving them **hope** for a bright future in their **lives** and **learning**. We **seek justice** for all, embracing those who face challenges in their lives and learning. We act responsibly, treating everyone fairly but not necessarily the same. We work to ensure that everyone has what they need, and we act and speak up for those who don't. **Equity** underpins our commitment to enabling everyone to flourish as the person God made them to be. Therefore, living like Jesus, we think and act with generous and **forgiving** hearts in the strategic and day to day life of the school. Trusting in God and the teaching of the bible, we are building a culture of trust in which everyone can feel safe; confident that their spiritual, emotional, and academic needs will be met and that their **uniqueness** will contribute to the **unity** and **wholeness** of Austrey and Newton Regis Church of England Primary Schools.

Curriculum design

Our curriculum is ambitious and is based on the national curriculum but we recognise that this is the minimum entitlement for our pupils. Each subject is taught as a discrete discipline. Whilst developing these, links were considered very carefully to build on knowledge and skills within each subject, across the school and across subjects. We also carefully considered diversity, environmental awareness and health education when designing our curriculum.

For the National Curriculum Document, please [click here](#).

Our learning Behaviours

Resilience

We keep going even when things are challenging. We can remain open, flexible, and willing to adapt to change, staying positive and optimistic. We invite feedback and deal positively with praise, setbacks and criticism.

Independence

We are self-motivated and show a thirst for learning. We take and manage risks, showing responsibility, initiative, creativity and enterprise. We can organise ourselves and work out goals and priorities. We play a full role in the life of the school. We can present a persuasive case for action, proposing practical ways forward.

Reflection

We evaluate the good things about our work, and the areas for improvement, acting on the outcomes. We make changes to improve our learning and communicate our learning in relevant ways to different audiences. We try to influence others, negotiating and balancing diverse views.

Resourcefulness

We think creatively by generating and exploring relevant ideas and making connections. We find links and see relationships, trying different ways to tackle a problem. We ask 'how', 'why' and 'what if?' questions. We take informed and well-reasoned decisions recognising that others have different beliefs and attitudes.

Team Work

We work cooperatively and confidently with others and listen to and take account of their views. We take an active part in our own role, and reach agreed outcomes, adapting our behaviour to suit different situations. We show fairness and consideration towards others. We take responsible action to bring improvement for others as well as ourselves.

What is Music?

Our KS1 definition

Music is putting sounds together. You can make music by singing or playing instruments or listen to it. People trained in **music** are called musicians.

Our KS2 definition

Music is a group of sounds that people have arranged in a pleasing or meaningful way. All cultures of the world make some form of **music**. **Music** can be simple, for example, one person tapping out a beat on a drum or singing a song. People trained in **music** are called musicians.

"Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire 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.” (DfE 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.

Intent

At Austrey and Newton Regis, our music curriculum intends to inspire creativity, self-expression and encourages our pupils on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

Implementation

Music is taught as a discrete subject discipline. We have long term plans that run on a two-year rolling programme to accommodate our mixed aged classes and to ensure full coverage during each key stage. We use the Sing Up music scheme but supplement using Charanga and Out of the Ark resources. Covering a broad and diverse range of repertoire, approaches, and musical traditions, Sing Up Music supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening, and appraising.

Church services

As Church of England Schools, we lead services at key times of the church year. These services include a mixture of modern and contemporary hymns and carols, some of which are chosen by the pupils in the Worship council. These are well attended by parents and carers.

Collective worship

Listening: pupils have the opportunity to listen to and appraise music from a wide variety of genres, traditions and cultures. The music is discussed and all pupils have the opportunity to express their opinions on the music and how it makes them feel as well as learning about the composer and background of the music.

Singing: pupils have the opportunity to sing daily in collective worship and there is a dedicated 'songs for worship' weekly to enable them to learn new songs frequently.

Performances

We have three whole school performances each year. EYFS and KS1 take the lead in the Nativity play with KS2 as the choir, Y3 and Y4 take the lead in the Easter Play with the rest of the school as the choir and Y5 and Y6 lead the Leavers' Play with the rest of the school as the choir. These are well attended by parents and carers.

Learning to play instruments

The music scheme from Sing Up allows children to play. Pupils are also given the opportunity to learn the guitar, keyboard or piano through peripatetic music teachers. Those eligible for the Pupil Premium Grant are encouraged to take up this opportunity which is then paid for through this grant.

Long term plan

	EYFS	Y1/2	Y3/4	Y5/6
Cycle A				
Autumn	I've got a grumpy face The Sorcerer's Apprentice Witch, witch Row, row, row your boat	Menu song Christmas play songs	I've been to Harlem Chilled out clap rap	What shall we do with a drunken sailor? Why we sing Introduction to songwriting
Spring	Bird spotting: coo coo polka Shake my sillies out Up and down Five fine bumblebees	Football Who stole my chickens and my hens?	Latin Dance Easter play songs	Madina Tun Nabi Building a groover- Epoca
Summer	Down there under the sea It's oh so quiet Slap, clap, Clap Bow, bow, bow Belinda	Dancing and drawing to Nautilus Cat and Mouse Come dance with me	Just three notes Samba with Sergio Fly with the stars	Baloo Baleerie Summer Play Songs
Cycle B				
Autumn	I've got a grumpy face The Sorcerer's Apprentice Witch, witch Row, row, row your boat	Tony chestnut Christmas play songs	This little light of mine My fantasy football team	Hey Mr Miller Shadows- Composing for protest
Spring	Bird spotting: coo coo polka Shake my sillies out Up and down Five fine bumblebees	Grandma rap Swing along with Shostekovich Charlie Chaplin	The doot doot song Easter Play songs	Dona Nobis Pacem Ain't gonna let nobody
Summer	Down there under the sea It's oh so quiet Slap, clap, Clap	The rock pool rock Tanczymy labada	Global pentatonics The horse in motion Favourite song	Race! - Exploring identity through songs Summer play songs

Impact

Our music Curriculum is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work.

- ✓ If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress. We measure the impact of our curriculum through the following methods:
- ✓ Governor monitoring with our curriculum
- ✓ Curriculum audits by the BDMAT central team
- ✓ Annual reporting and tracking of standards across the curriculum.
- ✓ Photo and video evidence of the pupils' practical learning.
- ✓ The impact of our music curriculum is also measured in the uptake of our extra curriculum music offer

Progression snapshot activities involve one song for each year group being introduced in Term 1, then revisited and developed in Term 2 and Term 3. The activities provide an opportunity for gathering evidence to reinforce each class teacher's general impressions of how their children are achieving in line with their year group outcomes over time.