

Intent	Implementation	Impact
At Berry Brow Infant and Nursery Academy, we believe that every child deserves access to a high-quality music education that inspires creativity, confidence and a lifelong appreciation of music. Our ambitious curriculum enables all children, regardless of starting point or background, to sing, perform, listen, compose and appraise with increasing confidence and skill. Music plays a vital role in developing communication, emotional wellbeing, cultural capital and a sense of belonging, supporting our whole-school priorities of raising aspirations, developing language and ensuring every child succeeds. In line with Impact Education Multi Academy Trust's vision of '<i>Where Hearts and Minds Connect</i>', our music curriculum promotes inclusion, removes barriers to participation and provides enriching experiences that broaden children's horizons and improve life chances.	Music is taught through a carefully sequenced curriculum that builds knowledge, vocabulary and musical skills from Early Years to Year 2. Lessons provide opportunities to sing, play instruments, compose, perform and evaluate music from a wide range of cultures and genres, ensuring children develop both practical musicianship and musical understanding. High-quality modelling, retrieval practice and purposeful vocabulary teaching support progression for all learners. Inclusion is at the heart of our provision. Adaptive teaching, scaffolding and practical approaches ensure that pupils with SEND, disadvantaged pupils and those with emerging language skills fully participate and achieve success. Our curriculum is designed to reduce barriers, ensuring that pupils eligible for Pupil Premium have equal access to enriching musical experiences that enhance confidence, communication and cultural capital. To continue strengthening provision, Berry Brow is working in partnership with Kirklees Musica, who will deliver high-quality professional development for staff alongside wider musical opportunities for pupils. This investment will further develop teacher subject knowledge, confidence and expertise, ensuring consistently high-quality music teaching across the school while expanding children's opportunities to perform and experience live music.	Children will leave Berry Brow with a growing confidence, enthusiasm and enjoyment of music. They will develop the knowledge and skills to perform, compose, listen critically and express themselves creatively. Pupils will demonstrate resilience, teamwork, communication and respect through collaborative musical experiences, reflecting the values of both our school and Impact Education Multi Academy Trust. Progress will be evident through pupils' musical outcomes, performances, teacher assessment and increasing confidence to participate. Most importantly, all children, including those with SEND and those eligible for Pupil Premium, are empowered to access a rich, inclusive music curriculum that develops their talents, broadens their cultural experiences and prepares them for the next stage of their education and beyond.

Subject: Music

Year Group	Instrumental Music and performance	Notation and composition	Singing	Listening and appraising	Musical knowledge
EYFS	-Ch can play a percussion instrument to a simple beat. -Ch can play in time to music. -Ch know how to use a wide variety of percussion instruments.	-Ch can follow notation and play crotchets and quavers confidently using body percussion or on an instrument.	-Ch can sing in a group, trying to keep in time. -Ch can sing in a group, trying to match pitch and melody. -Ch can sing by themselves, trying to match pitch and melody.	-Ch respond to music. -Ch can talk about how music makes them feel. -Ch understand emotions through music. -Ch can identify ways to move to music. -Ch can sit and listen to a sound, discuss the sound and imitate the sound.	-Ch can name a wide variety of instruments. -Ch can identify tempo and dynamics <i>largo, presto, piano, forte</i> . -Ch can identify high sounds and low sounds.
Key Learning for each term.					
Autumn 1 Children can match rhythm patterns.	Autumn 2 Children identify pulse in a piece of music.	Spring 1 Children can match pitch patterns.	Spring 2 Children can play following the rhythm cards with a strong sense of pulse.	Summer 1 Children identify what they like or dislike about a piece of music they listen to.	Summer 2 Children can recognise and play crotchets and quavers.
By the end of Foundation stage pupils will be able to: recognise crotchets and quavers, clap and play these accurately in any context; identify what a pulse is ; begin to find their voice and match pitching; have experienced playing various percussion instruments.					

Year Group	Instrumental Music and performance	Notation and composition	Singing	Listening and appraising	Musical knowledge
1/2	-Ch explore instruments and are beginning to name them. -Ch can hold an instrument correctly and play the first 5 notes. -Ch can play their instrument in time while following the music.	-Ch can clap and play crotchets, quavers, minims and crotchets rests and understand the Italian names of the notes and their values. -Ch are beginning to write their own compositions using symbols, pictures or patterns.	-Ch can use their voice to sing with a good sense of pitch.	-Ch can use basic musical vocabulary when explaining why they like or dislike a piece of music. -Ch can identify the sound of woodwind, strings, brass and percussion. -Ch can improve their own performances, posture and technique using their speaking and listening skills.	-Ch can name instruments in an orchestra. -Ch can name simple musical symbols and words with some degree of meaning.
Key Learning for each term					
Autumn Term Children can play following the rhythm cards with a strong sense of pulse. Children can talk about how music makes them feel and identify their emotions through music. Children can match pitch patterns.		Spring Term Children can recognise and play crotchets and quavers. Children can hold their instrument correctly and follow the music to play the first three notes accurately.		Summer Term Children can recognise and play minims and crotchet rests. Children can hold their instrument correctly and follow the music to play the first 5 notes accurately, with a steady pulse and in parts.	
By the end of Year 1 pupils will be able to: recognise crotchet rests and draw, clap and play these accurately in any context; understand how to find a pulse and use body percussion to demonstrate the pulse; learn at least 5 notes on a pitched instrument; Sing with more understanding of pitch; talk about a piece of music at a basic level starting to use musical language.					