Green Wrythe Primary **Music** Curriculum

Intent
Vision and Objectives: • **Purpose:** Our curriculum is designed to provide a high-quality music education that inspires a love of music, nurtures talent, and supports personal growth. • **Aim:** To deliver an inclusive music curriculum that encourages children to enjoy singing, composing, and performing. • **End Goals:** By the end of each key stage, pupils will show confidence, creativity, and musical ability, with opportunities to perform both in school and the wider community • **Values:** Our curriculum reflects our school's commitment to inclusivity, creativity, and community engagement, aligning with British values and national policies.

Implementation - Through our **GW Drivers**, our Curriculum			
Inspires Excellence by:	**Fosters Positive Relationships** by:	Provides **'Golden Ticket'** learning by:	Promotes **Mastery** by:
providing high-quality teaching that builds confidence in performing, composing and reflecting musically. offering regular opportunities for performance and feedback to encourage pride and ambition in music.	encouraging teamwork, listening, and collaboration through group music-making and ensemble work. creating a supportive environment where pupils share musical goals and celebrate each other's successes.	offering access to instrumental tuition through the Sutton Music Services Hub, opening cultural and personal development opportunities. loaning instruments to all pupils so every child can take part and find their musical voice.	revisiting core concepts like pulse, rhythm and notation to build deep, lasting understanding. using a structured progression of skills through Charanga and specialist schemes to support long-term learning.
Ensures **Equitable Access and Support** by:	**Promotes Oracy** by:	Facilitates **Formative Assessment** by:	Encourages **Always Learning** by:
loaning instruments at no cost and adapting lessons to meet a wide range of learning needs. enabling all pupils, regardless of background or ability, to participate fully in music education.	encouraging children to use musical vocabulary and express opinions confidently in discussions and reflections. embedding singing, rhythm games and peer feedback to support clear and confident communication	using Charanga's tools and teacher observations to inform planning and support progression. encouraging informal dialogue between teachers and subject leaders to monitor and respond to pupils' needs	providing a continuous, connected music journey from Reception to Year 6 that builds year on year. inspiring children to explore music beyond the classroom and value it as a lifelong pursuit

Impact - Our Curriculum allows our pupils to live our **Values,** showing they are:		
Aspirational by:	**Compassionate** by:	**Resilient** by:
engaging in high-quality music education, including specialist instrumental tuition and regular performance opportunities. Pupils are encouraged to aim high, express themselves creatively, and take pride in developing their musical talents to the highest standard.	participating in group music-making, choirs, and collaborative performances that promote empathy, cooperation, and respect. By exploring music from a wide range of cultures, they develop a deeper appreciation for diversity and the experiences of others.	persevering through the challenges of learning instruments, mastering musical techniques, and refining performances. They build confidence through sustained effort, practice, and feedback, learning to see mistakes as opportunities for growth.
Responsible by:	**Inclusive** by:	**Reflective** by:
taking ownership of their musical learning, caring for instruments, and contributing positively to rehearsals and performances. They learn to work reliably in ensembles, listening and responding with respect and consideration for others	ensuring every child—regardless of background, ability, or need—can participate in music. Through adapted teaching, instrument access, and a curriculum that reflects a broad range of genres and cultures, all pupils feel represented and valued.	evaluating their own performances and responding thoughtfully to the music of others. They consider how music relates to emotions, identity, and wider society, deepening their self-awareness and understanding of the world.