

A Guide to Music at HSA

Intent: What is it like to be a musician at Hertford St Andrew?

As musicians in Hertford St Andrew children will be exposed to musical terminology and have the opportunity to develop a love of **all** genres of music. Children access a rich and appealing curriculum that boasts not only fluency in terminology but understanding the depths of musical features such as rhythm, pitch, timbre, and tone.

To widen their love of music, children are offered the chance to be part of the Hertford St Andrew school choir, which will lead to the participation in national events as well as local and regional events where they have the honour to represent the school with their talents. Our young musicians will also take part in singing worship, covering a range of songs from modern hymns to more contemporary pieces of music which best fit our school ethos. Through our Shining Lights curriculum each class has the opportunity to learn and develop skills by learning a new instrument, from the humble ocarina to the challenging ukulele. These young musicians get to showcase their newfound knowledge in termly performances.

What do we want for all our musicians?

We would like all pupils to develop an understanding of how music is used to inspire, induce creativity and self-exploration. Inspired by our bible verse, "**Let your light shine,**" **Matthew 5:16** we aim for our music curriculum to contribute to the spiritual, social, creative, and cultural development of our children and staff.

In EYFS and Key Sage 1, music is thoroughly embedded through the curriculum through rhyme and performance. As young musicians they will take part in Christmas productions that will inspire the continued use of voice to create harmony and melody through their singing. They will also be introduced to the importance of rhythm and 'following the beat' as well as finding it within a piece of music, whether that be classical, gospel or rock. They will also have the opportunity to listen and appraise pieces of music exploring the features of different genres.

In Key Stage 2, their love of music will continue to be developed through the continuation of our scheme as well as opportunity to perform as well in an end of year production.

Music Everywhere

Cross-curricular opportunities

Music plays a part in everyday life, from listening to music as they enter worship and deciphering the meaning of the music being played and its relevance to the message they are going to hear to playing an instrument as a class during 10 for 10. Music also overlaps in other

subject areas, whether it be delving into the culture of another country to learning more about a religion through the art of song.

Enrichment Opportunities

Within school we capitalise on the love of music that they children have; we celebrate their talents through a school choir and inviting musicians into school to perform and lead in development activities with them. We also have experience days/weeks like International Week where we delve into different countries and genres of music associated with them.

All children experience the excitement (and nerves!) of performance in our regular 10 for 10 celebration concerts and school plays and productions.

Meeting our musicians where they are

Our Music curriculum follows the National Curriculum and is delivered through a creative and inclusive approach where all children are able to engage fully with musical learning. The Music curriculum celebrates the joy of creativity and expression, promoting a love of music through singing, composition, performance, listening, and exploration. Lessons are designed to inspire curiosity, confidence, and collaboration, enabling every child to find their voice and develop their musicality.

Teachers adapt learning to suit the needs and interests of their class — from exploring rhythm and movement through body percussion in EYFS, to performing ensemble pieces using tuned instruments in KS2, or composing soundscapes inspired by stories, seasons, and celebrations. Music is often woven through wider curriculum experiences, such as learning songs from different cultures and faiths, creating compositions linked to history or geography topics, and reflecting emotions through music and movement.

While the statutory requirement for Music begins in Key Stage 1, it also plays a valuable role within the EYFS. Music contributes particularly to children's personal, social and emotional development, communication and language, and expressive arts and design. Through singing, movement, and exploration of sound, our youngest learners begin to develop rhythm, coordination, and a lifelong enjoyment of music-making.

Implementation: What do we teach and when?

We follow the National Curriculum and Sing Up units to ensure that children progress through our curriculum. Teachers use scheme planning tools.

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
- listen 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

During Music lessons, teachers assess and support with:

- Verbal feedback
- Individual modelling in response to need
- Sharing of good examples
- Allocation of TA support as needed
- Monitoring of vocabulary - are children developing the language to talk about music?

As a whole school, we follow the 'Sing Up' music scheme which children take part in blocked music lessons. The scheme itself has been designed by subject specialists and spans from Early Years – with the focus of Expressive Arts, through to Year 6 where the focus areas are: singing, listening, composing, performance through vocals and instruments.

Music is one of our 10 for 10. We give each child 10 minutes of teaching and practice time every day so that they can develop their musicality and voice in EYFS/KS1 and learn an instrument in KS2.

Outcomes and Impact

As children progress through our Music curriculum, we notice that:

- They become more confident performers
- They become a more engaged and discerning audience
- They develop preferences for musical styles, instruments and performers

- They are able to talk about music they have composed or performed
- They are able to express a response to music, both intellectual and emotional

End point	What will children achieve?
End of EYFS	<ul style="list-style-type: none"> • Listen attentively to a range of music, showing interest and enjoyment. • Respond to music through movement, dance, and expressive actions. • Sing a range of simple songs from memory, matching pitch and maintaining a steady beat. • Explore sounds made by different instruments and everyday objects. • Create simple rhythms and patterns, experimenting with tempo and dynamics. • Perform with others, showing awareness of the group (e.g. singing in class performances). • Talk about music they hear or make using simple descriptive words (e.g. loud, soft, fast, slow).
End of KS1	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically, exploring different ways of creating sounds. • Listen 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 (pitch, duration, dynamics, tempo, timbre, texture, and structure). • Begin to represent sounds using symbols or simple graphic notation. • Recognise and respond to contrasts in music (fast/slow, loud/quiet, high/low).
End of KS2	<ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control, both solo and in groups. • Develop accuracy and expression in singing, controlling pitch, dynamics, and phrasing. • Play and perform in ensemble contexts, using their voices and instruments fluently and with awareness of others. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Use and understand staff notation and other forms of musical notation. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality music from different traditions, composers, and historical periods. • Develop an understanding of the history of music, recognising key genres, styles, and cultural influences.

