



Blackpool Gateway Academy

MUSIC CURRICULUM GUIDANCE

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Blackpool Gateway Academy is part of Fylde Coast Academy Trust
“Learning today for a brighter tomorrow”

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Music Curriculum Guidance

Curriculum Intent

At Blackpool Gateway Academy, we recognise that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of young children. Music reflects and is fundamental to the culture and society we live in, particularly in Blackpool given its heritage, and so the teaching and learning in music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music plays an important part in helping young children increase in self-confidence as well as developing countless other benefits, including the development of skills such as listening and attention, memory and concentration and coordination.

Aims

The aims of music teaching are:

- To foster enjoyment of music.
- To develop pupils' understanding of how music can take a variety of forms and that music can reflect other times and places.
- To foster creativity in all pupils enabling pupils to use music as a form of self-expression.
- To develop pupils' independence, self-esteem, motivation and empathy with others and the ability to work together in a group.
- To develop skills and knowledge in performing, composing, listening to and appraising music.
- For children to have the opportunity to perform for audiences and to watch performances during their school life.

At Blackpool Gateway Academy we aim to make music an enjoyable learning experience. Music is taught by class teachers or support colleagues through the Charanga Music Scheme. This scheme enables us to meet the requirements of the national curriculum. Whoever is teaching, the class teacher has overall responsibility for the progress of pupils and communications to ensure the progression of learning is secure. During their school life we aim for children to encounter a variety of musical experiences to develop their self-confidence and creativity and to ensure good cultural capital. In EYFS, for example, children receive music tuition from an Early Years Specialist to focus on the fundamentals of music. In Years 5 and 6 the children have the opportunity to learn a brass instrument with a peripatetic music teacher from Blackpool Music Service. Children also have the opportunity to join the school musical theatre group and participate in different events throughout the school year. This will widen pupils' experiences and appreciation of music.

Securing Cultural Capital

Children at Blackpool Gateway Academy will be exposed to many different musical experiences throughout their musical journey. We recognise that we are part of the Bloomfield Ward, and we understand that children may come to us with significant gaps in their musical knowledge. Therefore, at Blackpool Gateway Academy we have developed a secure cultural capital to fill those gaps in musical knowledge. We also recognise that due to the Bloomfield Ward area, children are less likely to be able to take part in additional musical experiences.

Our additional experiences include:

- opportunities to perform at Blackpool venues such as The Winter Gardens, The Grand Theatre and The Blackpool Tower
- the chance to represent Blackpool Gateway Academy in competitions including but not limited to; Schools Alive, The Christmas Festival and Choir of the Year.

- In EYFS, children receiving high-quality music education to aid in development of early years music-making including developments in phonics, improved reading and language skills and communication between parents and children
- In Years 5 and 6, the chance for every child to learn a musical instrument through Blackpool Music Service's Wider Opportunities programme
- Regular visits from external music providers such as Travelling by Tuba, African Drumming with Wedzy and Rockstar Music School.

Inclusion

We provide opportunities for all pupils to reach their potential in Music, no matter what their starting points. All children are provided with equal access to our Music curriculum, by means of the pupil premium funding as appropriate for example.

We provide suitable learning opportunities regardless of gender, ethnicity or home background. The Music curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use interventions to help pupils improve their attainment. , Interventions usually consist of:

- music specialist assistance
- specialist equipment
- additional time

Those who excel using an instrument will be identified and suitable learning challenges provided at the earliest opportunity.

Nurture

The ongoing work and ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our Music Curriculum Guidance. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self- confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practice** to support teaching and learning in Music.

Music Curriculum End Points:

By the end of KS2, children will be able 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
- Receive opportunities to perform for audiences and watch performances at external venues such as The Grand Theatre, Blackpool Tower or The Winter Gardens

Curriculum Implementation

Early Years Foundation Stage

We teach music in reception class as an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the musical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Music contributes to a child's personal and social development. Counting songs foster a child's mathematical ability, and songs from different cultures increase a child's knowledge and understanding of the world.

In the Early Years Foundation Stage children are given the opportunity for musical exploration in both the indoor and outdoor areas. Teaching and learning of rhythm and rhyme are embedded into the Foundation Stage Curriculum. Introduction to musical instruments and skills are introduced through Charanga.

Key stage 1

Pupils will 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 will 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 (reciting and discriminating sounds that children can hear).

Pupils will 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.

The Sequencing of Key Musical Knowledge and Skills to be Taught

Throughout the year, children are taught new skills which are embedded in the six units of work they learn across the year. Children learn four main skills:

1. Listen and Appraise
2. Improvisation
3. Composition
4. Performance

Listen and Appraise:

EYFS- To explore and learn how sounds can be changed. To begin to build a repertoire of songs and dances.

To explore the different sounds of instruments.

Year 1- As *EYFS*, and: To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

Year 2- As *Y1*, and: To learn how songs can tell a story or describe an idea.

Year 3- As *Y2*, and: To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.

Year 4- As *Y3*, and: To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). When you talk, try to use musical words.

Year 5- As *Y4*, and: To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Year 6- As *Y5*, and: Talk about the music and how it makes you feel, using musical language to describe the music

Composition

EYFS- To sing to self and make up simple songs. To make up rhythms. To create simple representations of events, people and objects. To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Year 1- As *EYFS*, and: Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.

Year 2- As *Y1*, and: Help create three simple melodies with the Units using one, three or five different notes.

Year 3- As *Y2*, and: Plan and create a section of music that can be performed within the

context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Year 4- As Y3, and: Help create at least one simple melody using one, three or all five different notes.

Year 5- As Y4, and: Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

Year 6- As Y5, and: Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Improvisation

EYFS- To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.

Year 1- As EYFS, and: Use the improvisation tracks provided. Improvise using the three challenges: Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one note. Take it in turns to improvise using one note.

Year 2- As Y1, and: Use voices and instruments, listen and sing back, then listen and play your own answer using two notes. Take it in turns to improvise using two notes.

Year 3- As Y2, and: Improvise using instruments in the context of the song they are learning to perform. Listen and copy back using instruments, using two different notes.

Year 4- As Y3, and: Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using three different notes.

Year 5- As Y4, and: Copy back using instruments. Use the three notes. Use two notes in your answer. Always start on a G.

Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Year 6- As Y5, and: Improvise using instruments in the context of a song to be performed.

Performance

EYFS- To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1- As EYFS, and: Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.

Year 2- As Y1, and: They can play together.

Year 3- As Y2, and: To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Year 4- As Y3, and: Present a musical performance designed to capture the audience.

Year 5- As Y4, and: To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Year 6- As Y5, and: To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

Wider and Extra-Curricular Music Opportunities

We aim to provide a range of age appropriate extra-curricular music activities. For example:

- Musical Theatre Club is offered to all pupils in KS2. Throughout the year, the group will showcase their talents at different events.
- As part of the Year 5 and 6 wider opportunities curriculum, Blackpool Music Service offers brass lessons to pupils weekly.
- Year 3 currently have a member of Blackpool Music Service who comes in to teach them how to play the recorder.
- Each year group is given the opportunity to showcase a musical item they have been practising during their class assembly.

Resources

Music resources are kept in the ‘Music Cupboard’ in the music trolley. The instruments have been audited so all staff are aware of the instruments, and how many of each instrument are available in school. Children who are having extra music lessons provided by Blackpool Music Service are responsible for their own instruments.

Curriculum Impact

Our measures of success for Music will be that:

- that the curriculum for Music is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in Music is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as musicians children will develop skills and attributes they can use beyond school and into adulthood.

In order to assess that the implementation of the music curriculum is having a positive impact on learning, a range of assessment tools are to be used. Assessment should be a constant and ongoing process to help teachers: evaluate learning, plan subsequent work, identify strengths and weaknesses, support pupils learning and to report pupils’ attainment. In music, questioning for understanding during each lesson is the key ongoing assessment tool we will utilise. In addition:

- Digital video assessment at the start and end of term

Teachers are expected to record a start of term teach and introduction to learning a new song and then an end of term recording to use as a full class assessment. Pupils will also be given an opportunity to self appraise via a pupil voice. Video evidence is stored on Team Drive under 'Music Evidence'. Each year group has their own folder in which to store videos and pictures of their Charanga lessons, performances, assemblies and any music evidence that shows the teaching and learning of the pupils in relation to the National Curriculum.

In Foundation Stage children will be observed during lessons and continuous provision. Observations and photographs will be recorded on Individual Learning Journeys. These will inform teacher judgements of children's progress against age related expectations in the Expressive Arts & Design strand of the Early Years Foundations Stage Curriculum. EYFS will also use Charanga to teach units of music.

In Key Stages 1 and 2, staff will assess at each DC how well pupils have made progress against the national curriculum requirements as articulated above and record on the spreadsheet which is located on the 'Team Drive'.

Monitoring

The Music leader will monitor the teaching of music across all year groups. Monitoring, which will be in accordance with the subject action plan for music, may include as appropriate scrutinising teachers' planning, lesson observations, discussions with pupils about their learning in music, and scrutiny of teacher assessments of pupils' progress all of which will help to ensure continuity, progression and balance across the year groups.