

Barnes Infant Academy

Music - Policy on a Page



Statement of Intent

At Barnes Infant Academy, our music curriculum is designed to develop children as confident performers, listeners and creators who can express themselves and communicate ideas through sound. Our curriculum is written specifically for Barnes Infant Academy, taking account of our local context in Sunderland, so that children experience music as a shared, expressive and meaningful part of their lives.

We recognise that many of our children enter school with varied musical experiences and differing levels of language development. Therefore, our music curriculum is carefully sequenced to build knowledge progressively, prioritise vocabulary and oracy, and ensure all children can participate, perform and succeed.

Our intent is for children to understand that music is a powerful form of communication, that musical elements shape what we hear and feel, and that performance is a valuable way to share ideas and emotions. Children leave Barnes Infant Academy with the foundational knowledge, vocabulary and confidence to engage with music in the next stage of their education.

Curriculum Design & Sequencing

Our music curriculum is knowledge-led and carefully sequenced from EYFS through to Year 2. Learning is structured around key musical concepts, including:

- Timbre
- Pitch
- Duration
- Rhythm
- Dynamics
- Tempo
- Texture
- Structure

Children progressively develop their ability to:

- sing, chant and perform

- play tuned and untuned instruments
- listen and respond to music
- create and compose simple musical ideas

Knowledge of musical dimensions is revisited and built upon so that learning is cumulative. Children move from exploration and experimentation in EYFS and Year 1 to more structured composition, notation and performance in Year 2.

Vocabulary, Oracy & Communication

Vocabulary and oracy are explicitly prioritised within our music curriculum. Musical vocabulary is carefully selected, explicitly taught and regularly revisited so that children can describe sounds, patterns and musical features accurately.

Teachers model the use of subject-specific language and provide structured opportunities for children to:

- discuss what they hear
- explain their musical choices
- evaluate performances

This supports all learners, particularly those with EAL, and strengthens children's ability to communicate through both language and music.

Inclusion:

Our music curriculum is designed inclusively from the outset. Lessons are structured to reduce cognitive load through repetition, modelling and clear routines.

Adaptations may include:

- pre-teaching key vocabulary
- use of visual and auditory prompts
- repetition of musical patterns and structures
- scaffolded participation in performance
- flexible ways to demonstrate understanding through listening, performing or creating

This ensures all children can access and succeed in music.

Enhancement & Cultural Capital

Music is a key part of life at Barnes Infant Academy and is enriched through carefully planned opportunities that align with our curriculum.

At Barnes Infant Academy, this includes:

- participation in extra-curricular clubs through our Beyond the Bell provision, including Glee and Singing Club
- opportunities to perform for an audience, including Christmas performances, summer shows and informal "busking-style" performances for parents
- regular opportunities for children to share and celebrate music within school
- exposure to a range of musical styles, traditions and cultures, including world music
- opportunities to compose, perform and respond to music in meaningful contexts

These experiences ensure all children develop cultural capital and understand music as something to be shared, enjoyed and celebrated.

Impact - What This Looks Like for Children

As a result of our music curriculum, children at Barnes Infant Academy:

- know more about musical elements, patterns and structures and remember this knowledge over time
- use musical vocabulary confidently when discussing music
- perform with increasing confidence, control and expression
- listen carefully and respond thoughtfully to different types of music
- create and compose simple musical ideas
- see themselves as musicians and enjoy sharing their music with others