



## Chadsgrove Curriculum Long Term Planning: Music

### Curriculum Intent

Music is a powerful form of communication and self-expression that enriches pupils' lives and supports their understanding of themselves and the world around them. At Chadsgrove School, we believe that every pupil should have the opportunity to experience, enjoy, create and respond to music regardless of their individual needs, abilities or physical barriers. Through engaging and meaningful musical experiences, we aim to develop pupils' confidence, creativity, communication skills and emotional wellbeing while fostering a lifelong appreciation of music.

Within the Chadsgrove curriculum, Music provides opportunities for pupils to explore a wide range of musical styles, traditions and cultures, enabling them to develop an awareness of music's role within their own lives and in the wider world. Through listening, singing, performing, composing and appraising, pupils develop an understanding of the inter-related dimensions of music, including pulse, rhythm, pitch, dynamics, tempo, timbre, texture, structure and notation. These concepts are revisited and developed over time to support progression and deepen understanding.

The Music curriculum is carefully adapted to meet the diverse needs of pupils across all curriculum pathways. Learning may be accessed through voice, instruments, movement, music technology, assistive technology, AAC and sensory experiences, ensuring that every pupil can participate meaningfully and achieve success.

Opportunities for collaboration, performance and creative expression support pupils to develop independence, resilience and positive relationships with others.

Our intention is for pupils to become confident musical learners who can communicate their ideas, respond to music with increasing understanding, and develop the knowledge and skills required for future learning, accreditation opportunities and participation in community life. Through this approach, we aim to foster enjoyment of music while supporting pupils' personal development, wellbeing and preparation for adulthood.

### Curriculum Implementation

At Chadsgrove School, pupils participate in regular Music lessons which provide opportunities to listen, perform, compose, improvise and appraise music. Learning experiences are designed to be engaging, practical and accessible, enabling all pupils to develop musical understanding through active participation. Music is delivered through thematic contexts where appropriate, enabling meaningful links to be made with wider curriculum learning while maintaining a clear focus on the progression of musical knowledge and skills.

The curriculum is structured to ensure progression across the inter-related dimensions of music. Specific musical elements, such as beat, pitch, listening, composition, notation, dynamics, structure and performance, are revisited regularly to enable pupils to consolidate prior learning, strengthen understanding and apply their skills in different contexts. Teachers use the Long Term Plan to identify key learning priorities for each term and develop Medium Term Plans that meet the individual needs of their pupils.

Music lessons incorporate a wide range of approaches including singing, vocal exploration, instrumental performance, movement, musical games, creative composition, listening activities and performance opportunities. Visual supports, symbols, objects of reference, notation systems, digital technologies and specialist equipment are used where appropriate to increase accessibility and support understanding. For some pupils, learning may be accessed through sensory exploration, physical interaction with instruments or assistive technology, ensuring that barriers to participation are minimised.

Music is further enhanced through opportunities across the wider curriculum and school day, including assemblies, performances, enrichment activities, sensory stories, dance and movement sessions, Music Therapy, visiting musicians and community events. These experiences help pupils develop confidence, communication, social interaction and an appreciation of music as a shared and enjoyable experience.

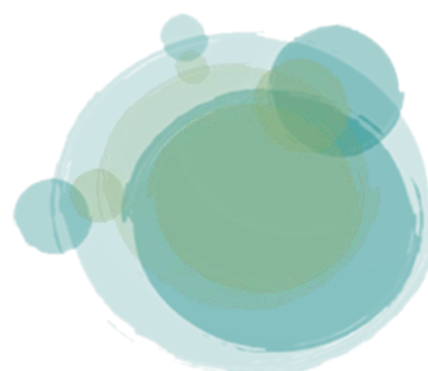
For pupils following accredited pathways, learning is planned to develop the knowledge, understanding and practical skills required for future qualifications. Opportunities for performance, composition, listening and musical evaluation are embedded throughout the curriculum to support progression towards accreditation and future aspirations.

### For pupils on the Discoverers Curriculum Pathway:

- A musical focus is identified for each term (for example, 'exploring tempo'). Through a range of activities, repeated opportunities for pupils to experience, anticipate and respond to changes within this musical dimension are provided.
- Each termly focus is made relevant to the theme of the Discoverers Long Term Plan, with learning personalised to meet pupils' individual sensory, physical and communication needs.
- Pupils are supported to engage with and respond to music through listening, shared attention, vocalisation, movement, touch, instrument exploration, and cause-and-effect activities, with all responses valued and celebrated.
- Where appropriate, a range of multi-sensory resources including objects of reference, symbols, switches and appropriate visuals are used to enhance engagement and understanding.
- Familiar routines, repetition and consistent use of key words, signs, symbols and sensory cues support pupils to anticipate activities, communicate preferences and develop understanding over time.
- Opportunities are provided for pupils to revisit and build on familiar musical experiences, make connections across the curriculum and to participate in shared performances at a level appropriate to their individual abilities.
- Teaching focuses on developing engagement, communication, choice making and musical responsiveness, with progress measured through individual outcomes and engagement as well as assessing musical attainment through the Sounds of Intent Framework.

### Discoverers 1

| <u>Term</u>  | <u>Autumn 2025</u>         | <u>Spring 2026</u>        | <u>Summer 2026</u>             |
|--------------|----------------------------|---------------------------|--------------------------------|
| <u>Topic</u> | <u>My Little Forest</u>    | <u>The Secret Garden</u>  | <u>Star of the Show</u>        |
| Music 1      | Exploring Instruments      | Exploring Dynamics        | Exploring Tempo                |
| <u>Term</u>  | <u>Autumn 2026</u>         | <u>Spring 2027</u>        | <u>Summer 2027</u>             |
| <u>Topic</u> | <u>Step Back in Time</u>   | <u>Around the World</u>   | <u>Habitats</u>                |
| Music 2      | Exploring Texture          | Exploring Pitch           | Exploring Timbre               |
| <u>Term</u>  | <u>Autumn 2027</u>         | <u>Spring 2028</u>        | <u>Summer 2028</u>             |
| <u>Topic</u> | <u>Getting to Know You</u> | <u>People Who Help Us</u> | <u>This is Me</u>              |
| Music 3      | Exploring Duration         | Exploring Rhythm          | Exploring Structure            |
| <u>Term</u>  | <u>Autumn 2028</u>         | <u>Spring 2029</u>        | <u>Summer 2029</u>             |
| <u>Topic</u> | <u>Adventure Time</u>      | <u>Space</u>              | <u>In the Summer Time</u>      |
| Music 4      | Exploring Performance      | Exploring Composition     | Exploring Listening/Responding |

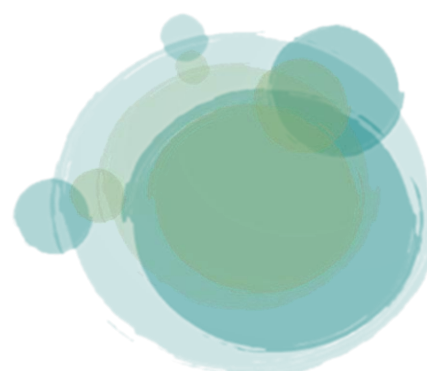


## Discoverers 2

|              |                            |                                  |                                |
|--------------|----------------------------|----------------------------------|--------------------------------|
| <b>Term</b>  | <b><u>Autumn 2025</u></b>  | <b><u>Spring 2026</u></b>        | <b><u>Summer 2026</u></b>      |
| <b>Topic</b> | <b>A Sense of Autumn</b>   | <b>Under the Sea</b>             | <b>Down on the Farm</b>        |
| Music 1      | Exploring Instruments      | Exploring Dynamics               | Exploring Tempo                |
| <b>Term</b>  | <b><u>Autumn 2026</u></b>  | <b><u>Spring 2027</u></b>        | <b><u>Summer 2027</u></b>      |
| <b>Topic</b> | <b>My Favourite Things</b> | <b>Aladdin's Magical Journey</b> | <b>Let's Go to the Beach</b>   |
| Music 2      | Exploring Texture          | Exploring Pitch                  | Exploring Timbre               |
| <b>Term</b>  | <b><u>Autumn 2027</u></b>  | <b><u>Spring 2028</u></b>        | <b><u>Summer 2028</u></b>      |
| <b>Topic</b> | <b>On Our Travels</b>      | <b>Spring is Here!</b>           | <b>The Great Outdoors</b>      |
| Music 3      | Exploring Duration         | Exploring Rhythm                 | Exploring Structure            |
| <b>Term</b>  | <b><u>Autumn 2028</u></b>  | <b><u>Spring 2029</u></b>        | <b><u>Summer 2029</u></b>      |
| <b>Topic</b> | <b>Traditional Tales</b>   | <b>Amazing Asia!</b>             | <b>Animals on Safari</b>       |
| Music 4      | Exploring Performance      | Exploring Composition            | Exploring Listening/Responding |

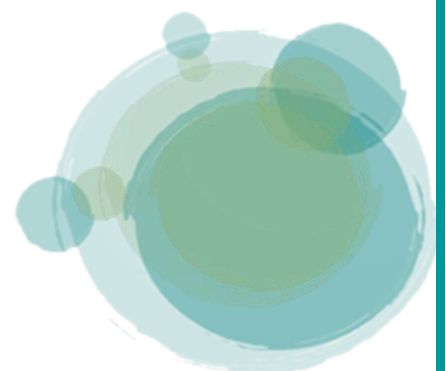
## Discoverers 3

|              |                            |                            |                                |
|--------------|----------------------------|----------------------------|--------------------------------|
| <b>Term</b>  | <b><u>Autumn 2025</u></b>  | <b><u>Spring 2026</u></b>  | <b><u>Summer 2026</u></b>      |
| <b>Topic</b> | <b>Magic Carpet Rides</b>  | <b>African Adventure!</b>  | <b>The Circus is in Town</b>   |
| Music 1      | Exploring Instruments      | Exploring Dynamics         | Exploring Tempo                |
| <b>Term</b>  | <b><u>Autumn 2026</u></b>  | <b><u>Spring 2027</u></b>  | <b><u>Summer 2027</u></b>      |
| <b>Topic</b> | <b>Terrific Transport</b>  | <b>Crazy Climates</b>      | <b>Cool Conservation</b>       |
| Music 2      | Exploring Texture          | Exploring Pitch            | Exploring Timbre               |
| <b>Term</b>  | <b><u>Autumn 2027</u></b>  | <b><u>Spring 2028</u></b>  | <b><u>Summer 2028</u></b>      |
| <b>Topic</b> | <b>Because of You</b>      | <b>Let's Grow Together</b> | <b>Rise and Shine</b>          |
| Music 3      | Exploring Duration         | Exploring Rhythm           | Exploring Structure            |
| <b>Term</b>  | <b><u>Autumn 2028</u></b>  | <b><u>Spring 2029</u></b>  | <b><u>Summer 2029</u></b>      |
| <b>Topic</b> | <b>Wizards and Witches</b> | <b>As the Snow Melts</b>   | <b>Alice in Wonderland</b>     |
| Music 4      | Exploring Performance      | Exploring Composition      | Exploring Listening/Responding |



## Horizons Connect

|                     |                                  |                           |                                |
|---------------------|----------------------------------|---------------------------|--------------------------------|
| <b><u>Term</u></b>  | <b><u>Autumn 2025</u></b>        | <b><u>Spring 2026</u></b> | <b><u>Summer 2026</u></b>      |
| <b><u>Topic</u></b> | <b>Our Trip to Hogwarts</b>      | <b>Around the World</b>   | <b>Our Blue Planet</b>         |
| Music 1             | Exploring Instruments            | Exploring Dynamics        | Exploring Tempo                |
| <b><u>Term</u></b>  | <b><u>Autumn 2026</u></b>        | <b><u>Spring 2027</u></b> | <b><u>Summer 2027</u></b>      |
| <b><u>Topic</u></b> | <b>Through the Looking Glass</b> | <b>Gap Year Adventure</b> | <b>Carnival</b>                |
| Music 2             | Exploring Texture                | Exploring Pitch           | Exploring Timbre               |
| <b><u>Term</u></b>  | <b><u>Autumn 2027</u></b>        | <b><u>Spring 2028</u></b> | <b><u>Summer 2028</u></b>      |
| <b><u>Topic</u></b> | <b>The Magic of the Musicals</b> | <b>Wonderful Wildlife</b> | <b>The Grimm Brothers</b>      |
| Music 3             | Exploring Duration               | Exploring Rhythm          | Exploring Structure            |
| <b><u>Term</u></b>  | <b><u>Autumn 2028</u></b>        | <b><u>Spring 2029</u></b> | <b><u>Summer 2029</u></b>      |
| <b><u>Topic</u></b> | <b>Dreams</b>                    | <b>Eurostar!</b>          | <b>Prehistoric</b>             |
| Music 4             | Exploring Performance            | Exploring Composition     | Exploring Listening/Responding |

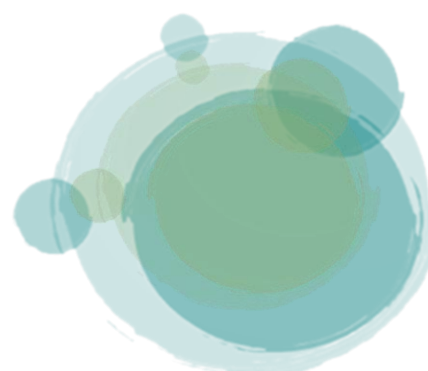


### For pupils on the Explorers Curriculum Pathway:

- Each termly topic is based on a unit from Charanga's 'Anyone Can Play', with additional musical material carefully selected where relevant to the class theme for that term
- Within the delivery of each unit, knowledge and skills are assessed through the five Areas of Engagement Model and linked to Sounds of Intent (inclusive framework of musical engagement)
- Multi-sensory approaches include a number of different activities within each Music lesson, such as singing, moving, playing instruments and composing
- Visuals (including symbols, pictures and puppets/relevant objects) add another dimension to musical learning
- Physical involvement is an important aspect of music learning, and so pupils explore action songs and rhymes, and are encouraged to move, dance and/or sign at the same time as singing/vocalising
- Opportunities enable pupils to learn about music through physical contact with an instrument and/or sound source

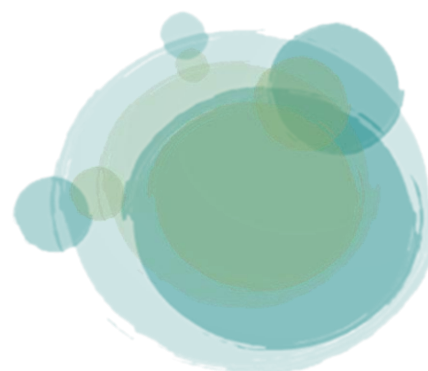
### Explorers 1

| <u>Term</u>                            | <u>Autumn 2025</u>              | <u>Spring 2026</u>         | <u>Summer 2026</u>         |
|----------------------------------------|---------------------------------|----------------------------|----------------------------|
| <u>Topic</u>                           | <b>Let's Explore the Senses</b> | <b>Out and About</b>       | <b>On the Move</b>         |
| Music 4<br>Performance &<br>Expression | March                           | Loud and Quiet             | Boogie Train               |
| <u>Term</u>                            | <u>Autumn 2026</u>              | <u>Spring 2027</u>         | <u>Summer 2027</u>         |
| <u>Topic</u>                           | <b>In the Dark</b>              | <b>Little Creatures</b>    | <b>Splash</b>              |
| Music 1<br>Introducing &<br>Exploring  | Introducing Instruments         | Exploring Instruments      | Choosing Instruments       |
| <u>Term</u>                            | <u>Autumn 2027</u>              | <u>Spring 2028</u>         | <u>Summer 2028</u>         |
| <u>Topic</u>                           | <b>All Aboard!</b>              | <b>Let's Pretend</b>       | <b>In the Garden</b>       |
| Music 2<br>Sensory &<br>Engagement     | Introducing Sway                | Introducing March          | Introducing Loud and Quiet |
| <u>Term</u>                            | <u>Autumn 2028</u>              | <u>Spring 2029</u>         | <u>Summer 2029</u>         |
| <u>Topic</u>                           | <b>Colours and Patterns</b>     | <b>My Favourite Things</b> | <b>Let's Go Wild</b>       |
| Music 3<br>Melody &<br>Composition     | Contrast                        | Imitation                  | Waltz                      |



## Explorers 2

|                                        |                                      |                                      |                                        |
|----------------------------------------|--------------------------------------|--------------------------------------|----------------------------------------|
| <b><u>Term</u></b>                     | <b><u>Autumn 2025</u></b>            | <b><u>Spring 2026</u></b>            | <b><u>Summer 2026</u></b>              |
| <b><u>Topic</u></b>                    | <b><u>This is Me</u></b>             | <b><u>Amazing Animals</u></b>        | <b><u>Blue Planet</u></b>              |
| Music 4<br>Performance &<br>Expression | Patterns                             | Pulse                                | Pitch                                  |
| <b><u>Term</u></b>                     | <b><u>Autumn 2026</u></b>            | <b><u>Spring 2027</u></b>            | <b><u>Summer 2027</u></b>              |
| <b><u>Topic</u></b>                    | <b><u>Festivals and Feast</u></b>    | <b><u>Wheels in Motion</u></b>       | <b><u>Grow It, Cook It, Eat It</u></b> |
| Music 1<br>Introducing &<br>Exploring  | Instrumental Skills                  | Right Sound/Right Place              | Playing in a Group                     |
| <b><u>Term</u></b>                     | <b><u>Autumn 2027</u></b>            | <b><u>Spring 2028</u></b>            | <b><u>Summer 2028</u></b>              |
| <b><u>Topic</u></b>                    | <b><u>Story Worlds</u></b>           | <b><u>Tastes of the World</u></b>    | <b><u>Seaside and Beyond</u></b>       |
| Music 2<br>Sensory &<br>Engagement     | Directing                            | Shake-Tap-Ring                       | Shhh!                                  |
| <b><u>Term</u></b>                     | <b><u>Autumn 2028</u></b>            | <b><u>Spring 2029</u></b>            | <b><u>Summer 2029</u></b>              |
| <b><u>Topic</u></b>                    | <b><u>My Place, My Community</u></b> | <b><u>Light, Colour, Action!</u></b> | <b><u>Rhythm and Vibes</u></b>         |
| Music 3<br>Melody &<br>Composition     | Playing Quietly                      | Using Cue Cards                      | Composition                            |

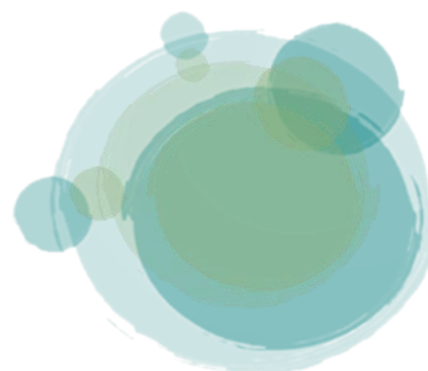


### For pupils on the Navigators Curriculum Pathway:

- A specific musical focus is identified for each term (for example, 'exploring pitch') and this musical dimension is explored separately for progression and assessment purposes (with other inter-related musical dimensions, or even all, being explored throughout)
- Each termly topic is based on a unit from Music Express that is considered relevant to the class theme for that term
- Multi-sensory approaches include a number of different activities within each Music lesson, such as singing, moving, playing instruments and composing
- Visuals (including symbols, pictures and puppets/relevant objects) add another dimension to musical learning
- Physical involvement is an important aspect of music learning, and so pupils explore action songs and rhymes, and are encouraged to move, dance and/or sign at the same time as singing/vocalising
- Opportunities enable pupils to learn about music through physical contact with an instrument and/or sound source

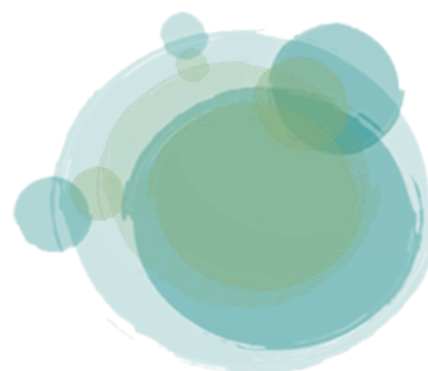
### Navigators 1

| <u>Term</u>  | <u>Autumn 2026</u>                                                        | <u>Spring 2027</u>                                                                     | <u>Summer 2027</u>                                                           |
|--------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <u>Topic</u> | <u>Seasons/Weather</u>                                                    | <u>Seasons/Weather</u>                                                                 | <u>Seasons/Weather</u>                                                       |
| Music 1      | Exploring Sounds<br><br>Content to include Music Express Units – Seasons  | Exploring Listening/Responding<br><br>Content to include Music Express Units – Weather | Exploring Rhythm<br><br>Content to include Music Express Units – Pattern     |
| <u>Term</u>  | <u>Autumn 2027</u>                                                        | <u>Spring 2028</u>                                                                     | <u>Summer 2028</u>                                                           |
| <u>Topic</u> | <u>Animals and Plants</u>                                                 | <u>Animals and Plants</u>                                                              | <u>Animals and Plants</u>                                                    |
| Music 2      | Exploring Tempo<br><br>Content to include Music Express Units – Animals   | Exploring Pitch<br><br>Content to include Music Express Unit – Ups and Downs           | Exploring Dynamics<br><br>Content to include Music Express Units – Ourselves |
| <u>Term</u>  | <u>Autumn 2028</u>                                                        | <u>Spring 2029</u>                                                                     | <u>Summer 2029</u>                                                           |
| <u>Topic</u> | <u>Water Around Us</u>                                                    | <u>Water in Nature and Living Things</u>                                               | <u>Using and Enjoying Water</u>                                              |
| Music 3      | Exploring Structure<br><br>Content to include Music Express Units – Water | Exploring Composition/Notation<br>Content to include Music Express Units – Animals     | Exploring Performance<br><br>Content to include Music Express Units – Travel |



## Navigators 2

| <u>Term</u>  | <u>Autumn 2026</u>                                                                | <u>Spring 2027</u>                                                                            | <u>Summer 2027</u>                                                                 |
|--------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| <u>Topic</u> | <b>Change</b>                                                                     | <b>Change</b>                                                                                 | <b>Change</b>                                                                      |
| Music 1      | Exploring Sounds<br><br>Content to include Music Express Unit – Life Cycles       | Exploring Listening/Responding<br><br>Content to include Music Express Units – Ancient Worlds | Exploring Rhythm<br><br>Content to include Music Express Unit – Environment        |
| <u>Term</u>  | <u>Autumn 2027</u>                                                                | <u>Spring 2028</u>                                                                            | <u>Summer 2028</u>                                                                 |
| <u>Topic</u> | <b>People</b>                                                                     | <b>People</b>                                                                                 | <b>People</b>                                                                      |
| Music 2      | Exploring Tempo<br><br>Content to include Music Express Unit – Communication      | Exploring Pitch<br><br>Content to include Music Express Unit – Building                       | Exploring Dynamics<br><br>Content to include Music Express Unit – Around the World |
| <u>Term</u>  | <u>Autumn 2028</u>                                                                | <u>Spring 2029</u>                                                                            | <u>Summer 2029</u>                                                                 |
| <u>Topic</u> | <b>Food</b>                                                                       | <b>Food</b>                                                                                   | <b>Food</b>                                                                        |
| Music 3      | Exploring Structure<br><br>Content to include Music Express Unit – Food and Drink | Exploring Composition/Notation<br><br>Content to include Music Express Unit – Keeping Healthy | Exploring Performance<br><br>Content to include Music Express Unit – World Unite   |

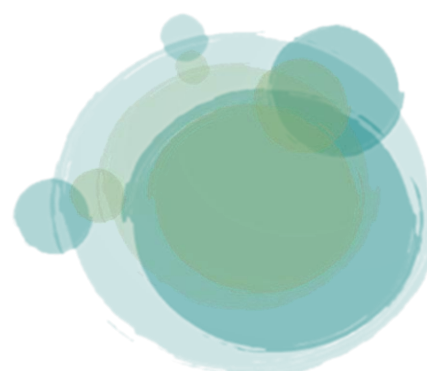


### For pupils on the Pioneers Curriculum Pathway:

- A specific musical focus is identified for each term (for example, 'exploring pitch') and this musical dimension is explored separately for progression and assessment purposes (with other inter-related musical dimensions, or even all, being explored throughout)
- Each termly topic is based on a unit from Music Express that is considered relevant to the class theme for that term
- Pupils are guided towards developing and showing their understanding of the inter-related musical dimensions through listening, responding, singing, instrument-playing, and moving
- Visuals (including symbols, pictures and appropriate notation) add another dimension to musical learning
- Understanding of key words and musical concepts is supported through written visuals (text, symbols and musical scores), and through each pupil's own collection of their written work, where appropriate
- Opportunities enable pupils to build on previous learning in the subject, to link this to other areas of the curriculum, and allow active involvement in the processes that lead up to a performance/sharing of work
- The necessary skills required for future accreditation opportunities form the basis of all teaching and learning opportunities

### Pioneers 1

| <u>Term</u>  | <u>Autumn 2025</u>                                                            | <u>Spring 2026</u>                                                 | <u>Summer 2026</u>                                             |
|--------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------|
| <u>Topic</u> | <b>People and Places</b>                                                      | <b>Amazing Animals</b>                                             | <b>Out at Sea</b>                                              |
| Music 2      | Exploring Beat/Sounds<br><br>Aims from Music Express<br>Number, Our School    | Exploring Pitch<br><br>Aims from Music Express<br>Animals          | Exploring Performance<br><br>Aims from Music Express<br>Travel |
| <u>Term</u>  | <u>Autumn 2026</u>                                                            | <u>Spring 2027</u>                                                 | <u>Summer 2027</u>                                             |
| <u>Topic</u> | <b>All About Me</b>                                                           | <b>Let's Build</b>                                                 | <b>Out and About</b>                                           |
| Music 3      | Exploring Sounds/Beat<br><br>Aims from Music Express<br>Ourselves, Our Bodies | Exploring Beat<br><br>Aims from Music Express<br>Machines, Pattern | Exploring Sounds<br><br>Aims from Music Express<br>Storytime   |
| <u>Term</u>  | <u>Autumn 2027</u>                                                            | <u>Spring 2028</u>                                                 | <u>Summer 2028</u>                                             |
| <u>Topic</u> | <b>Wonderful World</b>                                                        | <b>Perfect Plants</b>                                              | <b>Journeys</b>                                                |
| Music 1      | Exploring Beat<br>Aims from Music Express<br>Toys                             | Exploring Pitch<br>Aims from Music Express<br>Seasons              | Exploring Sounds<br>Aims from Music Express<br>Weather         |

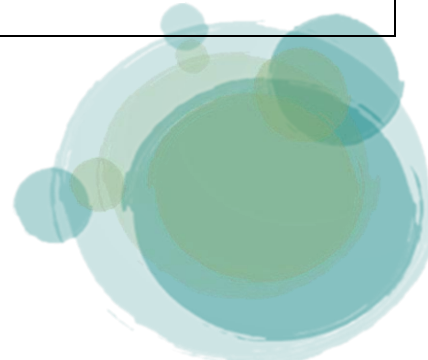


### Pioneers 2

| <u>Term</u>  | <u>Autumn 2025</u>                                               | <u>Spring 2026</u>                                                                                     | <u>Summer 2026</u>                                                                      |
|--------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| <u>Topic</u> | <b>Africa</b>                                                    | <b>Our Community/ Britain</b>                                                                          | <b>Celebrations/ Food and Drink</b>                                                     |
| Music 1      | Exploring Performance<br><br>Aims from Music Express<br>Roots    | Exploring Performance/Structure<br><br>Aims from Music Express<br>Our Community/Recycling              | Exploring Performance<br><br>Aims from Music Express<br>Celebration/Food and Drink      |
| <u>Term</u>  | <u>Autumn 2026</u>                                               | <u>Spring 2027</u>                                                                                     | <u>Summer 2027</u>                                                                      |
| <u>Topic</u> | <b>Victorian Britain</b>                                         | <b>The Human Body</b>                                                                                  | <b>Asia</b>                                                                             |
| Music 2      | Exploring Notation<br><br>Aims from Music Express<br>In The Past | Exploring Structure/Beat<br><br>Aims from Music Express<br>Human Body, Life Cycles,<br>Keeping Healthy | Exploring Pitch/Beat<br><br>Aims from Music Express<br>China, Around the World,<br>Time |
| <u>Term</u>  | <u>Autumn 2027</u>                                               | <u>Spring 2028</u>                                                                                     | <u>Summer 2028</u>                                                                      |
| <u>Topic</u> | <b>How things move and work</b>                                  | <b>Mysteries and Time Travel</b>                                                                       | <b>Rivers and Coasts</b>                                                                |
| Music 3      | Exploring Beat<br><br>Aims from Music Express<br>Building        | Exploring Structure/Pitch<br><br>Aims from Music Express<br>Ancient Worlds/In The Past                 | Exploring Composition<br><br>Aims from Music Express<br>Environment                     |

### Pioneers 3

| <u>Year</u>      | <u>WJEC Unit</u>                                 | <u>WJEC Description</u>                                                                                                                                                          |
|------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2025-2026</b> | Composing Music<br><br>Credit Value 4            | This unit aims to equip the learner with the skills required to compose a variety of pieces in different styles.                                                                 |
| <b>2026-2027</b> | Solo Music Performance<br><br>Credit Value 4     | This unit aims to equip the learner with the skills required to perform a variety of solo pieces.                                                                                |
| <b>2027-2028</b> | Appraising Music<br><br>Credit Value 5           | This unit aims to equip the learner with the knowledge required to be able to make distinctions within the musical elements and to identify a range of styles and/or traditions. |
| <b>2028-2029</b> | Ensemble Music Performance<br><br>Credit Value 5 | This unit aims to equip the learner with the skills required to perform a variety of pieces as part of an ensemble.                                                              |



## Curriculum Impact

Pupils' progress in Music is assessed through ongoing formative assessment using the Sounds of Intent Framework and recorded using Chads Grove's assessment systems. Evidence of learning may include photographs, video and audio recordings, practical performances, compositions, teacher observations and completed work. Progress is reviewed regularly to ensure that pupils continue to develop their musical knowledge, skills and understanding over time.

Assessment information is recorded on SOLAR and used to monitor progress, identify next steps and inform future planning. Pupils work towards personalised targets linked to their EHCP outcomes, and these targets are incorporated into teaching and learning opportunities to ensure that musical development also supports wider communication, physical, social and independence goals. Through regular assessment and monitoring, staff are able to develop an increasingly clear understanding of pupils' strengths, interests and future aspirations, supporting them towards appropriate pathways both within school and beyond.

For pupils following accredited pathways, progress is measured against the assessment criteria of their qualification programme. Learning opportunities are designed to enable pupils to develop evidence towards accreditation while building confidence, independence and competence in practical musical skills. Teachers and Teaching Assistants maintain high expectations for all pupils, ensuring that achievement is recognised and evidenced through a range of appropriate and accessible forms.

Through the Music curriculum, pupils develop increasing confidence as performers, composers and listeners. They learn to communicate ideas creatively, work collaboratively with others, respond thoughtfully to a range of musical experiences and develop an appreciation of music from different cultures and traditions. Opportunities to perform and share their achievements enable pupils to develop self-esteem, confidence and a sense of accomplishment while learning to value the creativity and contributions of others.

Specialist equipment, adapted instruments, assistive technology and accessible approaches enable pupils to overcome barriers to participation and engage meaningfully in musical experiences. The confidence, independence and communication skills developed through music often transfer to other areas of learning and contribute positively to pupils' wider personal development, wellbeing and preparation for adulthood.

The Music curriculum contributes to a strong culture of musical engagement across Chads Grove School, promoting a shared enjoyment and appreciation of music amongst pupils and staff. Learning is enriched through performances, collaboration with other schools, visiting practitioners, professional musicians and off-site musical opportunities, enabling pupils to experience music beyond the classroom and develop a deeper understanding of its role within the wider community. Subject leadership, monitoring and moderation ensure that planning, teaching and assessment remain of a consistently high standard and support continuous improvement in practice. Through these experiences, pupils are supported to thrive through their enjoyment, participation and success in music.

