



Goldsmith Primary Academy: Approach To Music

Intent

At Goldsmith Primary Academy, we are passionate about providing every child with access to a high-quality music and performance curriculum. Music is inclusive and expressive, allowing pupils to explore creativity, develop technical skill and build confidence. It strengthens community, supports wellbeing and helps pupils connect through shared experiences.

Implementation

- **Curriculum Design:** Music follows the National Curriculum, supported by KAPOW resources and bespoke Power of Performance unit. All children have exposure to composers and artists across cultures.
- **EYFS:** Music underpins daily routines through Development Matters, particularly 'Listening and Attention'. Pupils explore instruments, rhythm and movement and perform in seasonal events. This is supplemented by Jo Jingle workshops.
- **KS1:** Pupils are taught by class teachers and specialists, learning the interrelated dimensions of music – pitch, rhythm, tempo, timbre and dynamics. They sing, perform, compose and begin to use percussion instruments.
- **KS2:** Pupils learn notation, composition and performance in greater depth. They develop their knowledge of instruments and Year 6 present a leavers' production.
- **Performance and Enrichment:** Choir rehearse weekly, pupils perform in assemblies, school and Trust wide events. Year 6 visit London's West End to experience live performance, while other year groups attend live events such as orchestral concerts where possible. All children perform in the Christmas Showcase. Ensembles from Rock Steady lessons and Djembe lessons also perform.

Impact

- Pupils perform with control, accuracy and enjoyment.
- They develop confidence, teamwork and expression through performance opportunities.
- Music fosters a strong sense of belonging and pride across the school.

Pupil Voice:

- "I love performing in front of others – it makes me feel proud."

Assessment

- Ongoing formative assessment through observation, questioning and pupil self-evaluation.
- Children's knowledge and skills are assessed against success criteria to show progress.
- Engagement in clubs and performance opportunities is monitored.
- Progress is evident through growing musical confidence and increasing challenge in performance and some notation.

Subject Knowledge, Skills and Vocabulary

Our music curriculum develops confident, expressive musicians who listen, perform, compose and appraise with enjoyment and understanding. Pupils gain:

- **Musical knowledge and skills** – secure understanding of the interrelated dimensions of music, applied through singing, performing and where possible composing across varied styles.
- **Performance and fluency** – regular opportunities to sing and play instruments build control, accuracy, expression and confidence.
- **Listening and appraisal** – focused listening and discussion develop pupils' ability to recognise features, respond to genres and use appropriate musical vocabulary.
- **Composition and creativity** – pupils explore, improvise and compose music that communicates ideas and emotions, using notation where appropriate.
- **Cultural and historical understanding** – exposure to diverse composers, traditions and genres broadens cultural awareness and appreciation.

Progression from EYFS to Year 6 ensures knowledge, skills and vocabulary are revisited, deepened and applied with increasing independence and musical maturity.



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Inclusion

Music and Performance at Goldsmith values inclusive expression, enabling every pupil to sing, compose and perform, regardless of physical, sensory or learning differences. Lessons incorporate scaffolded notation, multi-sensory sound tools and peer-support to ensure equality of access. All children take part in performances and creative tasks, building confidence, skill and cultural awareness.