



MUSIC 2026-27 Action Plan

Vision: At Chalkwell Hall, we believe that music inspires, connects, and empowers our children. Our music action plan is designed to give children the unique opportunity to explore, compose, play, and perform using a diverse range of instruments. We celebrate each child's individuality and embrace the richness of diverse backgrounds, values, and perspectives that our children bring, nurturing an inclusive curriculum that prepares them for life in our multicultural society.

Through our music offer, we aim to ignite a love for music in our students, fostering confidence and offering them a wide array of cultural experiences. We believe that music has the ability to not only enrich lives but also to develop important skills such as teamwork, creativity, and communication. By providing a supportive and inspiring environment, we empower our children to express themselves through music and to appreciate the beauty of different musical styles and traditions. Together, we create harmonies that resonate, not only within our school walls, but also in the wider community.

Knowledge End Points:

By the end of Year 6, our pupils will:

Performing

- Sing confidently with accurate pitch, clear diction and appropriate expression.
- Understand how dynamics, tempo, articulation and phrasing affect a performance.
- Know how to perform independently and as part of an ensemble, responding to other performers.
- Rehearse, evaluate and refine a performance to improve its quality.
- Know how to use tuned/untuned instruments with increasing accuracy and control.

Listening

- Understand the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation vocabulary) and how composers combine these to create musical effects.
- Know how to identify features of a range of musical styles, traditions and genres.
- Understand that music reflects different cultures, historical periods and social contexts.
- Recognise instruments, ensembles and musical textures by ear.
- Discuss music using accurate musical vocabulary.



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Composing

- Understand how composers develop musical ideas using motifs, sequences, repetition, contrast and variation.
- Know how structure (e.g. binary, ternary, rondo, verse-chorus and theme and variations) shapes a composition.
- Understand how harmony, melody, rhythm and accompaniment work together.
- Use and apply digital technology to compose, record and edit music.
- How to evaluate and refine compositions for a chosen purpose or audience.

Musical Notation

- Understand how to read and perform from standard staff notation with increasing confidence.
- Know the names and values of common note lengths and rests.
- Understand how time signatures organise rhythm.
- Understand how pitch is represented on the stave.
- Know that notation provides a universal way of recording and communicating musical ideas.

Vocabulary

- pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure
- melody, harmony, accompaniment, ostinato, motif, improvisation, composition
- crescendo, diminuendo, legato, staccato
- verse, chorus, bridge, binary, ternary, rondo, theme and variations
- staff, stave, clef, bar, bar line, time signature, note values and rests.



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Intent	Actions/ Implement	Intended outcome/impact	Review (Au/Sp/Su)
Coverage, sequence and accuracy is ensured as per the intended curriculum.	Map the teaching sequence with the big questions and key questions for LOs Monitor compliance to the agreed teaching sequence through pupil book studies Signpost resources for units that have been updated for the new academic year and support Year Teams with this	Children are able to build on prior knowledge through a spiral curriculum: they know more and can do more.	
Pupils apply learning in increasingly complex ways.	Develop use of Widgeo for key vocabulary for 1 unit which allows for open-ended tasks and AfL – low entry, high ceiling approach. Conduct pupil book study.	Activities match to the intended learning There are opportunities for practice, fluency, independence and complexity, across the teaching sequence.	
All pupils are supported to access the learning with increasing success.	Monitor for AfL and responsive teaching through learning walks and pupil book study – micro adaptations. Monitor for macro adaptations to support learners with significant areas of need -planning scrutiny and learning walks.	Barriers to learning and potential misconceptions are considered during planning so that SEND pupils access ambitious and high quality content alongside their peers Concepts, language and content are explained with appropriate strategies (dual coding) so that vulnerable children engage with the content and actively participate in lessons	
There are high expectations relating the quality, quantity and completion of work.	Pupil Book study. Feedback to YGLS and support teams as necessary. Share best practice.	Children take pride in their work and are enthusiastic to share their learning.	