



Music at Ashton Gate Primary School



Music is a subject that develops children's understanding of sounds, rhythms, and melodies. Lessons include listening, singing, playing instruments, composing, and responding to music. The subject supports creativity, confidence, and collaboration, helping children express themselves and enjoy learning.

Intent

Our intent is to inspire a lifelong love of music by giving every child the opportunity to explore sounds, rhythms, and melodies in a creative and supportive environment. Music lessons develop listening, singing, performing, and composing skills while encouraging self-expression, confidence, and collaboration. The music curriculum nurtures curiosity, builds cultural awareness, and helps children appreciate the joy and value of music in everyday life.

At Ashton Gate, our aim is for every pupil to:

- Develop a lifelong love of music and grow in confidence as musicians.
- Compose, improvise, and be musically creative, using correct musical terminology and notation to express ideas with increasing accuracy.
- Listen to, evaluate, and enjoy a wide range of music from different cultures, genres, and historical periods, including opportunities to experience live performances.
- Perform and learn a musical instrument through class, year group, whole-school, and community events across the Ashton Gate journey.
- Sing and use their voices confidently, building self-esteem, teamwork, and personal expression.

Our School Drivers

Music learning at Ashton Gate primary school develops our school drivers in a range of ways.

Cultural diversity

- We celebrate a wide range of music traditions, styles and perspectives from around the world.
- Musical composers and artists from a range of cultures and backgrounds are studied.
- We provide opportunities to explore how culture, history and identity influence music.
- We develop appreciation for diversity and a respect for different view points.

Independence

- Pupils are encouraged to make their own decisions, experiment with composition and instruments and develop personal responses to themes and ideas explored.
- We encourage resilience and pride in individual expression.
- Opportunities for independent listening, composing, and performing develop confidence and ownership of musical learning.

Equity

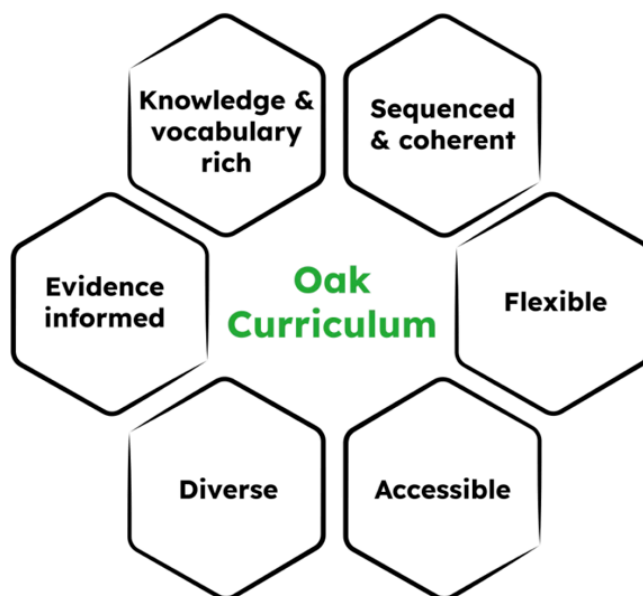
- Composers, musical artists, topics and themes studied reflect the diversity of society and challenge stereotypes.
- Pupils encounter both historical and contemporary composers and musical artists from a range of genders, ethnicities and backgrounds.
- All children are given the opportunity to produce music and express themselves creatively.

Growth mindset

- We actively promote a growth mindset by helping pupils see mistakes as part of the learning journey.
- Musical development is viewed as a process of exploration and improvement, where perseverance and reflection are key.
- Pupils learn that creativity flourishes through curiosity, courage and continual effort.

Implementation

As part of our commitment to providing a high-quality music education, we are actively evaluating our music curriculum to ensure it meets the needs of all learners. This includes a transition to the Oak National Academy curriculum, supporting a clear progression of skills, knowledge, and musical experiences from EYFS through to Year 6.



We achieve our music intent through a carefully planned and inclusive approach:

- **Whole-School Overview:** A clear music curriculum map ensures coverage of all key skills in each year group, with relevant opportunities for composition, performance, and appraisal.
- **Skill Progression & Teacher Development:** Teachers have access to progression documents and receive regular training to build confidence and consistency in music teaching.
- **Performance Opportunities:** Children take part in regular performances throughout their time at Ashton Gate, building confidence and celebrating achievement with peers, staff, and families.
- **Weekly Singing Assemblies:** Dedicated KS1 and KS2 singing assemblies provide regular opportunities to perform and experience a wide variety of songs.
- **Extra-Curricular Music:** Choir, instrumental lessons (keyboard, woodwind), Rock Steady in KS1, Rockband in KS2 and peripatetic lessons for Years 4–6 enrich children’s experiences.
- **Community Links:** Partnerships with Bristol Beacon, Cathedral Schools Trust, St George’s Bristol and local music events help children experience music beyond the classroom.
- **Instrumental Learning:** Every child learns recorder in Year 3 and takes part in Rock Band in Year 5, ensuring access to instrumental music for all.
- **Listening & Appraisal:** A range of genres is shared in assemblies and classrooms. Guided discussions help children reflect on emotions, culture, and meaning in music.

An example of units from the Oak National Curriculum:

Year 3 units

[View interactive sequence online](#)

1 Start with playing: adding percussive layers to build to texture in our songs	2 Singing together: how songs are used in communities	3 Compose and Create: notating and performing using rhythm grids
4 Playing together: building texture with melody, drone and ostinato	5 Compose and Create: major pentatonic melodies	6 Singing for performance: holding a second part in rounds and partner songs

Threads in music

[See how to use threads](#)

Developing our singing voice
Playing together in an ensemble
Practising and preparing for a performance
Creating, composing and improvising
Notating and sharing music
Music over time and in different places

Thread, 'Developing our singing voice'

Year 1

- **Unit 1**, 'Start with singing: finding my singing voice'
- **Unit 2**, 'Singing together: how singing makes me feel'
- **Unit 4**, 'Music and movement: feeling the pulse and changing the tempo'
- **Unit 6**, 'Singing for performance: Changing tempo and dynamics in our songs'

Year 2

- **Unit 1**, 'Start with singing: learning through singing games'
- **Unit 2**, 'Singing together: how singing helps us work together'
- **Unit 6**, 'Singing for performance: adding a simple second part'

Year 3

- **Unit 2**, 'Singing together: how songs are used in communities'
- **Unit 6**, 'Singing for performance: holding a second part in rounds and partner songs'

Year 4

- **Unit 1**, 'Start with playing: adding layers to major and minor songs'
- **Unit 2**, 'Singing together: how stories are shared through song'
- **Unit 6**, 'Singing for performance: discovering different ways to sing in harmony'

Year 5

- **Unit 2**, 'Singing together: how songs unite us'
- **Unit 6**, 'Singing for performance: syncopation in songs'

Year 6

- **Unit 2**, 'Singing together: music that comments on social change'
- **Unit 6**, 'Singing for performance: conveying emotion and character through performance'

Impact

As a result of our inspiring music curriculum, pupils at Ashton Gate grow in confidence as performers and develop a genuine love and appreciation of music. They are able to demonstrate clear progression in their musical skills and understanding, building on prior knowledge year after year. Children leave Ashton Gate with a rich bank of musical experiences to draw upon, an understanding of music's value in their own lives, and a recognition of its positive impact on their wellbeing.