



The **intent** for our Music curriculum is for children to enjoy listening to a variety of musical styles from different cultures, periods and composers, and to be able to express themselves through singing, playing musical instruments and confidently using and understanding the spoken and written language of music.

Our children will:

- Listen to high-quality live and recorded music in concerts, assemblies and music lessons
- Discover music throughout history, from medieval to modern, and the works of the great composers
- Learn to appreciate a variety of different styles of music, from classical to hip-hop, and understand the social context and cultural traditions that music can represent
- Use and understand the spoken and written language of music, and feel confident in appraising music using the language of pulse, rhythm, pitch, tempo, dynamics, structure, texture, timbre and notation
- Improvise and compose their own music, considering style, purpose and musical elements
- Sing, play instruments and perform with fluency, control, expression and enjoyment

Our music curriculum is **implemented** through:

- Hands-on, interactive music lessons with a clear focus on musical activities
- In KS1, the children follow the Voices Foundation curriculum, which builds the foundations of pulse, rhythm, pitch and tempo through rhythm games, simple songs and playing untuned percussion instruments.
- Central to the Voices Foundation is performing and the emotional experience of singing. Children discover their 'singing voice' gaining the confidence to sing as an individual.
- Performing also includes body action and movement and the playing of instruments. Children are taught to handle instruments correctly and with care.
- In KS2, the children follow the Charanga Music School scheme, which builds on the solid foundations of KS1 and opens up opportunities for children to explore and understand dynamics, structure, texture, timbre and musical notation through increasingly challenging musical activities including warm-up games, improvising and composing, singing longer and more complex songs and playing tuned percussion and other instruments
- We use Charanga Music School because it provides high-quality resources and supports children's learning across a wide range of musical styles, periods, musicians and composers, opening the door for children to appreciate the huge variety of world music and to understand that music is an expressive art which can be inspired by and evoke feelings and emotions, dance, celebrations and occasions, and is written and performed for a myriad of different purposes.

- Each lesson follows a learning sequence which embeds the elements of music throughout: Listen & Appraise, Sing & Play and Share & Evaluate. Children start the lesson using their listening skills, and appraise recorded music using a growing vocabulary relating to the key musical elements; they sing and play tuned instruments throughout the main part of the lesson, with opportunities to improvise and compose; and they culminate with a performance to share, evaluate and improve.

The inter-related dimensions of music (musical elements):



The **impact** of our Music approach is that children are exposed to a wide variety of music of different styles, cultures, periods and purposes, and that they develop the vernacular to appraise and appreciate, alongside the skills to compose and perform. The creative, reflective and practical skills and knowledge that the children develop in music lessons will transfer across the curriculum and be used in their everyday lives. Children enjoy singing, listening to music and making music, and it makes them feel good.

Our current KS1 children say

“You get to choose different voices in music.” “My favourite song is Can you touch your shoulders?”

“I like taking turns. I used instruments last week. I know what the beat is.”

I love singing especially when we do the games.

Our current KS2 children say:

“I love singing!”

“I enjoy listening to calming music and clapping the beat and rhythm.”

“It’s really fun working together as a team to learn and perform a whole song really well.”

“I wish we could do music more often!”

Our GRPS alumni say:

A love of music, well nurtured by my family and teachers, lead me on to jobs in piano teaching and professional piano and organ playing among others, and has taught me good skills such as band/teamwork and commitment to hard work which I can show in my future job as a commercial pilot (after all, both are all about instruments!)

- Michael Bull, GRJS 2006-2010

I loved having the opportunity to play with other musicians and learn key skills like following a conductor. It also helped with my confidence especially having the opportunity to play solos. It helped me learn about other instruments and how they are played in an orchestral session. It was also great to meet people outside of your class and other year groups and be able to encourage one another.

- Rebekah Cremer, GRJS 2005-2009

Music was an important creative outlet, and allowed me to relax and have fun more than anything else that went on at school. Right from the early days in recorder club, music was the perfect complement to my academic endeavours. I am now studying at the University of Cambridge, and it is incredibly unlikely that I would be here without having found music as a guiding light at primary school.

- Jack Harrison - GRJS 2007-2011

Reception	Autumn	Spring	Summer
Units of work	Performing and singing Listening and thinking.	Performing. Singing and playing. Listening and thinking	Performing. Singing and playing.
Progression in skills			
Listen & Appraise	Begin to recognise simple repeated patterns and follow instructions about when to play and sing. Largo form oboe concerto Bach Can Can Offenbach Inchworm Loesser Musette Bach Plink Plank pluck - Leroy Anderson	Begin to recognise simple repeated patterns and follow instructions about when to play and sing. The waltzing cat Leroy Anderson Uyamemza African song Nutcracker Tchaikovsky Horse and buggy Leroy Anderson Parade of the tine soldiers Leon Jessel	Begin to recognise simple repeated patterns and follow instructions about when to play and sing. Entry of the Gladiators Fucilk Pizzicato polka Strauss The typewriter - Leroy Anderson Dance of the sugar plum fairy Tchaikovsky Teddy Bears Picnic John Bratton
Performance: singing & instruments	Use voices in different ways such as singing, speaking, whispering. Finding the singing voice.	Use voices in different ways such as singing, speaking, whispering. Finding the singing voice. Pitch matching. Individual singing.	Use voices in different ways such as speaking, singing and chanting. Finding the singing voice. Pitch matching. Individual singing.

	Pitch matching. Individual singing. Introduce the rainbow phrase. Know the meaning of stop and start	Perform the pulse and other large movements to a song.	Use non pitched instruments to play the rhythm or pulse of a song.
Improvisation & composition	To know about and experiment with sounds.	To know about and experiment with sounds.	To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse.
Share & evaluate	To listen to short simple pieces of music and talk and whether they like or dislike it. Talk about how music makes you feel.	To listen to short simple pieces of music and talk and whether they like or dislike it. Talk about how music makes you feel.	To listen to short simple pieces of music and talk and whether they like or dislike it. Talk about how music makes you feel.
Key vocabulary progression	pulse, rhythm, pitch rhythm, pitch,	pulse, rhythm, pitch	pulse,

Year 1	Autumn	Spring	Summer
Units of work	Units 1-5. Performing and singing Listening and thinking.	Units 6-10 Performing. Singing and playing. Listening and thinking	Units 11-16 Performing. Singing and playing. Understanding the concepts of dynamics, pitch and tempo
Progression in skills			
Listen & Appraise	Begin to recognise simple repeated patterns and follow instructions about when to play and sing.	Begin to recognise simple repeated patterns and follow instructions about when to play and sing.	Begin to recognise simple repeated patterns and follow instructions about when to play and sing.

	Listen to Grasshoppers Dance by Bucalossi and Le Coucou by Daquin.		
Performance: singing & instruments	Use voices in different ways such as speaking, singing and chanting Finding the singing voice. Pitch matching. Individual singing.	Use voices in different ways such as speaking, singing and chanting. Playing and speaking a simple ostinato. Finding the singing voice.	Use voices in different ways such as speaking, singing and chanting. To begin to recognise sounds with simple symbols eg ta and teh teh
Improvisation & composition	To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse.	To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse.	To create and chose sounds to perform simple rhythmical patterns beginning to show an awareness of pulse. Understand how musical elements can be used to create different moods and effects
Share & evaluate	To listen to short simple pieces of music and talk about when and why they may hear it and whether they like or dislike it. Talk about how music makes you feel.		
Key vocabulary progression	pulse, rhythm, pitch rhythm, pitch, rhythm names	pulse, rhythm, pitch	pulse,

Year 2	Autumn	Spring	Summer
Units of work	Units 17-21. Listening and thinking.	Units 22-26. Listening and thinking.	Units 27-30. Listening and thinking.
Progression in skills	Performing	Performing and improvising.	Simple time notation.
Listen & Appraise	Identify and recognise repeated patterns and follow a wider range of musical instructions.	Identify and recognise repeated patterns and follow a wider range of musical instructions.	Identify and recognise repeated patterns and follow a wider range of musical instructions.

	<p>Listen to pieces of music and discuss them using simple vocabulary.</p> <p>Listening La Toupie – The Top by George Bizet.</p> <p>Viennese Musical Clock by Zoltan Kodaly. Nun Gimel Hei Shin (a piece celebrating Hanukkah sung in Hebrew)</p> <p>Oliver Cromwell – Britten</p>	<p>Listen to pieces of music and discuss them using simple vocabulary.</p> <p>Listening Parade Jacques Ibert</p> <p>Bydlo Pictures at an exhibition Mussorgsky.</p> <p>Flight of the Bumble Bee Rimsky Korsakov</p>	<p>Listen to pieces of music and discuss them using simple vocabulary.</p> <p>Listening The Typewriter Anderson</p> <p>O Polichinelo Villa-Lobos</p> <p>A Pobrezinha Villa-Lobos</p>
Performance: singing & instruments	<p>Use voices in different ways such as singing, chanting and speaking.</p> <p>Finding the singing voice.</p> <p>Pitch matching. Individual singing.</p>	<p>Use voices in different ways such as singing, chanting and speaking.</p>	<p>Use voices in different ways such as singing, chanting and speaking</p>
Improvisation & composition	<p>To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse.</p> <p>Use tonic solfa names soh and me singing names.</p>	<p>To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse.</p> <p>Be confident to perform louder or quieter thinking about others whilst performing.</p>	<p>To create and choose sounds for a specific effect and perform rhythmical patterns (ta teh teh) and accompaniments keeping a steady pulse. Be aware of the relation of pulse to speed.</p> <p>Use tonic solfa names lah soh and me singing names.</p>
Share & evaluate	<p>To respond to different moods in music and talk about pitch, rhythm, and dynamics.</p>	<p>To respond to different moods in music and talk about pitch, rhythm, and dynamics.</p>	<p>To respond to different moods in music and talk about pitch, rhythm, and dynamics.</p>
Key vocabulary progression	pulse, rhythm, pitch, tempo, timbre timbre	pulse, rhythm, pitch, tempo, timbre	pulse, rhythm, pitch, tempo,

Year 3	Autumn	Spring	Summer
Units of work	Let Your Spirit Fly	Three Little Birds	Glockenspiel Stage 1
Progression in skills			

Listen & Appraise	To listen with attention and begin to recall sounds. To listen to and begin to respond to music drawn from different traditions and great composers and musicians. (eg 10 pieces) Recognise the work of at least one famous composer.	To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume.	To explore and comment on the ways sounds can be used expressively including silence.
Performance: singing & instruments	To sing in unison, becoming aware of pitch.	To think about others while performing with an increasing awareness of the audience.	To perform simple rhythmic and musical parts. Create accompaniments for tunes.
Improvisation & composition	To create simple rhythmical patterns that uses a small range of notes.	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	
Share & evaluate	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements.
Key vocabulary progression	pitch, tempo,		
Composers/ musical styles	Pop, musicals, military march, gospel,	Reggae	Various
	Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford Consider Yourself from the musical 'Oliver!' Ain't No Mountain High Enough by Marvin Gaye	Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54 - 46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse	Easy E Strictly D Play Your Music Drive DeeCee's Blues What's Up? D-E-F-initely Roundabout March of the Golden Guards

Year 4	Autumn	Spring	Summer
Units of work	Mamma Mia	Glockenspiel Stage 2	Reflect, Rewind, Replay
Progression in skills			
Listen & Appraise	To listen to and recall patterns of sounds with increasing accuracy.	To recognise and explore the ways sounds can be combined and used expressively and explain why the	To understand how different musical elements are combined and used expressively.

	To understand and begin to use established and invented musical notations to represent music.	music was successful or unsuccessful.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians eg Beethoven, Mozart and Elgar.
Performance: singing & instruments	To sing in unison maintaining the correct pitch and using increasing expression.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To think about others while performing with an awareness of the audience.
Improvisation & composition	To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Share & evaluate	To comment on the effectiveness of own work, identifying and making Improvements.	To comment on the effectiveness of own work, identifying and making Improvements.	To comment on the effectiveness of own work, identifying and making Improvements.
Key vocabulary progression	pitch, tempo,		
Progression in notation	5-note range, crotchet, quaver, minim,		
Composers/ musical styles	Pop,	Various	Classical,
	Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba	Mardi Gras Groovin' Good, Better, Best Two-Way Radio Flea Fly Rigadoon	La Quinta Estampie Real anon 13th century (Early Music) The Arrival Of The Queen Of Sheba - Handel (Baroque) Moonlight Sonata by Beethoven (Romantic) Bridal March/Chorus by Wagner (Romantic) Rhapsody In Blue by Gershwin (20th Century) Einstein On The Beach by Philip Glass (Contemporary)

Year 5	Autumn	Spring	Summer
Units of work	Fresh Prince of Bel Air	Classroom Jazz 1	Reflect, Rewind, Replay

Progression in skills			
Listen & Appraise	To listen to and recall a range of sound, and patterns of sounds, confidently. To begin to identify the relationship between sounds and how music can reflect different meanings.	To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians. Contrast the work of a famous composer with another.	To describe, compare and evaluate different types of music beginning to use musical words eg dynamics, tempo, and rhythm.
Performance: singing & instruments	To sing in unison with clear diction, controlled pitch and sense of phrase.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To maintain my own part and be aware how the different parts fit together.
Improvisation & composition	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create increasingly complicated rhythmic and melodic phrases within given structures.	
Share & evaluate	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.
Key vocabulary progression	dynamics, structure, texture, timbre, notation,		
Composers/ musical styles	Hip Hop, rap,	Jazz, bossa nova, swing,	Classical - Contemporary
	The Fresh Prince of Bel Air by DJ Jazzy Jeff & the Fresh Prince Me, Myself and I by De La Soul Ready or Not by The Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	Three Note Bossa Desafinado Cotton Tail Five Note Swing Perdido Things Ain't What They Used To Be	Music For Compline (traditional) (Early Music) Dido And Aeneas by Purcell (Baroque) Symphony No 5 in C minor Opus 67 by Beethoven (Romantic) Minute Waltz by Chopin (Romantic) Central Park In The Dark by Charles Ives (Contemporary) Clapping Music by Steve Reich (Contemporary)

Year 6	Autumn	Spring	Summer
Units of work	Happy	Classroom Jazz 2	Reflect, Rewind, Replay
Progression in skills			

Listen & Appraise	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To describe, compare and evaluate different types of music using a range of musical vocabulary.	To use and apply a range of musical notations including staff notation, to plan, refine musical material.	To identify and explore the relationship between sounds and how music can reflect different meanings. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians. Evaluate how purpose effects the way music is performed.
Performance: singing & instruments	To sing in solo, unison and in parts with clear diction and controlled pitch.	To play and perform with accuracy, fluency, control and expression.	To think about the audience when performing and how to create a specific effect.
Improvisation & composition	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Share & evaluate	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Key vocabulary progression	dynamics, structure, texture, timbre, notation,		
Progression in notation	full octave (including b flat), semibreve, semiquavers, dotted notes, rests,		
Composers/ musical styles	Pop, soft rock, Big Band,	Jazz, Blues,	Early Music - Contemporary
	Happy by Pharrell Williams Top Of The World sung by The Carpenters Don't Worry Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly	Bacharach Anorak Speaking My Peace Take The A train Meet the Blues Back O' Town Blues One O' Clock Jump	L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music Armide Overture by Jean-Baptiste Lully – Baroque The Marriage Of Figaro: Overture by Mozart – Classical Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic Sonata For Horn In F by Hindemith - 20th Century Homelands by Nitin Sawhney - Contemporary

Appendices:

1. Detailed vocabulary progression
2. Glossary of musical terms