SUBJECT ON A PAGE

Music

At Green Ridge, we know that nearly everyone enjoys music, whether by listening to it, singing, or playing an instrument. Whether studied as a discreet subject or as part of the wider curriculum, music can **enrich** pupils' lives and education.

Intent – what we aim to do

- To promote enjoyment and appreciation for music from all genres.
- To introduce pupils to the language and vocabulary of music.
- To introduce pupils to a range of genres and encourage them to share their thoughts and opinions.
- To introduce pupils to a range of tuned and untuned instruments and how to play them.
- To develop the pupil's confidence to sing and perform to an audience of their peers and parents/carers.

Implementation – how do we achieve our aims?

At Green Ridge, we adapt and use Charanga as a scheme of work to outline the musical progression across Key Stage One and Key Stage Two. We are aware that music requires a unique set of skills and understand so by utilising the Charanga music scheme, we ensure that teachers have the necessary resources and subject knowledge to support them in their teaching of music, as well as ensuring that musical knowledge and skills are taught sequentially and revisited frequently. Throughout the units, the children develop their understanding of notation, melody and tuned instruments by learning how to play and compose on a glockenspiel. In Year Four, the children further develop these skills by learning how to play the recorder and improvise and compose with their new skills.

Planning/ Sequencing

Music lessons are taught around small units of work, focussed on a particular element of music or skills within that unit. Typically, each unit revisits and builds upon previous learning and musical elements studied, so that the body of knowledge and skills the children have builds over the key stage. Performance is woven into each unit, as well as some discreet units specifically focussed on these skills. Focus is placed on exploring sounds in general, beat and pitch in the first few years of study as these are vital for progression within the music curriculum as children move through the different year groups. Some elements of music, such as dynamics, are not taught as a discreet unit but rather through the context of each unit studied.

Each of the units listed here have corresponding teaching plans and knowledge organisers which accompany them, which outline what is to be taught within that unit, the skills and vocabulary needs and what children need to learn by the end of that unit.

Whole School Focus Genre

Each half term, there is a genre that is focused on across the school, in all year groups. As there are so many genres across the world of music and to ensure the children are exposed to as many as possible, the genres are mapped out on a two-year plan. This means that over two years the children will be exposed to 12 different genres and then when the cycle returns to Year A, the children can revisit a familiar genre and build on what they already know. Music is played from this genre in assemblies and classrooms, and each year group has specific knowledge that they will learn about the focus genre throughout the half term. This knowledge includes key artists, origin and specific information such as instruments played or rhythmic or melodic features. This knowledge has been carefully mapped out to ensure the children are exposed to age-appropriate language and can recall what they have previously learned about the genre before building on that knowledge when it comes around again. The genres have been chosen to represent music throughout the ages as well as throughout the world.

Implementation – (continued)

Structure of a lesson

Each lesson starts with a focus on essential music vocabulary, defining and using this in relation to a piece of music. Then there is then a 'warm up' where the children practice finding the beat, repeating a rhythm by clapping or singing, and exploring pitch and rhythm with their voices. Following on from this, the children then 'listen and respond' to a piece of music. Sometimes this is linked to the focus song for the session, on occasion it is an unrelated piece of music. Where possible, teachers are encouraged to find videos of choirs, orchestras or bands playing the music to support children with identifying instruments and to understand the composition of the music in more detail. Children then either learn the lyrics and melody to a song, compose their own rhythms or melodies related to a song they have already learned, or explore playing the songs melodies in a glockenspiel. At the end of each session, there is an opportunity for the children to perform either as a class, in a group or individually.

Enrichment

Music is embedded into many aspects of life at Green Ridge outside of the weekly music lessons. We also have weekly singing assemblies led by the Music lead where the children are given opportunities to sing exciting songs, explore harmonies and experiment with singing in a round. We also take part in Young Voices each year which gives the children attending a fantastic opportunity to experience dedicating time for rehearsing, singing in the largest children's choir in the world and performing in world-renowned venues such as the O2 Arena. We also have year group performances such as nativities, class assemblies and the Year Six end of year production. Rock Steady is also available for children to sign up for where children can learn instruments in a band setting and explore their inner rock star!



5 min – next steps/review



5 min – Warm Up



10 min – Teaching input inc vocabulary



5 min – Guided practice



10 min – Independent application



5 min – Review of learning

Assessment

In each unit studied, teachers formatively assess pupils skills against those specified in the unit outcomes. Children are deemed to be either working towards or met the objectives in the unit.

By the end of Key Stage Two, the children will be expected to understand and explain the elements of music:

- Duration
- Tempo
- Timbre
- Melody
- Rhythm
- Dynamics
- Form/structure

.

SMSC + British Values

We aim to promote British Values and SMSC throughout our Music curriculum:
- We ensure that we are aware of and consider the views and values of others, we hold discussions about music through time and from other cultures and countries and show respect when doing so.
- We understand that people have different views and opinions and that it is ok to not like a genre or piece of music, but we must be respectful when communicating this.
- We behave in a way that positively impacts the composition and performance of others and, when giving feedback, we are constructive and respectable of other's feelings and viewpoints.
- We are given the opportunity to express our individuality through performances and compositions. We are given regular opportunities to make our own decisions and choices.

Implementation – (continued)

Music in EYFS

In Reception, children experience music through singing, movement, and sound exploration. They regularly enjoy nursery rhymes, poetry baskets, and Wake and Shake sessions, which build rhythm, coordination, and confidence.

Children are exposed to a wide variety of musical styles, including a dedicated Music of the Week shared during Snack and Chat, encouraging them to listen, respond, and talk about what they hear.

A wide range of musical instruments are freely accessible, allowing children to explore sound and rhythm creatively. They learn to bang, pluck, blow, and strum, experimenting with how different instruments can be used to make music. These experiences help develop listening skills, self-expression, and an early appreciation of music from diverse cultures and traditions.

Retrieval Practice

The nature of the Charanga music curriculum is repetitive practise, revisiting skills throughout the units and building on existing knowledge and skills throughout each year group. Each unit looks at understanding music, improvising, listening and responding, singing, composing and performing and as the children go through the units within their year group and as they move up through the year groups the children constantly revisit the relevant skills, build on these with new knowledge and practise them week on week.

Adaptive Teaching

As per our teaching and learning framework, adaptive teaching is used to ensure all learners can apply their knowledge, make progress and apply their knowledge to independent application. Adaptations in Music might include

- Scaffolds
- Providing further models/ demonstrations
- Breaking the skills down further

Impact – how will we know we achieved our aims?

Children will develop a love for music across a range of genres

Children will feel confident to be curious and explore music independently

Children will have developed their skills and be able to perform a piece of music

Children will be able to express their opinions and observations using appropriate vocabulary

Children can analyse and evaluate their own compositions.

Children want to will continue to develop their skills and love of music in the future.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Rhyming In Time	Let's Start Singing	Music Inspired By The World Around Us	Exploring Rhyming Patterns	Sounds and Pictures	Highs and Lows
Year 2	Questions and Answers	Let's Start Singing	Sound and Symbol 1	Sound and Symbol 2	Around the World	The Power of Communication
Year 3	A Shining Performance	Sing and Move	Music and Video	You gotta try	Music and Sound	Sound Exploration
Year 4	Create and Notate	Singing and Traditions	Recycling songs	Exploring Music Contrasts	Recorders	Recorders
Year 5	Shaping Music	Unlocking Vocal Potential	Sound Dramatic	Decoding sound and Notation	Carnival Time	Music Speaks
Year 6	Discovering Grime	Express, Inspire and Perform	Music Reimagined	Musical Sketches	Music Remixed	The Grand Finale