

Music

Curriculum Implementation

As a minimum, Green Ridge seeks to provide children with the following knowledge, skills and understanding as outlined in the [National Curriculum](#) (2014):

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes;
- play tuned and untuned instruments musically;
- listen with concentration and understanding to a range of high-quality live and recorded music; and
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;
- improvise and compose music for a range of purposes using the inter-related dimensions of music;
- listen with attention to detail and recall sounds with increasing aural memory;
- use and understand staff and other musical notations;
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; and
- develop an understanding of the history of music.

Programme of study

At Green Ridge, we adapt and use Music Express as a Scheme of Work to outline the musical progression across Key Stage One and Key Stage Two. By doing so, we ensure that teachers have the necessary resources and subject knowledge to support them in their subject teaching, as well as ensuring that musical knowledge and skills are taught sequentially and also revisited frequently.

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 discrete 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 considered to be 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 discrete 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.

When the children reach Year Four, they take part in keyboard lessons as their focus for music teaching. By doing so, not only does this give all children the opportunity to learn a musical instrument which they can then potentially go on to study further on, but it brings practical application to the musical elements and skills the children have been learning over the past three years, and allows them to consolidate and extend these by learning an instrument. These lessons happen weekly in Year Four. The keyboard lessons specifically teach the children to read treble clef and bass clef, and combine these where possible within performances.

How often is music taught?

Children have a dedicated music lesson as a minimum every two weeks, lasting between 30-60 minutes, which is delivered by their Class Teacher; this is in addition to the wider music curriculum available to all children throughout the academy.

Appreciation of musical history, genres, composers and performers

In addition to the music programme of study and the various composers/musical styles which might be contained in each unit from Music Express, we explicitly lay out particular composers which each year-group focusses on, as music which is used and played throughout the year so that children build up sufficient knowledge of that composer, their style and can use their musical language to discuss the music and its genre. Our aim is that by the end of Year Six, all pupils will have six key composers, musicians or genres that they know well, in addition to those others explored within the wider curriculum and within lessons too to give them a broad sense of musical genres over time.

IN CLASS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composer/ Artist or musicians	Chubby Checker Buddy Holly Little Richard	Bob Marley UB40	Various from 70s/80s	Al Green Otis Reading Marvin Gaye Aretha Franklin	Elvis Presley Sam Cooke Fats Domino	Four Tops Diana Ross and the Supremes Martha Reeves & the Vandellas
Examples			Bee Gees Gloria Gaynor			
Genre	Rock and Roll	Reggae	Disco	Soul music	Rhythm & blues	Mowtown

ASSEMBLY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Composer/ Artist or musician	Hayden & Mozart	Various from charts Ellie Goulding Ed Sheeran	Handel and J.S Bach	Duke Ellington Ella Fitzgerald Louis Armstrong	Beethoven, Strauss & Rachmaninov	Johnny Cash James Taylor Dolly Parton Bob Dylan
Genre	Classical	Pop	Baroque	Jazz	Romantic	Folk and Country

Wider music curriculum

Pupils encounter a wide range of exposure to music through the wider curriculum throughout the academy. This includes teaching and learning which falls outside, and additional to classroom music lessons. For example:

- Listening to music and appreciating as part of regular assemblies (as above);

- Performing music and songs as part of wider performances (such as class assemblies, Christmas plays, harvest festivals, Sign2Sing and other such events);
- Watching and appreciating live performances (including pantomimes, recitals and recordings)

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. These outcomes are recorded, and feed into the summative assessment completed at the end of each year giving an overall attainment grade.

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.

This will be included in the Year Six assessment checklist. It will not be done as a formal assessment but through discussion and practical learning throughout the year.

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