

# Gresham Primary School's Music Curriculum

## Mission Statement

Gresham loves music! We are learning to be confident singers, listeners, performers and composers.

### Intent

Children enjoy their musical experiences at Gresham and grow in confidence with playing, singing and performing  
 Children's musical horizons are broadened as they experience music in a range of styles and genres  
 Children are given the tools to discuss the music they hear and grow their musical vocabulary and knowledge  
 Children's skills in singing, playing, performing and listening are built on year by year  
 Opportunities to study further are offered where possible so that those who show an interest can be nurtured and developed.

### Implementation

- Children develop pitch, rhythm and musicality through regular enjoyable singing sessions
- Children are taught the technical skills of playing an instrument including percussion, recorders and a stringed instrument.
- Children are given meaningful opportunities to perform to an audience in a supportive environment.
- Listening and appreciation is planned in each year group so that children are exposed to and discuss a range of musical styles
- High quality extra curricular activities are offered such as pop-choir, individual music lessons.
- Whole school events and assemblies celebrate music in an engaging and enjoyable way.

### Impact

- Music is given a high profile in the school and is celebrated through performances, plays and educational visits
- In lessons, pupil voice and learning walks, children will be seen to be engaged in lessons
- Clear progression in the children's skills and knowledge in line with progression document (below)

## The Essential Elements

**Listening/appreciating.** Listening should be an enjoyable way to explore a wide range of music. As they listen, children should gain an appreciation of different styles and how the composer/musicians have made the music. As they progress they will develop the vocabulary to be able to comment meaningfully on aspects of the music such as the dynamics, texture, rhythm, tone etc. This is also a good opportunity for children to link their musical knowledge into their understanding of history and geography as they understand where and when music is from.

**Playing and Singing** - Whole class lessons offer an opportunity to learn the basic technical skills of playing an instrument. For example, positioning fingers to pitch notes on the violin, creating different tones and pitches on a djembe drum and using tongue to articulate notes on the recorder. To fully master an instrument, further instruction and practice at home is required, but whole class teaching should provide a foundation and should make instrument playing appealing and accessible for all, inspiring some to continue learning.

**Performing-** Children grow in confidence performing in front of an audience.

**Singing-** Singing together is a fun way to enjoy music together. It helps to develop a sense of rhythm, pitch, performance and many other elements of music.

**Composing-** Children should have opportunities to create their own music, inspired by what they have learned from listening and playing.

**Composing-** Children should be given opportunities to create new music using the ideas they have learnt about through listening and playing. As they get older, they should be increasingly able to record their ideas as they develop their knowledge of written notation.

**Key Concepts**

Big Ideas Revisited Across Units

<b>Pitch</b>	<b>Rhythm/tempo</b>	<b>Texture</b>	<b>Structure</b>	<b>Dynamics</b>
How high/low a note is.	The pattern of longer and shorter notes and how they connect with the beat of the music	How sound is layered together through the use of different instruments and how the instruments/voices interact	How the music is organised into different sections and how repetition and new ideas are explored	The loudness/softness that a musician plays

## EYFS

### Expressive Arts and Design (Exploring and Using Media and Materials)

Children sing songs, make music, dance and experiment with ways of changing them

### Expressive Arts and Design (Being Imaginative)

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## 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;
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

<b>EYFS</b>	Singing	<p>Learn to sing in time and in tune with others</p> <p>Perform songs to the class and to a wider audience</p> <p>Explore different instruments including percussion</p> <p>Explore different rhythms and repeat back a clapped rhythm</p>
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<b>Year 1 (MP1)</b>	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Listening and appreciating a range of music</li> <li>• Tuned percussion</li> </ul>	<p>Explore rhythm, tempo and duration</p> <p>Recognise basic rhythm notation and clap it back</p> <p>Exploring pitch through singing, being able to recognise higher and lower notes</p> <p>Discuss live and recorded pieces they listen to and be able to comment on the melody, tempo, rhythm, instruments, style etc.</p> <p>Learn to play a simple Xylophone accompaniment</p>
<b>Year 2 (MP1)</b>	<ul style="list-style-type: none"> <li>• Singing</li> <li>• Learning to play the recorder</li> <li>• Listening and appreciating a range of music</li> </ul>	<p>Reading rhythm notation on a staff including crotchets, minims, quavers and rests</p> <p>Learn to play the recorder and understand the technique of how notes are made</p> <p>Perform to the school on recorder and singing</p> <p>Understand how to play and sing musically such as playing in time with others, using dynamics.</p> <p>Discuss live and recorded pieces they listen to and be able to comment on the melody, tempo, rhythm, instruments, style etc.</p> <p>Experiment with creating their own music using the recorder and the notes and rhythms they have learnt.</p>

## Key Stage 2

### NC Statutory Programme of Study KS2

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 ♣ develop an understanding of the history of music

	Unit being taught...	Learners will be finding out...	• Knowledge, Skills and Understanding...
<b>Year 3 (MP2)</b>		<ul style="list-style-type: none"> <li>• Violins and Cellos</li> <li>• Singing</li> <li>• Listening and appreciating a range of musical styles and genres</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play the violin or cello including techniques of using bow, fingering correctly, plucking etc.</li> <li>• Improvise short pieces of music in song or on violin or cello</li> <li>• Explore pitch and rhythm through song, listening attentively and repeating back pitch and rhythm accurately</li> <li>• Build on knowledge of rhythm notation including crotchet, quaver, minim, semibreve and different types of rest. Read accurately and confidently</li> <li>• Discuss live and recorded pieces they listen to and be able to comment on the melody, tempo, rhythm, instruments, style etc. Begin to recognise the features of different styles of music.</li> <li>• Make links with the history of the music they listen to and learn about the lives of composers.</li> </ul>
<b>Year 4 (MP2)</b>		<ul style="list-style-type: none"> <li>• Singing</li> <li>• Playing the recorder</li> <li>• Listening and appreciating a range of musical styles and genres</li> <li>• Attend live performance of an orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play the recorder with increased accuracy. Understand techniques of a wind instrument and how to produce different sounds.</li> <li>• Perform in solo and as a group in different contexts eg in class, in assembly etc</li> <li>• Improvise and compose short pieces using body percussion or instruments, using notation they have learnt to record their ideas</li> <li>• Explore pitch and rhythm through song, listening attentively and repeating back pitch and rhythm accurately.</li> <li>• Understand how the pitch of notes is shown by the position on the staff and recognise higher and lower notes.</li> <li>• Record rhythms using correct notation.</li> <li>• Discuss live and recorded pieces they listen to and be able to comment on the melody, tempo, rhythm, instruments, style etc. Begin to recognise the features of different styles of music.</li> <li>• Make links with the history of the music they listen to and learn about the lives of composers.</li> <li>• Concert at the Festival Hall: Royal Philharmonic Orchestra</li> </ul>

<b>Year 5 (MP3)</b>		<ul style="list-style-type: none"> <li>• African Djembe Drumming</li> <li>• Call and Response singing and chants</li> <li>• Listening and appreciating a range of music from different cultures</li> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Read and play more challenging rhythm notation with syncopated rhythms on untuned instruments</li> <li>• Learn the various techniques of playing a bass, tone and slap on the Djembe drums. Understand how to produce different sounds</li> <li>• Explore pitch, tempo, duration and rhythm through warm up exercises and African call and response songs</li> <li>• Perform in solo during class sessions and as a whole class to an audience at mini music concerts and school events e.g summer fair/sports day</li> <li>• Compose rhythms and call and responses on the Djembe drums</li> <li>• Watch and listen to African drumming and singing performed around the world and recognise the features of the style of music.</li> <li>• Discuss live music they listen to and comment on the melody, tempo, rhythm, style: School music concerts, Whitgift concert, String quartet (summer term)</li> </ul>
		<ul style="list-style-type: none"> <li>• Djembe drumming performance and planning</li> <li>• Composition of rhythm notation</li> <li>• Listening and appreciating a range of music from different cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Read, write and compose rhythm notation using syncopation. Know the value of the notation and be able to use crotchets, quavers, minims, ties, dotted crotchets etc.</li> <li>• Watch and listen to African drumming and singing performed around the world and discuss and write about the features of the style of music. Be able to comment on duration, tempo, styles etc</li> <li>• Research the history of African Drumming and learn about how the instruments are made.</li> <li>• Learn a wide range of drumming rhythms and African songs based on call and response and perform as a whole class at school events/mini music assemblies</li> <li>• Work in groups to compose and plan a drumming performance to the class</li> <li>• Take the role of the lead drummer and confidently lead the whole class using call and response/song/chants</li> <li>• Learn about the percussion section of an orchestra</li> <li>• Research different styles of drumming from around the world</li> <li>• Discuss live music they listen to and comment on the melody, tempo, rhythm, style: School music concerts, String quartet (summer term)</li> </ul>

## Curriculum Expectations and Guidance

What pupils should know, be able to do and understand

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Performing	<p><b>KS1 Music National Curriculum</b> Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children can:</p> <ol style="list-style-type: none"> <li>a. sing with good diction;</li> <li>b. begin to be able to sing in tune songs with a limited range;</li> <li>c. sing in time to a steady beat.</li> </ol> <p><b>KS1 Music National Curriculum</b> Pupils should be taught to play tuned and untuned instruments musically. Children can:</p> <ol style="list-style-type: none"> <li>a. name a variety of instruments;</li> <li>b. perform with a good sense of beat and rhythm;</li> <li>c. perform together in an ensemble;</li> <li>d. change the tempo or dynamics while playing an instrument.</li> </ol>	<p><b>KS2 Music National Curriculum</b> 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. Children can:</p> <ol style="list-style-type: none"> <li>a. sing with good diction;</li> <li>b. sing in tune songs with a limited range;</li> <li>c. sing a song with two or more parts;</li> <li>d. perform with expression;</li> <li>e. use correct technique to play instruments.</li> </ol>	<p><b>KS2 Music National Curriculum</b> 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. Children can:</p> <ol style="list-style-type: none"> <li>a. Sing with good diction;</li> <li>b. Sing in tune;</li> <li>c. Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch;</li> <li>d. Perform with accuracy and expression, showing an understanding of the context of the music;</li> <li>e. Use correct technique to play instruments with improved confidence and accuracy.</li> </ol>
Listening	<p><b>KS1 Music National Curriculum</b> Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. Children can:</p> <ol style="list-style-type: none"> <li>a. begin to recognise different genres of music;</li> <li>b. begin to recognise instruments being played in a piece of music;</li> </ol>	<p><b>KS2 Music National Curriculum</b> Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can:</p> <ol style="list-style-type: none"> <li>a. find the beat in a piece of music;</li> <li>b. explain the tempo, dynamics and duration of a piece of music;</li> <li>c. begins to recognise some orchestral instruments in a piece of music.</li> </ol>	<p><b>KS2 Music National Curriculum</b> Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children can:</p> <ol style="list-style-type: none"> <li>a. Recognise a range of music genres (including from around the world) and describe their characteristics;</li> </ol>

	<p>c. express their opinion about pieces of music.</p>	<p><b>KS2 Music National Curriculum</b>  Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Children can:</p> <ul style="list-style-type: none"> <li>a. Recognise a range of music genres;</li> <li>b. Recognise instruments being played in a piece of music;</li> <li>c. Express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>d. Discuss similarities and differences in pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>b. Name a variety of composers and artists associated with different genre of music;</li> <li>c. Recognise instruments being played in a piece of music;</li> <li>d. Express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>e. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</li> </ul> <p><b>KS2 Music National Curriculum</b>  Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Children can:</p> <ul style="list-style-type: none"> <li>a. Recognise a range of music genres (including from around the world) and describe their characteristics;</li> <li>b. Name a variety of composers and artists associated with different genre of music;</li> <li>c. Recognise instruments being played in a piece of music;</li> <li>d. Express their opinion about pieces of music using appropriate musical vocabulary;</li> <li>e. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Composing</p>	<p><b>KS1 Music National Curriculum</b>  Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.  Children can:</p>	<p><b>KS2 Music National Curriculum</b>  Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.  Children can:</p> <ul style="list-style-type: none"> <li>a. compose a tune using eight notes;</li> </ul>	<p><b>KS2 Music National Curriculum</b>  Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.  Children can:</p>

	<ul style="list-style-type: none"> <li>a. Compose a simple tune using three or four notes;</li> <li>b. Create sound effects for a picture or story, thinking about how music can create a mood;</li> <li>c. Write down their compositions using symbols, pictures or patterns.</li> </ul>	<ul style="list-style-type: none"> <li>b. compose music that has a recognisable structure (beginning, middle and end)</li> </ul>	<ul style="list-style-type: none"> <li>a. Create more complex tunes, thinking about their audience;</li> <li>b. Add lyrics to a composition;</li> <li>c. Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.</li> </ul>
Notation		<p><b>KS2 Music National Curriculum</b> Pupils should be taught to use and understand staff and other musical notations. Children can:</p> <ul style="list-style-type: none"> <li>a. Recognise crochets, quavers, semi bravos and crotchet rests;</li> <li>b. Begin to be able to recognise some notes on a treble clef staff.</li> </ul>	<p><b>KS2 Music National Curriculum</b> Pupils should be taught to use and understand staff and other musical notations. Children can:</p> <ul style="list-style-type: none"> <li>a. Recognise crotchets, quavers, semi bravos, crotchets and quaver rest;</li> <li>b. Recognise notes on a treble clef staff;</li> <li>c. Understand that notes are positioned differently on a bass clef;</li> <li>d. Read, and play from, music notation;</li> <li>e. Record their own compositions using music notation.</li> </ul>
Knowledge of Music		<p><b>KS2 Music National Curriculum</b> Pupils should be taught to develop an understanding of the history of music. Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras.</li> </ul>	<p><b>KS2 Music National Curriculum</b> Pupils should be taught to develop an understanding of the history of music. Children can:</p> <ul style="list-style-type: none"> <li>a. name some composers and genres of music from different eras;</li> <li>b. name different musical periods.</li> </ul>