

Greenfields Music Curriculum

Music Intent Statement:

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Greenfields it is our intention that our music curriculum inspires creativity, self expression, passion and appreciation for Music by providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. We hope that it is a vehicle for being inspired by and connecting with others and fostering in them a life long love of music. By exposing them to a diverse variety of musical experiences, by listening and responding to different styles and genres of music, by finding their voices as singers, performers and composers, we will enable them to become confident, reflective and engaged musicians.

We believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others.

Each week, children will experience hearing a piece of classical music from the BBC 40 Key Pieces of Classical Music to listen to and respond.

We aim to provide:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Music Progression Map:

MUSIC	KS1	KS2
	<ul style="list-style-type: none">● Use their voices expressively 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.● Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">● Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.● Improvise and compose music using the inter-related dimensions of music separately and in combination.● Listen with attention to detail and recall sounds with increasing aural memory.● Use and understand the basics of the stave and other musical notations.● Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.

• Develop an understanding of the history of music.

Subject: Music	EYFS/ KS1	LOWER KS2	UPPER KS2
As musicians we learn to:			
Perform			
<p>This concept involves understanding that music is created to be performed.</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
As musicians we learn to:			
Compose			
<p>This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
As musicians we learn to:			

Transcribe

<p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p>	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
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As musicians we learn to:

Describe Music

<p>This concept involves appreciating the features and effectiveness of musical elements.</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
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EVERY YEAR, ALL CHILDREN WILL EXPLORE THE BBC 40 PIECES OF CLASSICAL MUSIC AS A WEEKLY MUSIC APPRECIATION AND INTRODUCTION- LISTEN TO AND RESPOND 10/15 MINS IN CLASS AND ASSEMBLIES <https://www.bbc.co.uk/teach/ten-pieces/all-resources/zdg3t39>

The Charanga music programme is used as a teaching tool across the school but other elements that are linked by our units of work and Learning Threads are also taught as part of our music programme.

EYFS/ KS1				
Topic/ Unit of work:		Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces
Year A	Japan	Civilisation, Community and Culture	How Can We Make Friends When We Sing Together? K-pop - Listen to a range of K-pop music and find out more about the culture through music.	<ul style="list-style-type: none"> Identify the beat of a tune. Clap rhythms.
	Our World		How does music make the world a better place? Carnival of the animals- Saint Saens Carnival music- Samba band Norfolk Island (Australia) folk songs - history link. EYFS Charanga 'Our World' unit.	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch.
	Great Fire of London	Cause and consequence	How does music tell stories of the past? AI Start - 'September 1666' Song. Great Fire of London: September 1666 - Children'...	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. Create short, rhythmic phrases.
Year B	Polar Explorers	Civilisation, Community and Culture	How does music help us to understand our neighbours? Making sound paintings for different types of weather and different landscapes Sound paintings/ journeys for different images Recording for gallery Having fun with improvisation Explore sound and create a story	<ul style="list-style-type: none"> Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create a sequence of long and short sounds. Clap rhythms.
	Weather		What songs can we sing to help us through the day? How does music teach us about looking after our planet? Seasons - vivaldi. Listen to the different seasons and see what images it makes us think of. The Four Seasons, A. Vivaldi: Winter - Anastasiya ...	<ul style="list-style-type: none"> Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect.

				<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms.
	Castles	Civilisation, Community and Culture	<p>How does music help us to make friends? How does music teach us about the past? Experience of Medieval style music Comparison of storytelling through Music- Local musician- Ed Sheeran</p>	<ul style="list-style-type: none"> • Recognise changes in timbre, dynamics and pitch. <p>Exploring simple patterns</p>
Year C	Gunpowder Plot		<p>How does music make the world a better place? 1812 overture - Written with the sound of explosions of cannons as part of the music 1812 OVERTURE, P. I. Tchaikovsky (Canons i camp...</p>	Explore feelings through music
	Flight/ Transport	Civilisation, Community and Culture	<p>How does music teach us about our neighbourhood? How does music make us happy? Flight of the bumblebee Miles Davis (a famous Jazz musician) said: "A painting is music you can see and music is a painting you can hear." - Listen to other pieces of music and see what other 'pictures' you can see.</p>	<ul style="list-style-type: none"> • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. <p>Inventing a musical story Music that makes you dance</p>
	Dinosaurs		<p>How does music teach us about looking after our planet? Hans Zimmer - Music from 'Prehistoric Planet' written by Hans Zimmer to accompany the dinosaurs - example of it Prehistoric Planet Theme</p>	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. <p>Exploring improvisation</p>
NATIVITY PRODUCTION EVERY YEAR Christmas		Civilisation, Community and Culture	Traditional and Modern christmas songs	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Use their voices expressively by singing songs and speaking chants and rhymes.

Lower KS2			
Topic/ Unit of work:	Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces

Year A	Rainforests	Civilisation, Community and Culture	How does Music bring us closer together? What stories do music tell us about the past? Christmas Carol service	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
	Active Planet		How does music make the world a better place? How does Music help us get to know our community?	<ul style="list-style-type: none"> • Use sound to create abstract effects. • Choose, order, combine and control sounds to create an effect. • Maintain a simple part within a group. • Perform with control and awareness of others.
	Egyptians		How does music make a difference to us everyday? How does music connect us with our planet?	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.
Year B	Maya		How does music bring us together? How does music connect with the past? Performances using Maya instruments made in DT Christmas Carol service	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect.
	UK & Beyond	Civilisation, Community and Culture	How does music improve our world? How does music teach us about our community? Study of cultural music across the UK The Beatles	<p>Developing pulse and groove through improvisation</p> <ul style="list-style-type: none"> • Compose and perform melodic songs. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

	River Thames		How does music shape our way of life? How does music connect us with the environment?	Connecting notes and feelings <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Understand layers of sounds and discuss their effect on mood and feelings.
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Upper KS2				
Topic/ Unit of work:		Thread (where appropriate)	KNOWLEDGE Describe the work of notable artists, artisans and designers	SKILLS Use some of the ideas of artists studied to create pieces
Year A	World War 2	Civilisation, Community and Culture	How does music bring us together? How does music connect us with the past? Music Hall/ War time songs	<ul style="list-style-type: none"> • Use digital technologies to compose, edit and refine pieces of music. • Sing or play expressively and in tune. • Choose from a wide range of musical vocabulary to accurately describe and appraise music
	South America		How does music improve our world? How does music teach us about our community?	<ul style="list-style-type: none"> • Use and understand simple time signatures. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect.
	Native American		How does music shape our way of life? How does music connect us with our environment?	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Sing or play expressively and in tune. • Hold a part within a round. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). • Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
Year B	Three Monarchs	Legacy Comparison	How does music bring us together? How does music connect us with the past? National anthems Greensleeves	Understanding structure and form <ul style="list-style-type: none"> • Combine a variety of musical devices, including melody, rhythm and chords. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.

	Extreme Weather		How does music improve our world? How does music teach us about our community?	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Sing or play from memory with confidence
	Ancient Greece		How does music shape our way of life? How does music connect us with our environment?	<ul style="list-style-type: none"> • Combine a variety of musical devices, including melody, rhythm and chords. • Perform solos or as part of an ensemble.
IN BOTH YEAR A AND B END OF YEAR SCHOOL PRODUCTION and CHRISTMAS CAROL SERVICE		Civilisation, Community and Culture	Traditional and Modern christmas songs Musicals/ Theatre performances	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument).