

# *Music Curriculum*

2025-26



# Subject Intent

Music is important in the rounded development of children and supports far-reaching learning skills that aid all other school subjects. Music expresses emotions, moods, settings and stories. At Greswold we want to foster a love of music and singing. Every child will experience a wide range of styles and traditions of music through singing, listening and appraising in music assemblies. World Music and Community and World events are included in Music Appreciation as they arise, e.g. Football World Cup countries, Black History Month, etc. Children will develop the ability to explain what they like and why and acquire knowledge of influential people in music, both historical and current. Music is promoted through school productions, class music lessons and extra-curricular opportunities following children's interests. Children will learn to play, perform, read and create music. Throughout their time at Greswold, the children will focus on the key musical skills of rhythm, beat and pitch in conjunction with dynamics, duration and tempo.

In KS2 all children are offered the opportunity of having instrumental lessons on a wide range of instruments with visiting specialist teachers from the Solihull Music Service.

## Music in the Early Years

Children explore and develop a love of music through singing, sharing nursery rhymes and dancing. They are encouraged to use instruments, music, role-play and small world play both inside and out, to express themselves and their experiences which are readily available in the environment. They learn to listen to sounds in their environment and made by instruments, especially in Nursery where they follow Phase 1 of Phonics Letters and Sounds. Children are taught rhythms, rhymes and changing sounds not only with instruments but using body percussion too. The children are encouraged to respond to music and the sounds they hear through enjoyment and experimentation. Both Nursery and Reception produce a Christmas nativity where they get the opportunity to demonstrate the skills they have learnt so far and perform to a live audience. Reception also go to weekly assemblies where they learn songs that are sung throughout the school.

# The Greswold Musician

The Greswold...

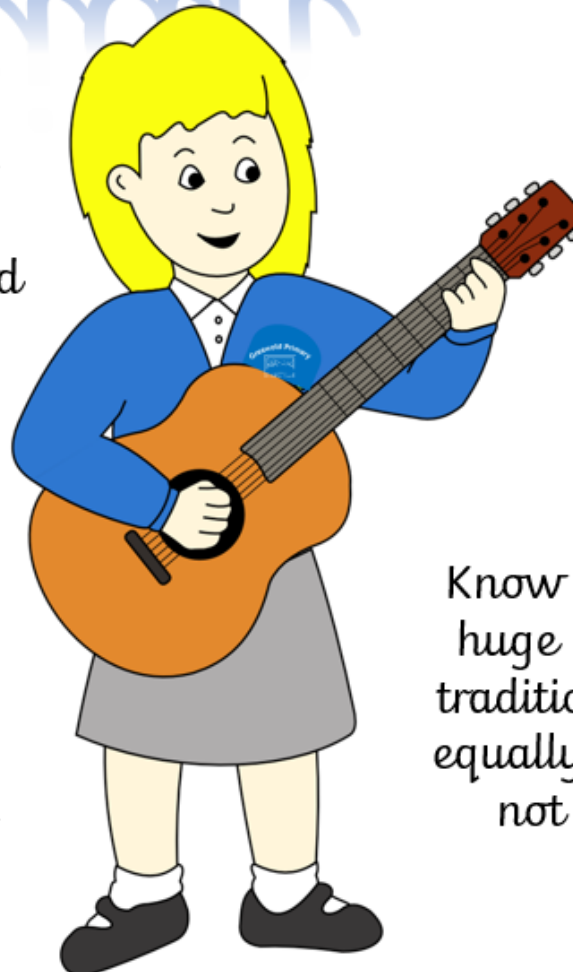
## Musician

A love and  
interest in music.

Confidently express own  
opinion and feelings in  
relation to the music heard  
and listened to.

Experience opportunity to  
play a range of instruments  
and develop their skills in  
some to a great extent.

To experience enjoyment  
during performance.



Awareness and  
understanding of  
music elements:  
duration,  
dynamics, pitch,  
structure, tempo,  
texture and  
timbre.

Know that music covers a  
huge range of styles and  
traditions. All of which are  
equally valid but we might  
not enjoy all of them  
equally.

# Subject Long Term Plan

| Year | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| 1    | <b>Machines:</b> <ul style="list-style-type: none"> <li>The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo.</li> </ul>     | <b>Animals:</b> <ul style="list-style-type: none"> <li>The children develop an understanding of pitch through using movement, voices and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</li> </ul>    | <b>Weather:</b> <ul style="list-style-type: none"> <li>The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.</li> </ul>                                                                               | <b>Our Bodies:</b> <ul style="list-style-type: none"> <li>The children respond with their bodies to steady beat and rhythm in music. They experience combining rhythm patterns with steady beat, using body percussion.</li> </ul>    | <b>Water:</b> <ul style="list-style-type: none"> <li>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</li> </ul>                                                                                                                                                                                             | <b>Travel:</b> <ul style="list-style-type: none"> <li>The children develop their performance skills and learn songs about travel and transport from around the world.</li> </ul>                                                                                                                                                                                                                                                                                                    |
| 2    | <b>Number: rhythm</b> <ul style="list-style-type: none"> <li>The children explore steady beat and Rhythm patterns. They play beats and patterns from Renaissance Italy to West Africa, and create their own with body percussion, voices and instruments.</li> </ul>                                       | <b>Seasons: pitch</b> <ul style="list-style-type: none"> <li>The children develop understanding of pitch through movement, songs and listening games. They become familiar with pitch shapes and perform them in a variety of musical arrangements.</li> </ul>                                                                                  | <b>Travel: beat and rhythm</b> <ul style="list-style-type: none"> <li>The children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own 'theme park' music.</li> </ul>    | <b>Animals: pitch</b> <ul style="list-style-type: none"> <li>Animal movement is linked with pitch to help children develop understanding and recognition of changing pitch. Children interpret and create pitch line notation using both voices and tuned instruments.</li> </ul>                                      | <b>Glockenspiel/ Ocarina: pitch</b> <ul style="list-style-type: none"> <li>Children learn to play tuned instruments musically. They begin to recognise notation (picture and symbol) and make the link between notation and sound.</li> </ul>      | <b>Glockenspiel/ Ocarina: pitch, composing</b> <ul style="list-style-type: none"> <li>Children learn to play tuned instruments musically. They begin to recognise notation (picture and symbol) and make the link between notation and sound.</li> <li>Mini beast music - composing</li> </ul>      |

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| 3                                                            | <p><b>Time: pulse and rhythm</b></p> <ul style="list-style-type: none"><li>Children develop their understanding of beat, meter and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</li></ul> <div></div>                                                                                                                                                                                         | <p><b>Environment/Composition dynamics and pace</b></p> <ul style="list-style-type: none"><li>Children create accompaniment and sound pictures to reflect sounds in their local environment. They create music which demonstrates understanding of simple structure and begin to use graphic notation as a way of noting ideas.</li><li>Create volcano music, following teacher's conducting</li></ul>                                                                                                                          | <p><b>Recorders (Notation and Pitch)</b></p> <ul style="list-style-type: none"><li>Children learn to play the recorder with increasing accuracy, fluency, control and expression. They show an awareness of pitch and follow start, stop, dynamic and tempo directions. They begin learn how to follow standard music notation.</li></ul> <div></div> | <p><b>Recorders (Notation and working in ensemble)</b></p> <ul style="list-style-type: none"><li>Children learn to play the recorder with increasing accuracy, fluency, control and expression. They show an awareness of pitch and follow start, stop, dynamic and tempo directions. They begin learn how to follow standard music notation.</li></ul> <div></div> | <p><b>Working in ensemble</b></p> <ul style="list-style-type: none"><li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>Listen with attention to detail and recall sounds with increasing aural memory</li><li>Know names of popular musical instruments and develop understanding of musical features. Challenge: Do they understand how tempo can affect a piece of music?</li></ul> <div></div> | <p>Djembe Objectives?</p> <p><b>Roman songs:</b> Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p><b>Life at Sea:</b> sing sea shanties, compose music for a story</p> |
| 4<br>(terms ordered differently for each class due to brass) | <p><b>Brass</b><br/>(Aut-Nightingales,, Spr-Skylarks, Sum-Chaffinches)</p> <ul style="list-style-type: none"><li>Begin to understand how brass instruments have developed over time and the differences between the four instruments they will play in class – Trumpet/ Trombone/ Baritone/ Cornet.</li><li>Learn the names of other brass instruments and the differences between them. Understand how sounds are produced and how to form an embouchure.</li><li>Learn how to create a sound on the mouthpiece and copy rhythms played to them.</li><li>Learn how to assemble and hold the instruments correctly.</li></ul> | <p><b>Sounds</b></p> <ul style="list-style-type: none"><li>This Unit looks at the way sounds are produced and classified. Children use their voices to make beatbox sounds, learn to sing four part songs and to perform a jazzy round.</li></ul> <p><b>Environment</b></p> <ul style="list-style-type: none"><li>Seasons and the environment provide the stimuli for compositions in this unit. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history.</li></ul> | <p><b>Poetry</b></p> <ul style="list-style-type: none"><li>Children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically and discover ways to develop osinati and accompaniments to enhance their performances.</li></ul> <p><b>Around the World</b></p> <ul style="list-style-type: none"><li>Children explore pentatonic melodies and syncopated rhythms and learn that the fundamental dimensions of music are the same all over the world.</li></ul>                                                                                                 | <p><b>Ancient Greece (Y3 Unit)</b></p> <ul style="list-style-type: none"><li>Children explore ancient Greece with music inspired by Orpheus, Echo and Theseum. They perform a song cycle and a round, and compose their own ostinato.</li><li>Extend the unit to include composition of longer pieces inspired by ancient Greece.</li></ul>                                                                                                                                                                                                                                                                                  | <p><b>Communication</b></p> <ul style="list-style-type: none"><li>Children create a news programme complete with theme music and school news headlines. Using songs and raps, this musical new bulletin will alert the school to the burning issues of today!</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Classroom Music 1</b><br/>(Aut – Skylarks/Chaffinches, Sum - Nightingales)</p> <p><b>Classroom Music 2</b><br/>(Spr – Chaffinches/Nightingales, Sum – Skylarks)</p>                                                                                 |

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|   | <ul style="list-style-type: none"><li>• Play the note of C both in solo and ensemble contexts on their brass instruments.</li><li>• Listen with attention to detail to patterns of pitch and different rhythms.</li><li>• Understand the following musical terms: pulse, tempo, rhythm, and pitch</li><li>• Learn basic notation and recognise the treble clef, time signature, (double) bar line, clef and the notes of middle C, D, E, F and G. ·</li><li>• Play the notes of C, D and E both in solo and ensemble contexts on their brass instruments.</li><li>• Learn the piece Hot Cross Buns and play it on their instruments in small groups. ·</li><li>• Compose an alternative arrangement of 'Hot Cross Buns' reading the music notation. · Learn the valves and positions for F and G and play a piece using these notes.</li></ul> <p>Do a performance – either in front of each other or a wider audience ie: an assembly in school.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |
| 5 | <p><b>Singing Spanish</b></p> <ul style="list-style-type: none"><li>• Children sample the sights and sounds of the Spanish-speaking world. They explore part singing and accompaniments in four contrasting songs.</li></ul> <div></div> <p><b>Darbar Academy</b></p> <ul style="list-style-type: none"><li>• Children learn about and explore playing indian</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Solar System</b></p> <ul style="list-style-type: none"><li>• This unit embarks on a musical journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. Children learn a song and compose pieces linked to space.</li></ul> <div></div> | <p><b>Keeping Healthy</b></p> <ul style="list-style-type: none"><li>• In this series of lessons relating to different physical activities, children explore a range of musical ideas including chromatic scales and syncopated rhythms.</li></ul> <div></div> | <p><b>Production</b></p> <ul style="list-style-type: none"><li>• Children learn a variety of songs to perform in their Victorian production. They focus on their performance skills.</li></ul> <div></div> | <p><b>At the Movies</b></p> <ul style="list-style-type: none"><li>• Children explore movie music from 1920s animated films to present day movies. They learn techniques for creating soundtracks and film scores, and compose their own movie music.</li></ul> | <p><b>Life Cycles</b></p> <ul style="list-style-type: none"><li>• Children explore the human life cycle with music from Brahms, Berio, Liszt and Monteverdi. A wide variety of musical moods, styles and genres inspire singing, composing and performing using new structures and techniques.</li><li>•</li></ul> |

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|   | ragas on Ipad keyboards (garage band).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |  |    |     |
| 6 | <b>Body Percussion – Oak Academy</b> <ul style="list-style-type: none"><li>Improve co-ordination.</li><li>Use composition skills to create their own sequences of body percussion.</li><li>Apply body percussion to songs.</li><li>Sing and perform body percussion at the same time.</li><li>Use percussion sounds/instruments to apply the beat to a spoken rhythm.</li></ul>    | <b>Harmony, also rhythm and notation</b> <ul style="list-style-type: none"><li>Improve musical vocabulary including pitch, harmony, chords etc.</li><li>Collaborate as a class to perform music in harmony.</li><li>Develop singing skills in preparation for end-of-year production.</li></ul>     | <b>Performance Songs</b> <ul style="list-style-type: none"><li>Perform in harmony.</li><li>Learn multiple songs and be able to perform them from memory.</li><li>Demonstrate an understanding of how performance impacts the audience.</li></ul>    |  |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 |

# Subject Outcomes & Progression

|        | Singing                                                                                                                                                                                                                                                                                                            | Listening and responding                                                                                                                                                                                                                                                        | Composing                                                                                                                                                                                                                                                                                              | Playing instruments/ musicianship                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Year 1 | <ul style="list-style-type: none"> <li>Perform word pattern chants.</li> <li>Sing broadly in tune with a limited pitch range (C – G).</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Say how music makes them feel and if they like or dislike it.</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Invent and perform own musical patterns.</li> <li>Know the difference between rhythm and pitch.</li> </ul>                                                                                                                                                      | <ul style="list-style-type: none"> <li>Clap or move to a steady beat, changing the beat as the tempo changes;</li> <li>compare high and low sounds.</li> </ul>                                                                                                                                                                                                                                                                                       |
| Year 2 | <ul style="list-style-type: none"> <li>Sing broadly in tune with a limited pitch range (6 notes eg C – A) and some sense of pulse and rhythm.</li> <li>Know about the structure of songs (eg repeated chorus), dynamics and tempo.</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>Comment and respond to a variety of musical genres</li> <li>Be able to tap the pulse of recorded/live music.</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Create sounds using voice, body and percussion in response to a stimulus (eg sounds of thunderstorm).</li> <li>Create own rhythm patterns within 4 beats.</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Follow start, stop, dynamic and tempo directions following a conductor.</li> <li>Respond to pitch changes with actions (eg stand up/ sit down).</li> </ul>                                                                                                                                                                                                                                                    |
| Year 3 | <ul style="list-style-type: none"> <li>Sing a range of unison songs, tunelessly and with expression; know loud (forte) and soft (piano)</li> <li>Apply word chants to rhythms.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Know the names of popular musical instruments and develop understanding of musical features</li> <li>Listen to music with a shared understanding of its context and history.</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Invent and remember rhythm and pitch patterns and perform them.</li> <li>Understand the difference between rhythm and pulse</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>Play untuned instruments (percussion and djembe) with a good sense of pulse and rhythm in metre of 3 or 4 beats</li> <li>Learn to play the recorder. Start to read dot notation (B A and G).</li> <li>Understand note duration (minims, crotchets and quavers)</li> </ul>                                                                                                                                     |
| Year 4 | <ul style="list-style-type: none"> <li>Sing confidently and in time in unison within an octave range, following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>Sing 2-part rounds and partner songs, introducing the idea of harmony.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Make statements and observations about a variety of live and recorded music, identifying music for different moods and occasions.</li> <li>Begin to identify how a change in timbre (sound quality) affects a piece of music.</li> </ul> | <ul style="list-style-type: none"> <li>Arrange and read rhythmic notation (quavers, crotchets minims, semibreves and rests) to create sequences of rhythmic 2,3 or 4 beat phrases.</li> <li>Create music for a specific mood (consider use of dynamics – how loud or quiet it needs to be).</li> </ul> | <ul style="list-style-type: none"> <li>Develop the basic skills of playing a brass instrument, reading from staff notation (C to G), performing, and improvising.</li> <li>Develop playing of tuned percussion including reading music using the notes C to C.</li> </ul>                                                                                                                                                                            |
| Year 5 | <ul style="list-style-type: none"> <li>Sing unison songs across a wider pitch range from a broad repertoire with a sense of ensemble.</li> <li>Sing 3 part rounds, partner songs and songs with a verse, chorus and bridge.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Communicate personal responses to music in a creative way (eg drawing or painting etc).</li> <li>Discuss how tempo (speed) changes the character in music.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>Create music that demonstrates an understanding of musical structures and elements (notation, rhythm, tempo, mood etc.)</li> <li>Combine simple word rhythms (eg 'I like chips for tea') with letter names to create short pentatonic phrases</li> </ul>        | <ul style="list-style-type: none"> <li>Improvise over a drone or a simple groove (rhythmic pattern) developing a sense of shape and character.</li> <li>play melodies on tuned percussion, melodic instruments or keyboards following letter names then staff notation (C to C')</li> <li>Understand differences between semibreves, minims, crotchets, paired quavers, semiquavers and crotchet rests; understand 2,3,4 time signatures.</li> </ul> |
| Year 6 | <ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms with a sense of ensemble and performance, observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Perform a range of songs in school and to a wider audience.</li> </ul> | <ul style="list-style-type: none"> <li>Be able to identify varied styles of music and their characteristics.</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Create music with multiple sections that include repetition and contrast eg verse, chorus, verse etc ABA</li> <li>Plan and compose an 8 or 16-beat melodic phrase using iPad apps (eg garage band or virtual keyboard).</li> </ul>                              | <ul style="list-style-type: none"> <li>Further develop skills to read and perform rhythm and pitch notation.</li> <li>Accompany a performance with block chords or a bass line.</li> </ul>                                                                                                                                                                                                                                                           |

# Vocabulary

## Key Stage 1

**Beat/Pulse** – a steady, regular beat that stays the same

**Rhythm** – a pattern of sounds which fit over the beat

**Pitch** – High and Low sounds

**Fast or Slow** – how quick the music is

**Loud or Quiet** – how loud the music is

**Composer**

**Conductor**



## Key Stage 2

**Beat/Pulse** – a steady, regular beat that stays the same

**Rhythm** – a pattern of long or short sounds that fit over the pulse

**Ostinato** – a repeated rhythmic or melodic phrase

**Dynamics** – how loud or quiet a sound is

**Crescendo** - music getting louder

**Diminuendo** – music getting quieter

**Duration** – how long a note lasts for

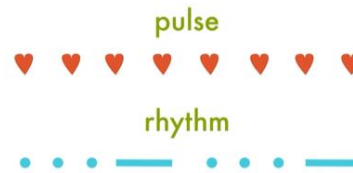
**Crotchet** – note worth one beat

**Quaver** – note worth half a beat

**Minim** – note worth two beats

**Semibreve** – note worth four beats

**Pitch** – how high or low a sound is



*Stave – lines to write music on for traditional western music*

*Notes – sounds drawn on stave*

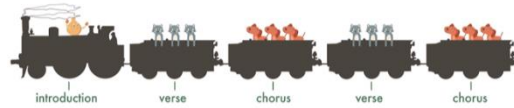
*Graphic score – pictures/ symbols to represent sounds in a piece of music*

**Tempo** – the speed or pace of a piece of music

**Structure** – the different sections in a piece of music and how they are

**Texture** – the layers of sound we can hear in a piece of music

**Timbre** – the sound quality of an instrument eg woodblock vs trumpet



organised