



SIR ROBERT GEFFERY'S SCHOOL

A School for Enthusiasts



Sir Robert Geffery's School

MUSIC CURRICULUM AND POLICY

2020/21



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Elements of music



Music is a universal language that embodies one of the highest forms of creativity. It is perhaps the most universal of all performing arts where productions are more than simply 'performances' but a means of all being able to celebrate achievements whilst involving the community and enabling them to share the creativity and participation of the pupils. The development of the whole child allows pupils to flourish and adopt positive attributes, behaviors and virtues within character education.

A high-quality musical education should engage and inspire pupils to develop a love of music and a love of learning. This will not only extend their talent as musicians, but also increase their self-confidence, creativity and collaboration skills and sense of achievement.

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.



Key stage 1 Curriculum Content

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



Key stage 2 Curriculum Content

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.
- 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.



Year EYFS, 1, 2	Overview
Rhythm	<ul style="list-style-type: none">• Able to clap simple rhythms.• To count the beats in a bar at different tempos.• To copy rhythms with breaks (rests).• Independently improvise clapping patterns with a partner.
Notation	<ul style="list-style-type: none">• To know the names and meanings of crotchet and quaver.• To understand how many beats you can fit into a bar (time signatures).
Music History	Develop further understanding of music from around the world. Related to school topics.
Aural and listening	<ul style="list-style-type: none">• To sing in tune as an ensemble.• To perform by ear and recall melodies.• To identify expression and feeling within a song.• To identify whether the shape of a phrase (higher or lower pitch)• To be able to recognise a Major and Minor chord.
Musical elements	To understand the meaning of the musical elements - pitch, duration, tempo and dynamics
Music appreciation	<ul style="list-style-type: none">• To discuss musical intentions.• To understand the importance of music within film and tv.• To describe, compare contrasting pieces of music.



Year 3 and 4	Overview
Rhythm	<ul style="list-style-type: none">• Able to clap simple rhythms following a given tempo.• To count the beats in a bar at different tempos, putting emphasis on different beats.• To explore rests and increase accuracy of staying in time.• Independently improvise rhythmical patterns.• Simultaneously clap different ostinatos.
Notation	<ul style="list-style-type: none">• To know the names and meanings of crochet, quaver and semi-breve.• To understand how many beats you can fit into a bar (time signatures).
Music History	Develop further understanding of the history of music. Related to school topics.
Aural and listening	<ul style="list-style-type: none">• To sing in tune with expression.• To perform by ear and through reading simple notation.• To maintain a different part. To be aware of combined roles and the effects.• To identify phrases within a song.• To analyse the phrase structure of a song.• To be able to recognise the terms Major and Minor.
Musical elements	To understand the meaning of the musical elements - timbre, pitch, duration, tempo, structure, dynamics and texture.
Music appreciation	<ul style="list-style-type: none">• To explain musical intentions.• To understand that music reflects different intentions.• To describe, compare and evaluate musical with musical vocabulary.



Year 5 and 6	Overview
Rhythm	<ul style="list-style-type: none">• To count the beats in a bar at different tempos, putting emphasis on different beats.• To explore rests and increase accuracy of staying in time.• To develop clapping skills through increased tempo and complexity of rhythms.• To simultaneously clap different ostinatos• To explore different time signatures.• To combine vocal and percussive ostinatos.• To independently improvise rhythmical patterns
Notation	<ul style="list-style-type: none">• To understand the note lengths and their names.• To know how many beats you can fit into a bar.• To explore more complex note lengths and time signatures eg. triplets and 6/8 time.
Music History	Develop further understanding of the history of music. Related to school topics.
Aural and listening	<ul style="list-style-type: none">• To sing in tune with expression.• To perform by ear and through reading simple notation.• To maintain a different part. To be aware of combined roles and the effects.]• To identify the time signature within a piece of recorded music.• To copy melodic phrases.• To trace the shape of a tune and match this to notation.• To analyse the phrase structure of a song.• To identify repeated and contrasting sections in recorded music.
Musical elements	To further understand and recognise the use of musical elements - timbre, pitch, duration, tempo, structure, dynamics and texture.
Music appreciation	<ul style="list-style-type: none">• To explain musical intentions.• To understand that music reflects different intentions.• To describe, compare and evaluate music with musical vocabulary.• To make comparisons across different genres of music.• To evaluate live music.



Greater Depth in Music

The use of the elements to bring music to life.

EYFS

Do you understand how the use of tempo can add emotion to a piece of music?

Can you identify a common rhythm within a piece of music?

Can you recognise whether a change is sudden or gradual?

Year 1

Can you decide whether a note is higher or lower than the previous note?

Can you show how you would use dynamics to provide contrast?

Can you identify how a piece of music changed?

Year 2

Can you explain what the change in dynamic and tempo does to a piece of music?

Are you able to explain and play syncopated patterns?

Can you discuss how a piece of music makes you feel and the reasons why, using the elements?



Greater Depth in Music

The use of the elements to bring music to life.

Year 3

Do you understand how the use of tempo can add emotion to a piece of music?

Can you identify repetition and contrast within a piece of music?

Can you recognise whether a change is sudden or gradual?

Year 4

Can you use selected pitches simultaneously to produce simple harmony?

Can you show and you would use dynamics to provide contrast?

Can you identify how a change in timbre can change the effect of a piece of music?

Year 5

Can you use pitches simultaneously to build up a chord?

Do you understand syncopation and the relationship between this and the pulse?

Can you identify how patterns of repetitions, contrasts and variations can be organised to give structure to a piece of music?

Year 6

Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Do I understand how chords are made up?

Can you identify how patterns of repetitions, contrasts and variations can be organised to give structure to a piece of music?



Elements of Music - The building blocks of music.

Duration

Duration means the length of each sound. Some sounds or notes are long, some are short.

Dynamics

Dynamics means the loudness and softness of the music. Sometimes this is called volume. Music often changes volume gradually and goes from loud to soft or from soft to loud.

Pitch

Pitch refers to the highness or lowness of notes in the music. Most pieces of music use a mixture of high and low sounds.

Structure

The way in which a piece of music is organised. This can also be known as the form e.g. call and response, 12 bar blues, ABA (ternary).

Tempo

Tempo means the speed of the music, whether it is fast or slow. Does the music speed up or slow down or does it stay at the same tempo throughout?

Texture

Texture refers to how many layers or voices are in a piece. If there are a lot of instruments playing at once the texture is thick; if there are only one or two instruments playing the texture is thin. You can build up the texture from thin to thick, or reduce it from thick to thin.

Timbre

Every instrument has its own tone colour or timbre. For example, a metal instrument sounds different from a wooden one, and hitting the skin of a drum sounds different from blowing a recorder.