

Our Music Intent

We follow the National Curriculum content for Music and this is enhanced by the delivery of music lessons by a music specialist. Music is a universal language that embodies one of the highest forms of creativity. We intend to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. 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. We aim to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians; learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence; understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We expect our pupils to become confident and eager singers and performers, enabling them to experience a variety of opportunities to perform and share their learning and love of music, linking their breadth of music learning to their studies across the curriculum. Music can be enjoyed by all pupils and we recognise it can be particularly engaging and impactful for those with SEND.

Our Music Implementation

During EYFS the pupils will be introduced to a variety of songs to learn and respond to, as well as listening to different pieces of music and having the chance to play simple percussion instruments. Activities taught to the children will be made available in continuous provision and song/music choices will be linked to the topic areas being delivered. Nursery rhymes and phonics rhymes songs are frequently repeated.

KS1 and 2 sing during assemblies and practice whole school songs during singing assembly on a Monday. National events marked by a song, such as The Platinum Jubilee, Children In Need are learned and celebrated in assemblies.

In KS1 music is taught during a lesson each week, children experience the breadth of the Music NC content, linked in with topics being covered and particularly focussing on music from other faiths and cultures when they fit into the curriculum timetable. In KS2 pupils weekly hour of lessons, benefit from learning led by a music specialist- Katie Geelan. She plans and delivers a wide range of music learning opportunities, linked to the curriculum offer in each year group, allowing for the pupils to learn, practice and develop key music skills and apply them to performance. From KS1 upwards, pupils have the opportunity to learn to play an instrument, such as the recorder, samba percussion or tuned percussion and they learn to read basic music notation, as well as recording using their own notation systems.

Our school choir, led by Mrs Geelan, perform regularly outside of school, to support the local hospice, sing alongside other schools and take a role in Church services.

The Model Music Curriculum (March 2021), Sing Up, Worship Workshop, BBC 10 Pieces, Carousel Music are some of the resources referred to when delivering our curriculum. Children listen to a variety of musical genre (as suggested in the Model Curriculum) as they enter and leave the hall for assemblies, as well as during lessons.

We also work closely with the Bury Music Service and GM Music Hub, to facilitate the learning of musical instruments and in order to take part in wider cross-school events. Fidler Music also work in school to offer the chance to learn the ukulele. Children have the opportunity to perform beyond the classroom during class assemblies and in concerts for pupils and parents. We regularly take part in large choir events such as Young Voices.

Christ Church Music will ...

Allow children to:

Be connected through people and places in our ever-changing world, bringing communities together through whole-school singing, creativity, ensemble playing, listening to a range of music genre and celebrating the performance of others.

Bring joy and 'feed the soul of our school community'.

Use their voices expressively and creatively by singing songs and speaking chants and rhymes, with increasing confidence and complexity

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Listen with concentration and understanding to a range of high-quality live and recorded music, with attention to detail and increasing aural memory

Experiment with, create, select, improvise, combine and compose sounds using the inter-related dimensions of music

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.

Nursery			
	Aspects are taught through the topics and areas of focus, throughout the year- see Medium Term plans		
ELG Development Matters	Communication and Language	<ul style="list-style-type: none"> • Sing a large repertoire of songs. 	
	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks 	
	Expressive Arts and Design	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 	

Reception			
	The learning opportunities are provided across the terms linked to topic and other learning – see Medium Term plans		
ELG Development Matters	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs 	
	Physical Development	<ul style="list-style-type: none"> • Combine different movements with ease and fluency 	
	Expressive Arts and Design Being Imaginative and Expressive (ELG)	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	

Year One Music delivered within the context of units of work and RE, over the year				
Skills/Content	Controlling sounds through singing and playing (play and perform)			Vocabulary (cumulative)
	Use voices expressively	Play tuned and untuned instruments	Rehearse and perform with others	Chant Pitch Call and response songs Sequences Rhythm Pitch Beat Tempo Pulse pattern
	Use voices in different ways such as speaking, singing and chanting	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To think about others when performing.	
	Creating and developing musical ideas (create and compose)			
	Create musical patterns	Explore, choose and organise sounds and musical ideas		
	To know about and experiment with sounds	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.		
	Responding, reviewing and appraising			
	Explore and express ideas and feelings about music using movement, dance, expressive and musical language	Make improvements to own work		
	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/ sleep/shout	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.		
	Listening and applying knowledge and understanding			
	To listen with concentration and recall sounds within increasing aural memory	To know how the combined musical elements of pitch, duration, dynamics, tempo, tembre, texture and silence can	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	

		be organised and used expressively within simple structures.		
	To begin to identify simple repeated patterns and follow basic musical instructions	To begin to understand that musical elements can be used to create different moods and effects.	To begin to represent sounds with simple sounds including shapes and marks	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.

By the end of year 1 pupils will...

Develop confidence in producing sounds, using a variety of untuned percussion.
 Listen to and feed back on the compositions of others both peers and from musical traditions.
 Sing call and response and other simple songs.
 Have opportunities to perform- formally and informally.

Year Two Music

Delivered within the context of units of work and RE, over the year

Skills/Content	Controlling sounds through singing and playing (play and perform)			Vocabulary (cumulative)
Use voices expressively	Play tuned and untuned instruments	Rehearse and perform with others		Range Repeated pattern Dynamics Pause Crescendo Decrescendo Improvise Question and answer phrases Tuned/untuned percussion Graphic symbols Dot/stick notation Melodic phrases
Use voices expressively and creatively. To sing with the sense of shape of the melody	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To think about the impact on others while performing		
Creating and developing musical ideas (create and compose)				
Create musical patterns	Explore, choose and organise sounds and musical ideas			
Repeat short rhythmic and melodic patterns	To Begin to explore and choose and order sounds using the inter-related dimensions of music			
Responding, reviewing and appraising				
Explore and express ideas and feelings about music using movement, dance, expressive and musical language	Make improvements to own work			
To respond to different moods in music and explain thinking about changes in sound	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments			

	Listening and applying knowledge and understanding			
	To listen with concentration and recall sounds within increasing aural memory	To know how the combined musical elements of pitch, duration, dynamics, tempo, tembre, texture and silence can be organised and used expressively within simple structures.	To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To know how music is used for particular purposes
	To identify and recognise repeated patterns and follow a wider range of musical instructions	To understand how musical elements create different moods and effects.	To confidently represent sounds with a range of symbols, shapes or marks	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.

By the end of year 2 pupils will...

- Be developing as music-makers and performers.
- Be able to reflect on a range of musical genre, using an increasing vocabulary to comment and give an opinion.
- Perform with rhythm and confidence on tuned and untuned percussion.
- Record compositions in simple form.
- Sing a range of songs from different times and cultures, with increasing confidence.

		Year Three Music Curriculum		
		delivered within the context of units of work and RE, over the year		
Skills/Content	Controlling sounds through singing and playing (play and perform)			Vocabulary (cumulative)
	Sing songs in unison and two parts	To play tuned and un-tuned instruments with control and accuracy	To practise, rehearse and present performances with an awareness of the audience	Unison Forte Piano Echo phrase Staff notation Note values Stave Clef Crotchet Paired quavers
	To sing in unison, becoming aware of pitch. We use the 'Sing Up' website regularly, particularly to sing songs about Festivals and Celebrations.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. All Y3 children learn to play and recorder and read music from the stave.	To think about others while performing. Children perform songs they have learnt at special assemblies throughout the school year.	
	Creating and developing musical ideas (create and compose)			
	Improvise, developing rhythmic and melodic material when performing	Explore, choose, combine and organise musical ideas with musical structures		
	To create simple rhythmical patterns that use a small range of notes	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.		

Responding, reviewing and appraising			
Analyse and compare sounds	Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To reflect on and improve own and others work in relation to its intended effect	
To explore and comment on the ways sounds can be used expressively.	Children ongoing are introduced to music from all genres, and use their knowledge of the musical elements to listen and appraise. Resources used, BBC Ten pieces with separate lesson plans and the Charanga Listening Centre.	To comment on the effectiveness of own work, identifying and making improvements. Children's work is often recorded so they are able to analyse and appraise their own work. When playing recorder, they will perform in small groups so they are able to comment on what they hear.	
Listening and applying knowledge and understanding			
To listen with attention to detail and to internalise and recall sounds.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to	To know that music is produced in different ways and described through relevant established and invented notations.	To understand how time and place can influence the way music is created.

		communicate different moods and effects.		
	To listen with attention and begin to recall sounds.	To begin to understand how different musical elements are combined and used to create an effect. Children look at different musical ensembles eg Orchestras/Bands and discuss how composers wrote their music.	To begin to recognise simple notations to represent music, including pitch and volume. Warm up's often include percussion portals and body percussion where children follow notation to create and read musical patterns	To listen to and begin to respond to music drawn from different traditions and great composers and musicians

By the end of year 3 pupils will...

Have had increasing opportunities to sing, listen, perform and improvise a range of musical ideas.
 Expanded their knowledge of musical genre and been able to reflect and comment on similarities and differences in pieces.
 Record their musical compositions using simple notation.
 Have learnt to play the recorder and performed as an ensemble.
 Sing with increasing confidence, especially when keeping to a part/simple harmony in a song.

		Year Four Music Curriculum		
		- delivered within the context of units of work and RE, over the year		
Skills/Content	Controlling sounds through singing and playing (play and perform)		Vocabulary (cumulative)	
	Sing songs in unison and two parts	To play tuned and un-tuned instruments with control and accuracy	To practise, rehearse and present performances with an awareness of the audience	Octave Rounds

	<p>To sing in unison maintaining the correct pitch and using increasing expression.</p> <p>Children sing songs from the Sing Up website and 'theme' in with topic areas and cross curricular links. (eg Anglo Saxons and Vikings)</p>	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. Children have the opportunity throughout the school year to perform on boomwhackers, glockenspiels and Samba percussion.</p>	<p>To think about others while performing and how they present.</p> <p>Children perform songs they have learnt at special assemblies throughout the school year.</p>	<p>Partner songs</p> <p>Time signature</p> <p>Legato</p> <p>Staccato</p> <p>Pentatonic</p> <p>Minim</p> <p>Major/minor scales</p> <p>Chords</p> <p>score</p>
<p>Creating and developing musical ideas (create and compose)</p>				
	<p>Improvise, developing rhythmic and melodic material when performing</p>	<p>Explore, choose, combine and organise musical ideas with musical structures</p>		
	<p>To create rhythmical and simple melodic patterns using an increased number of notes.</p>	<p>To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.</p>		
<p>Responding, reviewing and appraising</p>				
	<p>Analyse and compare sounds</p>	<p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>To reflect on and improve own and others work in relation to its intended effect</p>	
	<p>Listen to a variety of pieces of music, analyse- with increasing accuracy and using an expanded vocabulary- how pieces are put together and compare.</p>	<p>To recognise and explore the ways sounds can be combined and used xpressively and comment on this effect.</p> <p>Children ongoing are introduced to music from all genres, and use their knowledge of the musical elements to listen and appraise.</p>	<p>To comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.</p> <p>Children's work is often recorded so they are able to analyse and appraise their own work</p>	

		Resources used, BBC Ten pieces with separate lesson plans and the Charanga Listening Centre		
Listening and applying knowledge and understanding				
	To listen with attention to detail and to internalise and recall sounds.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To know that music is produced in different ways and described through relevant established and invented notations.	To understand how time and place can influence the way music is created.
	To listen to and recall patterns of sounds with increasing accuracy.	To understand how different musical elements are combined and used expressively. Children constantly revisit the musical elements and use knowledge when listening and appraising	To understand and begin to use established and invented musical notations to represent music. Children can recognise note values and perform complex rhythms to specific pieces of music.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
By the end of year 4 pupils will				
<p>Be producing more complex compositions, including tuned instruments or as a group piece.</p> <p>Record their musical ideas using formal and informal notation.</p> <p>Understand how pieces of music reflect time, place, culture.</p> <p>Sing a variety of songs with increasing confidence.</p> <p>Listen with increasing attention and be able to respond using appropriate vocabulary, sharing personal opinions about their responses to music.</p>				

		Year Five Music Curriculum		
		- delivered within the context of units of work and RE, over the year		
Skills/Content	Controlling sounds through singing and playing (play and perform)			Vocabulary (cumulative)
	Sing songs in unison and two parts To sing in unison with clear diction, controlled pitch and sense of phrase. Children often sing unison and part songs from the Sing Up website and sing songs to support History and Topic links (eg Ancient Egyptians) Many Y5 children are members of the school choir.	To play tuned and un-tuned instruments with control and accuracy To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Children have the opportunity throughout the school year to perform on boomwhackers, glockenspiels and Samba.	To practise, rehearse and present performances with an awareness of the audience To maintain my own part and be aware how the different parts fit together. Children perform songs they have learnt at special assemblies throughout the school year. Children in the school choir perform at numerous events within the community	Partner songs Verse Chorus Drone Groove Dynamics Mezzo forte Mezzo piano Arrangement Semi-quavers
Creating and developing musical ideas (create and compose)				
	Improvise, developing rhythmic and melodic material when performing	Explore, choose, combine and organise musical ideas with musical structures		
To create increasingly complicated rhythmic and melodic phrases within given structures. Capture compositions using own methods of notation.				
Responding, reviewing and appraising				
	Analyse and compare sounds	Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To reflect on and improve own and others work in relation to its intended effect	

	<p>To describe, compare and evaluate different types of music beginning to use musical words.</p>	<p>Children ongoing are introduced to music from all genres, and use their knowledge of the musical elements to listen and appraise.</p> <p>Resources used, BBC Ten pieces with separate lesson plans and the Charanga Listening Centre</p>	<p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>Children’s work is often recorded so they are able to analyse and appraise their own work.</p>	
<p>Listening and applying knowledge and understanding</p>				
	<p>To listen with attention to detail and to internalise and recall sounds.</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</p>	<p>To know that music is produced in different ways and described through relevant established and invented notations.</p>	<p>To understand how time and place can influence the way music is created.</p>
	<p>To listen to and recall a range of sounds and patterns of sounds confidently.</p>	<p>To begin to identify the relationship between sounds and how music can reflect different meanings.</p> <p>Children constantly revisit the musical elements and use knowledge when listening and appraising.</p>	<p>To recognise and use a range of musical notations including staff notation</p> <p>Children can recognise note values and perform complex rhythms to specific pieces of music</p>	<p>To listen to a range of high quality, live and recorded music from</p> <p>different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>
<p>By the end of year 5 pupils will</p>				
<p>Understand and be able to listen to and recognise the tempo, metre and rhythm of pieces Identify, when listening, major and minor scales and use vocabulary confidently to appraise pieces. Be developing a more confident understanding of syncopation and dynamics in music and being able to perform pieces demonstrating these aspects. Read from notation short rhythmic phrases and play- using tuned and untuned percussion. When playing and performing be able to control sounds and intended impact on the listener.</p>				

Year Six Music Curriculum - delivered within the context of units of work and RE, over the year				
Skills/Content	Controlling sounds through singing and playing (play and perform)			Vocabulary (cumulative)
	Sing songs in unison and two parts	To play tuned and un-tuned instruments with control and accuracy	To practise, rehearse and present performances with an awareness of the audience	Play by ear Syncopated rhythm 3 and 4 part rounds Octave range
	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase Year 6 lead the singing in our weekly singing assembly. Additionally to singing songs from 'Sing Up' there are cross curricular links with Topic and History. Children learn and perform songs about the Great World Wars. Many Y6 children are members of the school Choir.	To play and perform with accuracy, fluency, control and expression Children have the opportunity throughout the school year to perform on boomwhackers, glockenspiels and Samba.	To think about the audience when performing and how to create a specific effect. Children perform songs they have learnt at special assemblies throughout the school year. Choir children have the opportunity to perform at events such as our annual Carol Service at the Parish Church.	
	Creating and developing musical ideas (create and compose)			
	Improvise, developing rhythmic and melodic material when performing	Explore, choose, combine and organise musical ideas with musical structures		
	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures			
Responding, reviewing and appraising				

	<p>Analyse and compare sounds</p>	<p>Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.</p>	<p>To reflect on and improve own and others work in relation to its intended effect</p>	
<p>To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*. Children ongoing are introduced to music from all genres, and use their knowledge of the musical elements to listen and appraise. Resources used, BBC Ten pieces with separate lesson plans and the Charanga Listening Centre *Inter-related dimensions of music (dynamics): PULSE: the steady beat of a piece of a piece of music PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music DYNAMICS: Loud and soft TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) TEXTURE: Layers of sound (number of instruments or voices playing together) STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</p>		<p>To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. Children’s work is often recorded so they are able to analyse and appraise their own work.</p>		
<p>Listening and applying knowledge and understanding</p>				
	<p>To listen with attention to detail and to internalise and recall sounds.</p>	<p>To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to</p>	<p>To know that music is produced in different ways and described through relevant established and invented notations.</p>	<p>To understand how time and place can influence the way music is created.</p>

		communicate different moods and effects.		
	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.	To identify and explore the relationship between sounds and how music can reflect different meanings. Children constantly revisit the musical elements and use knowledge when listening and appraising..	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. Children will be frequently shown 'sheet music' and be able to follow it proficiently to perform music on tuned and untuned instruments.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

By the end of year 6 pupils will...

Play a range of instruments from rhythm notation cards and music scores, including those created themselves
 Have many opportunities to perfect and experience performance- singing and playing.
 Understand the difference between musical staff notation- for notes and their timings.
 Listen to and experience live performances as well as recordings.
 Develop the skill to recognise, when listening and perform playing techniques eg pizzicato
 Create pieces of music in sections; including repetition, contrasts and improvise melodies eg over an 8-beat groove
 Listen to a wide range of musical genres and appraise them with confidence, using the correct vocabulary.
 Experience a broad range of songs- to listen to and perform with a sense of ensemble and with increasingly accurate pitch and phrasing