

# Gothic Mede Academy Music Curriculum

For our Music curriculum we use the scheme called 'Music Express'. It follows the *National Curriculum Programmes of Study*. It is taught via the following units:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<i>Ourselves: Exploring Sounds Number: Beat; instrumental and vocal chants</i>	<i>Practice for Christmas performance – using voices creatively</i>	<i>Animals: Pitch; untuned instruments; music from China Weather: Exploring Sounds</i>	<i>Storytime: Exploring Sounds Seasons: Pitch</i>	<i>Pattern: Beat (Arts around the world – Indian music)</i>	<i>Travel: Performance; rhythm Water: Pitch; tuned instruments</i>
<b>Year 2</b>	<i>Ourselves: Exploring Sounds Our Bodies: Beat</i>	<i>Practice for Christmas performance – vocal ensemble</i>	<i>Weather: Exploring Sounds Number: Beat</i>	<i>Seasons: Pitch</i>	<i>Animals: Pitch</i>	<i>Toys: Beat Travel: Performance</i>
<b>Year 3</b>	<i>In The Past: Pitch Building: Beat</i>	<i>Practice for Christmas performance – vocal ensemble</i>	<i>China: Pitch; composition Communication: Composition</i>	<i>Recorders: solo/ensemble tuned instruments; notation</i>	<i>(Arts around the world – Samba: music from different traditions) Singing French: Pitch</i>	<i>Ancient Worlds: Structure Human Body: Structure</i>
<b>Year 4</b>	<i>Young Voices: Vocal performance, listening with attention to detail and recalling sounds, appreciation of high quality live and recorded music.</i>		<i>In the Past: notation, history of music.</i>	<i>Recycling: Structure, Instrumental performance, composition.</i>	<i>African drumming – instrumental performance; improvisation; music from different traditions</i>	<i>End of year performance – vocal/instrumental performance</i>

In addition to these units, music is promoted and enjoyed through weekly singing assemblies, introduction to a variety of composers and pieces of music in all assemblies, and performances for class assemblies, Christmas productions and Young Voices (Year 4). Year 3 children are also introduced to playing the recorder through music lessons and a recorder club.

## Purpose of study

Purpose of study Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should 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.

## Aims

The national curriculum for music aims 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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stage 1

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

### Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music

- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music