

GCPS Music Overview

Music Statement of intent:

It is our intention at Greenlands School for our children to gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres while fostering our school values respect, compassion, trust, perseverance, resilience and ambition.

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

Children are provided with the opportunity to progress to the next level of their creative excellence.



'Here To Learn Happily'

				Key Stage One Know	edge and Skills		
Year 1	Listen and appraise	Games	Singing	Playing	Improvisation	Composition	Performance
	• To know 5 songs	• To know	То	 Learn the 	 Improvisation 	Composing is like writing	A performance is sharing
	off by heart.	that music	confidently	names of the	is about making	a story with music.	music with other people,
	• To know what the	has a steady	sing or rap	notes in their	up your own	• Everyone can compose.	called an audience.
	songs are about.	pulse, like a	five songs	instrumental part	tunes on the	 Help to create a 	 Choose a song they have
	• To know and	heartbeat.	from memory	from memory or	spot.	simple melody using one,	learnt from the Scheme and
	recognise the sound	• To know	and sing them	when written	• When	two or three notes.	perform it.
	and names of some	that we can	in unison.	down.	someone	• Learn how the notes of	 They can add their ideas to
	of the instruments	create	 Learn about 	 Learn the 	improvises,	the composition can be	the performance.
	they use. To learn	rhythms	voices, singing	names of the	they make up	written down and	 Record the performance
	how they can enjoy	from words,	notes of	instruments the <mark>y</mark>	their own tune	changed if necessary.	and say how they were feeling
	moving to music by	our names,	different	are playing.	that <mark>has</mark> never	-	about it.
	dancing, marching,	favourite	pitches (high	• Treat	been heard	1	
	being animals or pop	food,	and low).	instruments	before. It is	/	
	stars.	colours and	 Learn that 	carefully and with	not written	r	
		animals.	they can make	respect. • Play a	down and		
			different	tuned	belongs to		
			types of	instrumental part	them.		
			sounds with	with the song	 Everyone can 		
			their voices -	they perform.	improvise!		
			you can rap or	 Learn to play an 			
			say words in	instrumental part			
			rhythm.	that matches			
			 Learn to 	their musical			
			start and stop	challenge, using			
			singing when	one of the			
				differentiated			

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			following a leader.	parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader.			
Year 2	 To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	 To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, 	 To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn about voices singing notes of different 	 Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, 	 Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	 Composing is like writing a story with music. Everyone can compose. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	 A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.

		pitch, when we sing and play our instruments.	pitches (high and low). • Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a	simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader.	C S		
			leader.	/ Stage 2 Knowledge	and Skills		
Year 3	• To know five	Know how	To know and	To know and be	To know and be	To know and be able to	To know and be able to talk
	songs from memory	to find and	be able to	able to talk about:	able to talk	talk about:	about: • Performing is sharing
	and who sang them	demonstrate	talk about: •	• The	about	• A composition: music	music with other people, an
	or wrote them. • To	the pulse. •	Singing in a	instruments used	improvisation:	that is created by you	audience
	know the style of	Know the	group can be	in class (a	 Improvisation 	and kept in some way.	 A performance doesn't
	the five songs. • To	difference	called a choir	glockenspiel, a	is making up	It's like writing a story.	have to be a drama! It can be
	choose one song and	between	 Leader or 	recorder) • To	your own tunes	It can be played or	to one person or to each
	be able to talk	pulse and	conductor: A	treat instruments	on the spot	performed again to your	other
	about: \circ Its lyrics:	rhythm. •	person who	carefully and with	• When	friends. • Different	• You need to know and have
	what the song is	Know how	the choir or	respect. • Play	someone	ways of recording	planned everything that will

 about \circ Any musical dimensions	pulse, rhythm and	group follow •	any one, or all of	improvises,	compositions (letter	be performed • You must sing
	'	Songs can	four,	they make up	names, symbols, audio	or rap the words clearly and
featured in the	pitch work	make you feel	differentiated	their own tune	etc.) • Help create at	play with confidence
song, and where	together to	different	parts on a tuned	that has never	least one simple melody	• A performance can be a
they are used	create a	things e.g.	instrument – a	been heard	using one, three or five	special occasion and involve an
(texture, dynamics,	song.	happy,	one-note, simple	before. It is	different notes.	audience including of people
tempo, rhythm and	 Know that 	energetic or	or medium part or	not written	 Plan and create a 	you don't know
pitch) <pre>o Identify</pre>	every piece	sad • Singing	the melody of the	down and	section of music that can	 It is planned and different
the main sections of	of music has	as part of an	song) from	belongs to	be performed within the	for each occasion
the song	a	ensemble or	memory or using	them • To	context of the unit song.	 It involves communicating
(introduction, verse,	pulse/steady	large group is	notation. • To	know that using	 Talk about how it was 	feelings, thoughts and ideas
chorus etc.) \circ Name	beat.	fun, but that	rehearse and	one or two	created.	about the song/music
some of the	• Know the	you must	perform their	notes	 Listen to and reflect 	 To choose what to perform
instruments they	difference	listen to each	part within the	confidently is	upon the developing	and create a programme.
heard in the song	between a	other • To	context of the	better than	composition and make	 To communicate the
 To confidently 	musical	know why you	Unit song.	using five	musical decisions about	meaning of the words and
identify and move	question and	must warm up	• To listen to and	• To know that	pulse, rhythm, pitch,	clearly articulate them.
to the pulse. • To	an answer.	your voice •	follow musical	if you improvise	dynamics and tempo.	• To talk about the best place
think about what		, To sing in	instructions from	using the notes	• Record the	to be when performing and
the words of a song		unison and in	a leader	you are given,	composition in any way	how to stand or sit.
mean.		simple two-		you cannot	appropriate that	• To record the performance
• To take it in turn		parts. • To		make a mistake	recognises the	and say how they were
to discuss how the		demonstrate			connection between	feeling, what they were
song makes them		a good singing			sound and symbol (e.g.	pleased with what they would
feel. • Listen		posture. • To			graphic/pictorial	change and why.
carefully and		follow a			notation.	
respectfully to		leader when				
other people's		singing. • To				
thoughts about the		enjoy				
music.		exploring				
		singing solo. •				
		To sing with				

			awareness of				
			being 'in tune'.				
			• To have an				
			awareness of				
			the pulse				
			internally				
			when singing.				
Year 4	To know five songs	Know and be	To know and	To know and be	To know and be	To know and be able to	To know and be able to talk
	from memory and	able to talk	be able to	able to talk about:	able to talk	talk about: • A	about: • Performing is sharing
	who sang them or	about:	talk about:	• The	about	composition: music that	music with other people, an
	wrote them. To	 How pulse, 	 Singing in a 	instruments used	improvisation:	is created by you and	audience
	know the style of	rhythm and	group can be	in class (a	 Improvisation 	kept in some way. It's	• A performance doesn't have
	the five songs. To	pitch work	called a choir	glockenspiel,	is making up	like writing a story. It	to be a drama! It can be to
	choose one song and	together	 Leader or 	recorder or	your own tunes	can be played or	one person or to each other
	be able to talk	 Pulse: 	conductor: A	xylophone).	on the spot •	performed again to your	 You need to know and have
	about:	Finding the	person who	• Other	When someone	friends.	planned everything that will
	 Some of the style 	pulse - the	the choir or	instruments they	improvis <mark>e</mark> s,	 Different ways of 	be performed • You must sing
	indicators of that	heartbeat	group follow •	might play or be	they make up	recording compositions	or rap the words clearly and
	song (musical	of the music	Songs can	played in a band	their own tune	(letter names, symbols,	play with confidence
	characteristics that	• Rhythm:	make you feel	or orchestra or	that has never	audio etc.)	• A performance can be a
	give the song its	the long and	different	by their friends.	been heard 🦯	 Help create at least 	special occasion and involve an
	style).	short	things e.g.	• To treat	before. It is	one simple melody using	audience including of people
	 The lyrics: what 	patterns	happy,	instruments	not written	one, three or all five	you don't know
	the song is about. •	over the	energetic or	carefully and with	down and	different notes. • Plan	• It is planned and different
	Any musical	pulse	sad • Singing	respect.	belongs to	and create a section of	for each occasion
	dimensions	• Know the	as part of an	• Play any one, or	them. • To	music that can be	 It involves communicating
	featured in the	difference	ensemble or	all four,	know t	performed within the	feelings, thoughts and ideas
	song and where	between	large group is	differentiated	hat using one	context of the unit song.	about the song/music
	they are used	pulse and	fun, but that	parts on a tuned	or two notes	 Talk about how it was 	• To choose what to perform
	(texture, dynamics,	rhythm	you must	instrument - a	confidently is	created.	and create a programme.
	tempo, rhythm and	• Pitch:	listen to each	one-note, simple	better than	 Listen to and reflect 	_
	pitch). • Identify	High and low	other •	or medium part or	using five • To	upon the developing	

 the main sections of	sounds that	Texture: How	the melody of the	know that if	composition and make	• Present a musical
the song	create	a solo singer	song from	you improvise	musical decisions about	performance designed to
(introduction, verse,	melodies	makes a	memory or using	using the notes	pulse, rhythm, pitch,	capture the audience.
chorus etc). • Name	 How to 	thinner	notation. • To	you are given,	dynamics and tempo. •	 To communicate the
some of the	keep the	texture than	rehearse and	you cannot	Record the composition	meaning of the words and
instruments they	internal	a large group	perform their	make a mistake	in any way appropriate	clearly articulate them.
heard in the song.	pulse	• To know	part within the	 To know that 	that recognises the	• To talk about the best place
 To confidently 	• Musical	why you must	context of the	you can use	connection between	to be when performing and
identify and move	Leadership:	warm up your	Unit song. • To	some of the	sound and symbol (e.g.	how to stand or sit.
to the pulse.	creating	voice • To	listen to and	riffs you have	graphic/pictorial	• To record the performance
• To talk about the	musical	sing in unison	follow musical	heard in the	notation.	and say how they were
musical dimensions	ideas for	and in simple	instructions from	Challenges in		feeling, what they were
working together in	the group to	two-parts. •	a leader. • To	your		pleased with what they would
the Unit songs eg if	copy or	To	experience	improvisations		change and why.
the song gets	respond to.	demonstrate	leading the		1	
louder in the chorus		a good singing	playing by makin <mark>g</mark>			
(dynamics). • Talk		posture. • To	sure everyone			
about the music and		follow a	plays in the		1	
how it makes them		leader when	playing section of		/	
feel. • Listen		singing. • To	the song.	1 2 /	r	
carefully and		enjoy				
respectfully to		exploring				
other people's		singing solo. •				
thoughts about the		To sing with				
music.		awareness of				
• When you talk try		being 'in tune'.				
to use musical		 To rejoin 				
words.		the song if				
		lost. • To				
		listen to the				
		group when				
		singing				

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2022-2023	
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			Upper Key Sto	age 2 Knowledge and S	Skills		
Year 5	 To know five 	Know and be	 To know and 	To know and be	To know and be	To know and be able to	To know and be able to talk
	songs from memory,	able to talk	confidently	able to talk about:	able to talk	talk about: • A	about: • Performing is sharing
	who sang or wrote	about: •	sing five	 Different ways 	about	composition: music that	music with other people, an
	them, when they	How pulse,	songs and	of writing music	improvisation:	is created by you and	audience
	were written and, if	rhythm,	their parts	down - e.g. staff	 Improvisation 	kept in some way. It's	 A performance doesn't
	possible, why?	pitch,	from memory,	notation, symbols	is making up	like writing a story. It	have to be a drama! It can be
	 To know the style 	tempo,	and to sing	 The notes C, D, 	your own tunes	can be played or	to one person or to each
	of the five songs	dynamics,	them with a	E, F, G, A, B + C	on the spot	performed again to your	other
	and to name other	texture and	strong	on the treble	• When	friends.	 Everything that will be
	songs from the	structure	internal pulse.	stave	someone	 A composition has 	performed must be planned
	Units in those	work	• To choose a	• The	improvises,	pulse, rhythm and pitch	and learned • You must sing
	styles.	together	song and be	instruments they	they make up	that work together and	or rap the words clearly and
	 To choose two or 	and how	able to talk	might play or be	their own tune	are shaped by tempo,	play with confidence
	three other songs	they	about: • Its	played in a band	that has never	dynamics, texture and	• A performance can be a
	and be able to talk	connect in a	main features	or orchestra or	been heard	structure	special occasion and involve an
	about: \circ Some of	song	\circ Singing in	by their friends	befo <mark>re.</mark> It is	 Notation: recognise 	audience including of people
	the style indicators	 How to 	unison, the	• Play a musical	not written	the connection between	you don't know
	of the songs	keep the	solo, lead	instrument with	down and	sound and symbol •	 It is planned and different
	(musical	internal	vocal, backing	the correct	belongs to	Create simple melodies	for each occasion
	characteristics that	pulse •	vocals or	technique within	them.	using up to five	 A performance involves
	give the songs their	Musical	rapping \circ To	the context of	 To know that 	different notes and	communicating ideas,
	style) \circ The lyrics:	Leadership:	know what the	the Unit song.	using one or	simple rhythms that	thoughts and feelings about
	what the songs are	creating	song is about	 Select and learn 	two notes	work musically with the	the song/music
	about \circ Any musical	musical	and the	an instrumental	confidently is	style of the Unit song. •	 To choose what to perform
	dimensions	ideas for	meaning of	part that matches	better than	Explain the keynote or	and create a programme.
	featured in the	the group to	the lyrics \circ	their musical	using five	home note and the	 To communicate the
	songs and where	copy or	To know and	challenge, using	 To know that 	structure of the melody.	meaning of the words and
	they are used	respond to	explain the	one of the	if you improvise	 Listen to and reflect 	clearly articulate them.
	(texture, dynamics,		importance of	differentiated	using the notes	upon the developing	• To talk about the venue and
	tempo, rhythm and		warming up	parts - a one-	you are given,	composition and make	how to use it to best effect.
	pitch) <pre>o Identify</pre>		your voice •	note, simple or	you cannot	musical decisions about	

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	 To talk about the 						
	musical dimensions						
	working together in						
	the Unit songs. •						
	Talk about the						
	music and how it						
	makes you feel.						
Year 6	 To know five 	Know and be	 To know and 	To know and be	To know and be	To know and be able to	To know and be able to talk
	songs from memory,	able to talk	confidently	able to talk about:	able to talk	talk about: • A	about: • Performing is sharing
	who sang or wrote	about: •	sing five	 Different ways 	about	composition: music that	music with an audience with
	them, when they	How pulse,	songs and	of writing music	improvisation:	is created by you and	belief • A performance
	were written and	rhythm,	their parts	down - e.g. staff	 Improvisation 	kept in some way. It's	doesn't have to be a drama! It
	why? • To know the	pitch,	from memory,	notation, symbols	is making up	like writing a story. It	can be to one person or to
	style of the songs	tempo,	and to sing	 The notes C, D, 	your own tunes	can be played or	each other • Everything that
	and to name other	dynamics,	them with a	E, F, G, A, B + C	on the spot •	performed again to your	will be performed must be
	songs from the	texture and	strong	on the treble	When someone	friends.	planned and learned • You
	Units in those	structure	internal pulse.	stave • The	improvis <mark>e</mark> s,	 A composition has 	must sing or rap the words
	styles. • To choose	work	 To know 	instruments they	they make up	pulse, rhythm and pitch	clearly and play with
	three or four other	together to	about the	might play or be	their own tune	that work together and	confidence
	songs and be able to	create a	style of the	played in a band	that has never	are shaped by tempo,	 A performance can be a
	talk about: \circ The	song or	songs so you	or orchestra or	been heard 🦯	dynamics, texture and	special occasion and involve an
	style indicators of	music	can represent	by their friends •	before. It is	structure	audience including of people
	the songs (musical	 How to 	the feeling	Play a musical	not written	 Notation: recognise 	you don't know
	characteristics that	keep the	and context	instrument with	down and	the connection between	 It is planned and different
	give the songs their	internal	to your	the correct	belongs to	sound and symbol	for each occasion
	style) \circ The lyrics:	pulse	audience • To	technique within	them.	 Create simple melodies 	 A performance involves
	what the songs are	 Musical 	choose a song	the context of	 To know that 	using up to five	communicating ideas,
	about \circ Any musical	Leadership:	and be able to	the Unit song.	using one, two	different notes and	thoughts and feelings about
	dimensions	creating	talk about: 0	 Select and learn 	or three notes	simple rhythms that	the song/music
	featured in the	musical	Its main	an instrumental	confidently is	work musically with the	 To choose what to perform
	songs and where	ideas for	features \circ	part that matches	better than	style of the Unit song.	and create a programme.
	they are used	the group to	Singing in	their musical	using five		

(texture, dynamics,	copy or	unison, the	challenge, using	• To know that	 Explain the keynote or 	 To communicate the
tempo, rhythm,	respond to	solo, lead	one of the	if you improvise	home note and the	meaning of the words and
pitch and timbre) \circ		vocal, backing	differentiated	using the notes	structure of the melody.	clearly articulate them.
Identify the		vocals or	parts - a one-	you are given,	 Listen to and reflect 	 To talk about the venue and
structure of the		rapping \circ To	note, simple or	you cannot	upon the developing	how to use it to best effect.
songs (intro, verse,		know what the	medium part or	make a mistake	composition and make	 To record the performance
chorus etc.) \circ Name		song is about	the melody of the	• To know that	musical decisions about	and compare it to a previous
some of the		and the	song from	you can use	how the melody connects	performance.
instruments used in		meaning of	memory or using	some of the	with the song.	 To discuss and talk
the songs \circ The		the lyrics \circ	notation. • To	riffs and licks	 Record the 	musically about it - "What
historical context		To know and	rehearse and	you have learnt	composition in any way	went well?" and "It would
of the songs. What		explain the	perform their	in the	appropriate that	have been even better if?"
else was going on at		importance of	part within the	Challenges in	recognises the	
this time, musically		warming up	context of the	your	connection between	
and historically?		your voice •	Unit song. • To	improvisations	sound and symbol (e.g.	
\circ Know and talk		To sing in	listen to and	• To know	graphic/pictorial	
about that fact		unison and to	follow musical	three well-	notation).	
that we each have a		sing backing	instructions from	known	/	
musical identity •		vocals.	a leader.	improvising	/	
To identify and		• To	• To lead a	musicians	P.	
move to the pulse		demonstrate	rehearsal session.			
with ease.		a good singing				
 To think about 		posture.				
the message of		• To follow a				
songs.		leader when				
 To compare two 		singing.				
songs in the same		• To				
style, talking about		experience				
what stands out		rapping and				
musically in each of		solo singing.				
them, their		 To listen to 				
		each other				

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describe the music.
