



Music Curriculum Overview

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.

"Music can change the world" Ludwig Van Beethoven

Our curriculum intent

Our Music curriculum will enable pupils to:

- ❑ Develop skills to 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.

At Bradley Green we believe that everyone should have the opportunity to hear, learn about, and make music and this is why we have designed our curriculum so that all children take part in weekly lessons throughout the whole school including in Nursery and Reception.

Our music curriculum in KS1 and KS2 is taught by a music specialist from Tameside Music Service. The curriculum is carefully mapped out to ensure progression. The curriculum sets out the sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening
- Composing
- Performing/Instrumental Performance

Repetition of techniques is vital to consolidate and gain confidence. Pupils will internalise key skills and techniques through a range of activities, including call-and-response songs and chants, improvisation, movement and active listening. Pupils will create music through improvisation and they will also start to learn some simple compositional techniques and structures. Pupils will build musical confidence through active engagement with music as performers, music-creators and audience. Peer feedback will be an important element in developing their skills. The curriculum will enable pupils to develop a love of music, refining their individual taste, as well as a strong internalised sense of pulse, rhythm and pitch, through a rich range of musical interactions including singing, moving, performing using untuned (e.g. wood block) and tuned (e.g. recorders) instruments, creating music and active listening. Pupils will gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of genres and styles.

Singing

Many aspects of good singing and good singing teaching are processes that will develop slowly over time. The following principles should be kept in mind as pupils develop their vocal potential through the Key Stages:

- Warm ups will help pupils use their voices safely. There are many places to find good examples of vocal warm ups, and they will typically include vocalising, sirening and simple scales, as well as games to energise pupils.
- Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively.
- Posture. A relaxed but stable stance (soft knees) sets the body up to produce an unforced but well-focused sound. Pupils, especially younger pupils, will often want to move to the music and this helps to facilitate that.
- Dynamics. When appropriate, class singing should include a dynamic range as a key expressive tool. Confident singing will often be loud but need not tip over into shouting.
- Phrasing gives shape to melodic lines. Through small dynamic changes, it helps emphasise important syllables and create musical interest in the melody.
- Context. Music can often be brought to life by considering the context in which it was written, or by discussing the meaning of any words.
- Vocal health. Warming up before singing, staying hydrated, resting voices, particularly when there is lots of singing to do, keeping vocal muscles relaxed.

Composing

The creative process, with its wide horizons of possibility, gives pupils an opportunity to contribute to musical culture in unique and valuable ways. As pupils travel through the Key Stages, they will develop the craft of creating melodies and fashioning these into short pieces. Familiarity with music in a range of styles and genres is crucial for developing the aural understanding needed to compose music. The development of a reliable musical memory is a valuable skill for performers and composers. As an integral part of composition work, pupils should practise recalling, e.g., melodic shapes, harmonic sequences, rhythmic patterns and sections of their compositions.

Performing

The curriculum provides opportunities for children to celebrate, share and experience music of all kinds. The following principles of performance apply:

- Develop stagecraft - Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers and acknowledge applause.
- Aim for a clear beginning, middle and end for any performance activity.
- Feedback - Create an environment where pupils can constructively express their thoughts on performances. This is a valuable way to develop listening skills and musical vocabulary.
- Collaboration – We try to present some music as a class and some together as a school

Listening

Listening to music is fundamental to musical understanding. By learning to listen critically, pupils will not only expand their musical horizons but also gain a deeper understanding of how music is constructed and the impact it can have on the listener. Listening to a broad range of music also helps develop other areas of musical activity, including composing and performing. Music is one of the central building blocks of any culture and the shared knowledge of music is crucial cultural capital in understanding where we came from and our place in the world. We want all pupils to be open minded in their listening as well as knowledgeable about the breadth of musical genres in the world today. We use pieces from a wide range of cultures and traditions that truly reflect our community.

Extra-Curricular clubs and opportunities

We provide a weekly music club, and we alternate this between KS1 and KS2. We have opportunities for children to be part of a choir and a samba band.

We also perform our songs at our Christmas and Spring concerts and our local church.

Our Music teacher identifies any talent and signposts families towards extra tuition and clubs.

Music in EYFS

Nursery and Reception have a weekly music session and follow the Sing Up schemes of learning. The scheme covers a broad and diverse range of repertoire, approaches, and musical traditions. Sing up connects the interrelated strands of singing, playing, improvising, composing, listening, and appraising.

Assessment and talent spotting

Miss Hind assesses throughout as well as at the end of each lesson. This information feeds into the start of her next lesson.

A summative judgement is completed at the end of each term for each child and notes are made next to each child's name with a little more specific information.

Contact with parents is made if Miss Hind spots anyone with a keen interest of talent in a certain area. She points them in the direction of clubs or tuition that they can attend outside of school.

Singing assemblies

We have a weekly singing assembly for all children from Reception to Year 6 where the children learn to sing and to use their voices.

We use the programme Sing Up.

We focus on the following principles:

- Warm ups
- Breathing
- Posture
- Dynamics
- Context
- Vocal health



Musician of the month

We also have a musician of the month. These musicians and some of their songs are shared and discussed in these weekly assemblies. The goal of musician of the month is to inspire students to be life-long, active music-makers. The featured musicians act as musical role models for students of all cultural, ethnic, and gender identities.

See below our chosen musicians for the year 2025-26

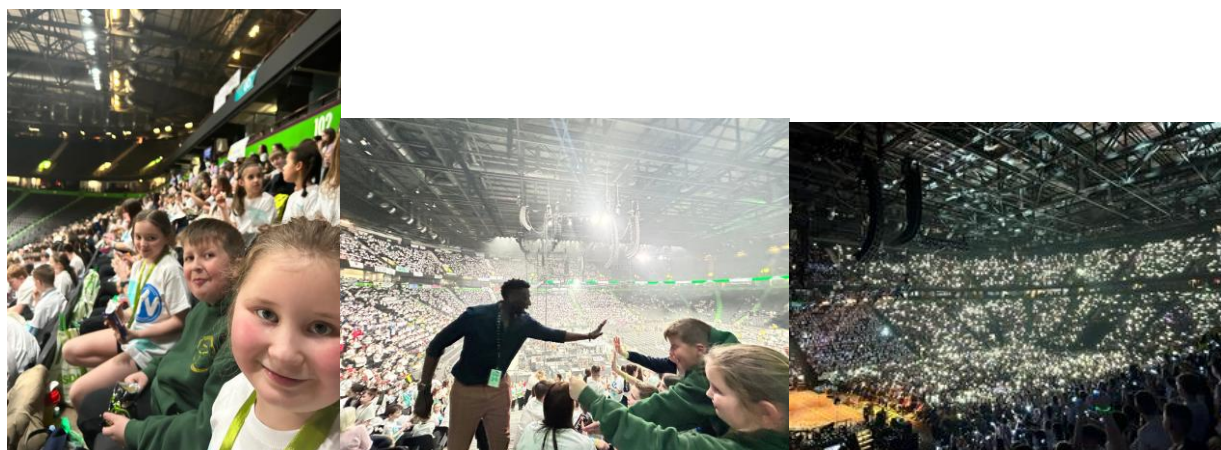
CYCLE D - 2025-26		
Month	Artist/s	Genre
September	Kate Bush	Progressive pop
October	Stevie Wonder	Rhythm and Blues
November	Hildegard of Bingen	Hymns and chants
December	Ladysmith Black Mambazo	African choral
January	Hans Zimmer	Electronic
February	The Supremes	R&B, soul
March	Annie Lennox	Pop and rock
April	Bessie Smith	Blues and jazz
May	Kishori Amonker	Classical
June	Buena Vista Social Club	Son, danzón, bolero, and guajira
July	Barbar Strozzi	Baroque

Personal development

Through our Music curriculum, we have a determination to develop learners to have a well-rounded set of British Values that enable them to keep themselves safe and prepares them for life in the modern world in a diverse and ever-changing community aspiring for equality for all. We have a cast iron conviction to develop the behaviours that children need to succeed in the world ensuring they are ready, respectful, and safe. To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others. Our lessons are carefully planned to allow all children to develop the 10 life skills we work on at Bradley Green: Managing distractions, noticing, perseverance, questioning, planning, reasoning, collaboration, listening, empathy, and organisation.

Young Voices

Every year we provide children will the opportunity to attend the Young Voices concert (the largest children's concert in the world!) in Manchester at the AO Arena. This is a fantastic experience for the children. They have th opportunity to perform alongside incredible artists. To achieve thus with their school friends around them for support, it helps their self-belief, self-motivation, confidence, and ability to communicate as part of a team.



SEND

Our classrooms are inclusive classrooms. They are places where learning opportunities are tailored to meet the needs of all children; in lessons where adults have thought about the ways in which learning is purposeful, meaningful and relevant to the current needs of every child. These are classrooms where lessons are pitched so that every child experiences success and makes progress in their learning.

Developing expertise

The subject leader keeps up to date with the latest information and research by being part of work group within in the trust.

We work closely with Tameside Music service.

Musician of the week

Each week Miss Hind choses a musical on the week. This is someone who has joined in, persevered, or challenged themselves or shown a keen interest. This is shared with home and promotes our positive attitude towards our weekly music sessions.



Well done to Erin who was chosen as musician of the week for her lovely cheerful singing! 🎵😊

Lesson structure

Each lesson begins with some retrieval of key knowledge and vocabulary from previous lessons and units from the current and previous year groups. We believe that it is vital that children know and remember more. *"Building our long-term memory and our level of fluency in recall. More fluent recall allows more space in working memory to attend to applying the knowledge to explain deeper questions."*

The learning intentions will be shared with the children. *"If we don't know where we are going, we'll never arrive!"*

Before the new learning takes place, staff will activate some prior knowledge, which links to the new learning of the lesson, through a retrieval type task or a discussion. *"Prior learning needs to be active in our working memory if we're going to add layers of complexity to it. New information is only stored if we link it to the knowledge we already have."*

The main part of the lesson may contain an 'I do', 'we do' or 'you do' element depending on the content and where they are up to in the unit. This is where the teacher will model, children will work together and/or with the teacher so that they are supported and then children might complete a task independently.

Throughout the lesson, staff will use a range of questions to assess the children's understanding and guide the lesson appropriately, tailoring the lesson for individuals if required.

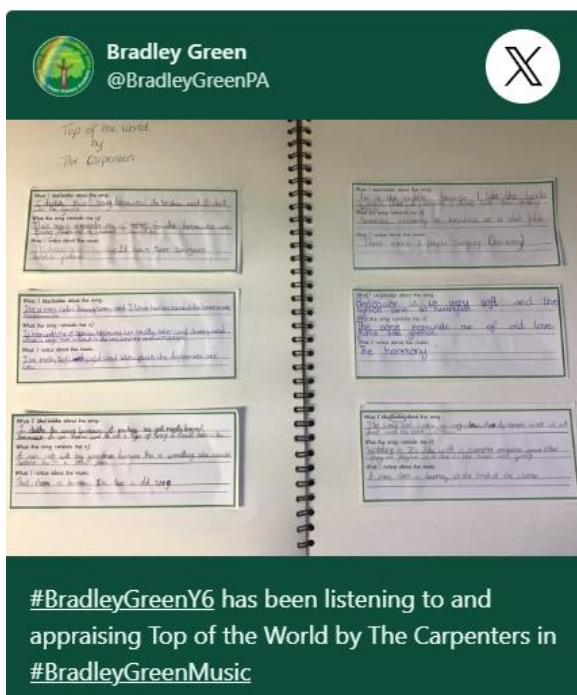
At the end of the lesson, staff will ask carefully targeted questions to assess children's understanding. These questions are open questions that relate to understanding rather than just remembering. This assessment is then used to decide a starting point for the next lesson in the sequence.



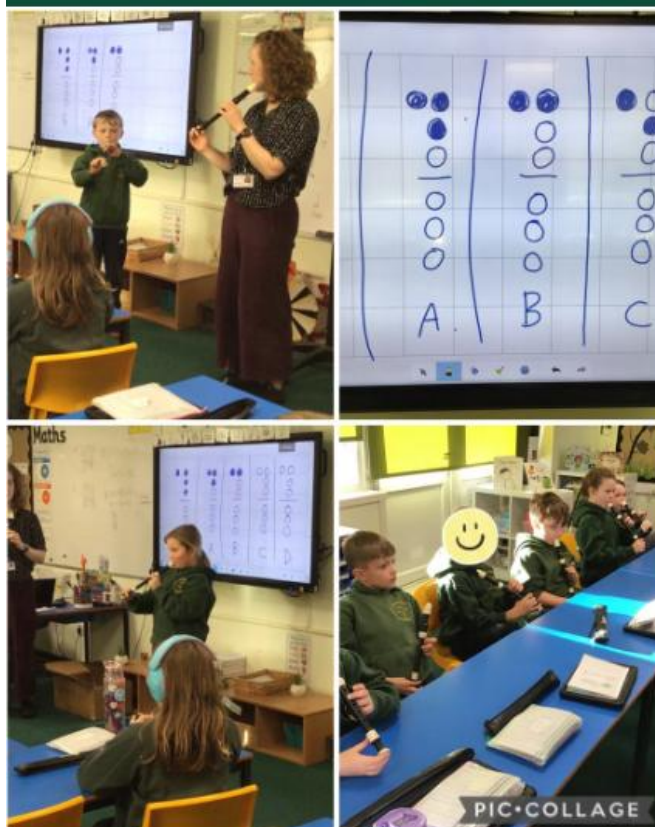
In music on Friday we practiced singing and the actions for Row, row, row your boat. We also practiced using percussion instruments to keep the beat of the song. [#BradleyGreenMusic](#) [#BradleyGreenRec](#)



[#BradleyGreenYear5](#) have been working hard and enjoying learning some notes on their new musical instruments this afternoon! [#BradleyGreenMusic](#) t.co/OTMQmp5H9Y



[#BradleyGreenY6](#) has been listening to and appraising Top of the World by The Carpenters in [#BradleyGreenMusic](#)



In music [#bradleygreenY4](#) are learning to follow and play notes on the recorder. [#BradleyGreenMusic](#)