



Co-op Academy  
Broadhurst

# Music

Curriculum Intent, Implementation and  
Impact for Music at Co-op Academy  
Broadhurst

## Why is Music an important part of the curriculum at Broadhurst?

*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.*

At Co-op Academy Broadhurst, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians. Children develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. As pupils progress, they should develop a critical engagement with music, allowing them to compose and to listen with confidence.

## Why is Music an important part of the curriculum at Broadhurst?

### Skills

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions
- Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to play a wide variety of instruments
- Have different opportunities to take part in performances

## Why is Music an important part of the curriculum at Broadhurst?

### Aims:

### Key Stage 1 & 2

**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.

## Why is Music an important part of the curriculum at Broadhurst?

### Key Stage 1 National Curriculum Attainment:

#### Pupils should be able 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.

## Why is Music an important part of the curriculum at Broadhurst?

### Key stage 2 National Curriculum attainment:

#### Pupils should be able to:

- 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.

## What does the Music curriculum look like at Co-op Academy Broadhurst?

### Key Stage 1 and Key Stage 2

Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Music lessons will engage and inspire pupils to develop a love of music and develop their talent as musicians, and in turn 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.

The Charanga scheme of work is used throughout school to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers.

The school also has whole class ensemble teaching in Years 4, 5 and 6, provided by One Education where children are taught a specific musical instrument for a school year. In Year 4, the pupils are currently learning keyboard, whereas in Year 5, children are taught the guitar and in Year 6, the children are given the opportunity to choose whether they want to continue learning how to play the guitar or the keyboard. These lessons incorporate teaching musical notation, singing, as well as learning to play an instrument. Opportunities are taken to perform in class, in whole assemblies and also to parents and the wider community.



## What does the delivery of the Music curriculum look like at Broadhurst?

### Reception - Y6 Delivered in class

Our music curriculum is a spiral curriculum, with key skills being repeated and singing, playing instruments, composing, listening to and appraising music taking place in weekly in all classes from reception to year 6 with the use of Charanga as the learning platform. Charanga provides teachers with week-by-week lessons for each year group in the school and the Scheme supports all the requirements of the national curriculum. The learning within this Scheme is based on:

**Listening and Appraising; Musical Activities — creating and exploring; and Singing and Performing.**

### Year 4, Year 5 & Year 6 - WCET (Whole Class Ensemble Tuition)

Mr Hawkins delivers weekly lessons to the children in Year 4, 5 and 6.

- Year 4 - keyboards
- Year 5 - guitars
- Year 6 - band

### Access to hub - music centres

The Manchester Music Hub provide lots of additional opportunities for the children to experience a range of different musical events.



## How do we plan for progression of knowledge and skills within Music at Broadhurst?

[Progression of Knowledge and Skills YR](#)

[Progression of Knowledge and Skills Y1](#)

[Progression of Knowledge and Skills Y2](#)

[Progression of Knowledge and Skills Y3](#)

[Progression of Knowledge and Skills Y4](#)

[Progression of Knowledge and Skills Y5](#)

[Progression of Knowledge and Skills Y6](#)

## How do we plan for progression of knowledge and skills within Music at Broadhurst?

Key Word / Vocabulary Progression	
Nursery and Reception	
Musical Elements	
Duration	How long a sound (or silence) lasts
Pitch	High and low
Tempo	Fast and slow
Dynamics	Loud and quiet
Timbre	Tone quality eg rough, smooth, wooden, skin etc.
Structure	Different ways sounds are combined
Other Key Words	
Pulse	Steady, regular beat (in time)
Rhythm	Patterns of long/short sounds

## How do we plan for progression of knowledge and skills within Music at Broadhurst?

Key Word / Vocabulary Progression	
Year 1 and 2	
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts
<b>Pitch</b>	High and low
<b>Tempo</b>	Fast and slow
<b>Dynamic</b>	Loud and quiet
<b>Timbre</b>	Tone quality eg rough, smooth, wooden, skin etc.
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long / short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Improvise</b>	Make up / create
<b>Rests</b>	silence / not playing
<b>Motif</b>	A short musical phrase
<b>Melodic</b>	Tune – A combination of rhythm and pitch

## How do we plan for progression of knowledge and skills within Music at Broadhurst?

Key Word / Vocabulary Progression	
Year 3 and 4	
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts for
<b>Pitch</b>	High and low, getting higher/lower
<b>Tempo</b>	Fast and slow, getting faster/slower
<b>Dynamic</b>	Loud and quiet, getting louder/quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group eg 3/4, 4/4
<b>Melody</b>	Tune – a combination of pitch and rhythm
<b>Pentatonic</b>	5 note scale
<b>Phrase</b>	Short section of music
<b>Sequence</b>	One after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)

## How do we plan for progression of knowledge and skills within Music at Broadhurst?

Key Word / Vocabulary Progression	
Year 5 and 6	
<b>Musical elements</b>	
<b>Duration</b>	How long a sound (or silence) lasts for
<b>Pitch</b>	High and low, getting higher/lower
<b>Tempo</b>	Fast and slow, getting faster/slower
<b>Dynamic</b>	Loud and quiet, getting louder/quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Other Key words</b>	
<b>Pulse</b>	Regular beat (in time)
<b>Rhythm</b>	Patterns of long/short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group eg 3/4, 4/4
<b>Melody</b>	Tune – a combination of pitch and rhythm
<b>Pentatonic</b>	5 note scale
<b>Harmony</b>	The simultaneous combination of tones ,pleasing to the ear
<b>Scale</b>	Any set of musical notes ordered by frequency or pitch
<b>Accompaniment</b>	An instrumental or vocal part designed to support or complement a melody
<b>Phrase</b>	Short section of music
<b>Sequence</b>	One after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
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## How do we know that the children have made progress in Music?

### Overall Assessment

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. At the end of the year, children will be assessed using the following criteria: working towards, expected and greater depth.

Music is monitored throughout all year groups using a variety of strategies such as lesson observations and pupil interviews.

Whilst in school, children have opportunities to forge their own musical journey, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose - either as listener, creator or performer. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and they can further develop these skills in the future and continue to enjoy and embrace music in their lives.