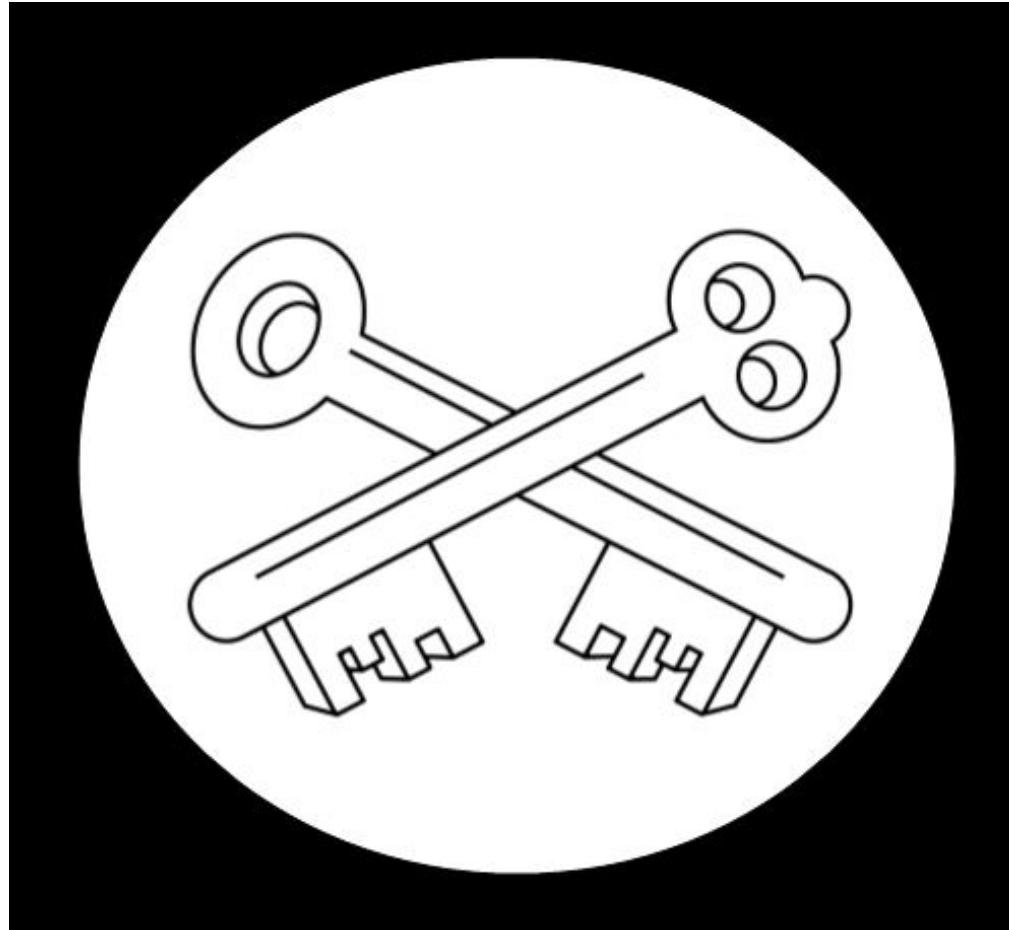


ST PETER'S COFE JUNIOR SCHOOL



MUSIC CURRICULUM

CONTENTS

Purpose and rationale

Spirituality

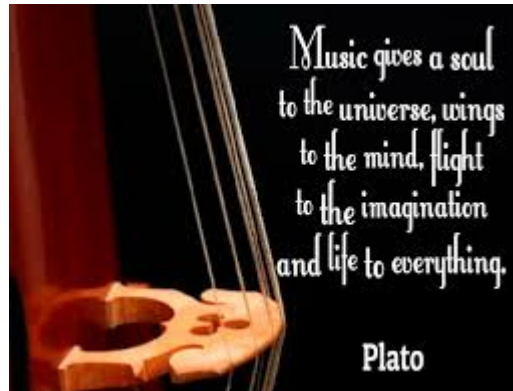
Yearly overview

Big ideas and concepts

Progression map

Unit planners

PURPOSE AND RATIONALE



Pupils at St. Peter's 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 develop their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

Our curriculum is designed for pupils to acquire both procedural and declarative knowledge.

The music curriculum has a wide variety of practical opportunities to develop the children's procedural knowledge. The children learn the skills to play tuned and untuned instruments, to sing with confidence and control, and to read and compose their own music. We believe that every child should have the opportunity to experience playing a musical instrument to encourage a lifelong love of music. Every child therefore, learns the Ukulele in a whole class setting over a period that is long enough for them to gain the technical competence to play a wide selection of music and develop their musicality. Ukulele lessons incorporate teaching musical staff notation, singing and rhythm. Opportunities are taken to perform in class, in whole school assemblies and to parents.

To develop their declarative knowledge, the children are encouraged to discuss their personal responses to different genres of music and to understand how music can reveal information about a time or a culture. They develop their auditory skills by listening and appraising the music

of great composers and musicians. Therefore, children learn to identify the interrelated dimensions of music that influences their own composition and performance.

Whole-school singing assemblies, concerts and productions help to maintain high standards of performance, creativity, enjoyment and pride in our achievements.

Individual and small group instrumental tuition is offered and a choir. In year 4, children have whole class instrumental lessons run by external teachers for example, the cornet.

How our curriculum supports gaps in our pupils' knowledge and skills

Context and demographics	Implications for St Peter's curriculum
A considerable number of our pupils join us with significantly higher than average levels of prior attainment.	The Music curriculum is designed to be demanding, knowledge-rich and built upon the highest of expectations so that all pupils are challenged.
School location deprivation indicator is in quintile 1 (least deprived) of all schools.	Some children will have private instrumental lessons outside school and therefore have a prior knowledge of music, musical notations and experience of performing. Our curriculum aims to provide opportunities to extend this.
Despite the above, there are pockets of deprivation in the catchment (with some pupils coming to the school from one of the 10% most deprived neighbourhoods in the UK) and we have an increasing number of disadvantaged pupils with us.	We will provide all pupils with the opportunity to learn a musical instrument and provide them with cultural capital by introducing them to some of the greatest composers that have ever lived.
95% of the local population is white with very few residents born outside of the UK.	The music curriculum introduces music from different cultures.

SPIRITUALITY AT ST PETER'S

At St Peter's, we consider our pupils spiritual development to be a central part of the school's curriculum. At our school, we use the following definition when thinking about Spirituality...

“Spirituality is the concept of exploring the purpose and meaning of life, to develop a sense of awe and wonder at the world we live in, to question our place within it and to work to care for our body, mind and soul. Spirituality is not dependent on religious belief or a particular faith.”

Spirituality across Music

Music and spirituality are intricately related, with spirituality often being the inspiration for the creation of music, and music so often creating the desired atmosphere for a spiritual occasion.

“The aim and final end of all music should be none other than the glory of God and the refreshment of the soul.” —Johann Sebastian Bach

Year 3

Listening: Children have the opportunity to appreciate a wide variety of music. Children listen to movements from Vivaldi's *Four Seasons*. They discuss how the music reflects the spirit of the season: calm, lively, serene, silent, thoughtful. We draw how the music is represented in our minds and add words. With our ideas and inspiration from the music we hear, children compose music of their own in groups. We listen to wonderful pieces set to biblical texts such as *Zadok the Priest* by Handel. Singing is a very spiritual activity. In Year 3, children sing together. This enlivens their spirit. It can also calm them down; taking time to listen, regulate breathing and appreciate the importance of silence in music.

Year 4	As a whole year group, year 4 take a great deal of pleasure in working together to learn the songs for their Christmas production. They get a great sense of belonging and joint responsibility to achieve something wonderful. Listening material in year 4 includes music of the Blues and Jazz genre. Here children learn about the history and how the music was a way of escapism from difficult experiences for the people who composed and performed the music. We watch performances of famous musicians singing with great feeling, moved by the music they are making. Children appreciate that music can transport you to different places, peoples' struggles and feelings. We discuss how we feel during and after we listen.
Year 5	At Christmas, Year 5 lead our whole school carol concert at St. Peter's Church in Ruddington. They perform poems, songs, prayers and bible readings to share the Christmas story. The whole school celebrate Jesus's birth through learning carols to share with the community. This s a very special event for the school and one we all value. In their music lessons, Year 5 explore the folk genre of music. They learn some traditional folk songs centuries old that tell stories. We discuss their lyrics and appreciate the spirit of the songs; sea shanties to motivate the sailors as they work; plaintive songs about lost loves; remembering wonderful times; love for the traditions of their country.
Year 6	In Year 6, children listen to songs and music from many genres but the work on gospel music involves the children learning about a specific spiritual musical genre. Spirituality is the foundation of gospel music, and the children learn songs and listen carefully to the lyrics to understand their meaning. We watch performances of gospel choirs (some in churches) and see the connection between themselves as a choir; and the connection the music gives them spiritually, to connect with God.

YEARLY OVERVIEW

Year 3 week 1-3 Singing focus; developing technique, unison, rounds and simple part songs	This unit will build on previous singing where unison songs have mostly been experienced e.g. at James Peacock Infant School and in whole school assemblies. In Year 3, children will develop their singing skills to sing rounds and songs in 2 parts. They will grow in confidence and work as part of a group to sing their part of the song.
Year 3 Instruments of the orchestra	Children will learn about the instruments of a Symphony Orchestra. They will understand the different orchestral families and how the sound of these instruments is made and the names of instruments in the family.
Year 3 Music from the Baroque Era	Children develop their listening skills further and understand the musical characteristics for this musical period. They begin to understand how music has been used for important occasions in history.
Year 3 Music Theory: Composing short rhythmic pieces	Children start recording music in a formal manner onto paper using a grid with symbols. These symbols represent different instruments and the use of a grid to organise rhythm lengths.
Year 3 Listening to Saen Saint <i>Carnival of the Animals</i> Mussorgsky <i>Night in a Bare Mountain</i> and Stravinsky's <i>Firebird</i>	Children listen to music by great classical composers. They appraise and new musical vocabulary is introduced. It extends children's understanding of instruments of the orchestra- names, appearance and timbre.
Year 3 Ukulele	This will be the first experience of the Ukulele for the children. They will learn the basics of body position, playing with the thumb and first fingers to pick out individual notes and strum chords. Using chord box illustrations, children start to learn chords starting with C and Am. The children start to follow music and change chords when required.
Year 4 Music theory	Staff and rhythmic notation is built on from year 3. Children write rhythms, initially on grids and then improvise and write simple melodies on the staff. They read their melodies and play them on the glockenspiel.

Year 4 Singing	Children will become more confident singers and some children will be confident to sing solos. They sing in small groups and large ensembles together. They are encouraged to perform songs from memory with expression and an awareness of dynamics.
Year 4 Different musical cultures Caribbean, Samba <i>Bamboo Tamboo</i> untuned percussion.	This unit builds on the learning of different genres of music. It introduces music of different cultures and backgrounds. There is an opportunity to research the history of the genre and listen to musical examples. Children use the style to create rhythms of their own using Bamboo Tamboo. They sing calypsos together in unison, rounds and in 2 parts. Tuned and untuned percussion is added as an accompaniment
Year 4 Whole class ukulele	Children learn the ukulele as a whole class ensemble
Year 4 The Blues, Jazz and Big band	This unit builds on the learning of different genres of music. It introduces music of different cultures and backgrounds. There is an opportunity to research the history of the genre and listen to musical examples. Children develop the use of iPads to compose music of their own. They read staff notation to play the walking bass line and 12 bar blues chord progression.
Year 5 Music theory and composition	Staff and rhythmic notation is revised from Year 4. Children learn to improvise short melodies and use formal musical writing on the stave to record it. The children gain a greater understanding of musical note values, bar lines, time signatures and stave notation.
Year 5 Holst <i>Planets Suite</i>	Children gain a deeper understanding of the music written by great classical orchestral composers through listening and appraising. In addition, this unit builds rhythm learning from Autumn 1. Children learn about 5/4 time signatures, add words and compose their own ostinato on untuned and tuned percussion.
Year 5 Ukulele	In this unit the children's playing technique is developed further. This enables them to play familiar songs and moving between chords is smoother and more accurate
Year 5 Singing into composing	Children will continue to develop their singing skills and become confident to sing in small groups and large ensembles together. They are encouraged to perform songs from memory with expression and an awareness of dynamics. They add instruments, including the ukulele, to a song.
Year 5 Folk music	Children gain an understanding of the music written by folk artists through listening and appraising. Through research, they understand the background and explore the instrumentation and musical features.

Year 5 Film music	In this unit, children widen their listening experience into music for a grand occasion and film. They appraise music in a more detailed manner using the correct musical vocabulary. Using some of the techniques they have identified through listening, children compose their own music to a short film using iMovie software.
Year 6 Pentatonic scale	In this unit, children compose music using tuned instruments and electronic piano applications on ipads. They learn about the pentatonic scale and its influence on music; writing their own song and recording using staff notation on manuscript paper.
Year 6 Musical canons	Children sing rounds as an example of canons. Using Anna Meridith's <i>Connect It</i> as inspiration, children compose body percussion pieces to perform to the class.
Year 6 Ukulele	Children's playing technique and confidence develops further.
Year 6 Romantic Music	Children gain a deeper understanding of the music written by great romantic orchestral composers through listening and appraising. They compare and contrast music written by composers prior to this style. Through independent research, children consider historical contexts and influences during the period of the writing of composers during the Romantic period.
Year 6 Popular Music	Children gain an understanding of the music written by 20th and 21st Century popular artists through listening and appraising. They listen to a wide variety of songs and compare influences on the artist's music. Children use their composing skills to write a song of their own.
Year 6 Singing	Children are more confident singers and children will sing solos. They sing in small groups and large ensembles together. Children are encouraged to perform songs from memory with expression and with an awareness of dynamics and tempo.

MUSIC CURRICULUM OVERVIEW

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Singing and playing Introduction to ukulele Singing including rounds and simple part-songs	Knowledge Learning about the instruments of the symphony orchestra	Listening to music of the Baroque Period.	Composing Focus staff notation (C-E) and group improvising melodies	Animal Music Listening and composing Classical tradition: Saen Saint Mussorgsky	Playing Ukulele
Year 4	Composing and Improvisation Music theory, rhythm and staff notation (C-G)	Singing Christmas Production material	Playing Whole class ukulele	Playing Rhythm and pulse - exploring percussion	Listening Music from different traditions blues/ jazz/ big band	Playing, singing and composing Calypso music from the Caribbean and Samba
Year 5	Musical theatre: Macbeth	Playing/ singing and performing Ukulele and Christmas material	Listening Holst <i>Planets Suite</i> . Composition using ostinato	"Let's Sing" into composing Singing and composing including ukulele	Listening Different musical traditions Folk	Film music Compose music for a short film using iPads
Year 6	Composition focus staff notation (C-C') Pentatonic scale	Listening and composing Musical traditions- popular music.	Knowledge and composition using canons in music.	Listening and knowledge Different musical traditions: Romantic Period: (1812 Overture)	Playing Ukulele	Year 6 Leavers production singing materials

KEY STAGE 2 END POINTS

By the end of KS2, pupils should be able 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 interrelated 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

BIG IDEAS AND CONCEPTS

OUR KEY CONCEPTS DEFINED:

PERFORM

the act of presenting a play or piece of music.

Year 4 and 6 - Whole year group productions

All years - Ukulele performances

PLAY:

to "make music"

All year group units incorporate playing tuned, untuned percussion, singing and/or ukulele.

Year 4 play Tamboo bamboo.

IMPROVISE:

the spontaneous performance of **music** without previous preparation or any written notes

Year 3 - Music theory

Year 4 - Music from different cultures

Year 4 - Blues

Year 5 - *The Planets* - ostinato

Year 6 - pentatonic music

COMPOSE:

the process of creating or writing a new piece of **music**

Year 3 - Music theory and Baroque unit

Year 4 - music from different cultures - Samba

Year 5 - *The Planets* - ostinato and music for film

Year 6 - pentatonic scale, song writing

LISTEN AND APPRAISE:

Listening carefully to music and encouraging children's expression of feeling and opinion of pieces of music.

All years learn about instruments of the orchestra and how they sound and identify them in pieces of music

Year 3: Saint-Saens *Carnival of the Animals* and Mussorgsky *Night on a Bare Mountain*, music from the Baroque era - Vivaldi, Bach and Handel

Year 4: Music from other cultures and traditions -Samba, Blues, Big band, Jazz and calypso

Year 5: Holst *The Planets* suite, Folk music and Film music

Year 6: Pentatonic music, popular music, Romantic music

MUSICAL NOTATIONS:

any system used to visually represent aurally perceived music played with instruments or sung by the human voice through the use of written, printed, or otherwise-produced symbols, including notation for durations of absence of sound such as rests.

All years - Ukulele and theory units

Year 3 - rhythm and composition including Baroque Music

Year 4 - music from different cultures

Year 5 - *The Planets* - ostinato

Year 6 - pentatonic scale composition

HISTORY OF MUSIC

Understanding the chronology of music and musical styles

Renaissance and Baroque - Year 3

Classical - Year 3 and 4

Romantic - Year 6

20th Century - Year 4, 5 and 6

21st Century - Year 6

"THE INTER-RELATED DIMENSIONS OF MUSIC"

All units that the children study at St.Peter's will include the following elements:

Duration

the lengths of sounds and silences in music and includes the aspects of beat, rhythm, metre, tempo, pulse rates and absence of pulse.

Dynamics

the varying levels of volume of sound in different parts of a musical performance.

Tempo

the speed at which a passage of music is or should be played.

Timbre

the character or quality of a musical sound or voice as distinct from its pitch and intensity.

Texture

describes how layers of sound within a piece of music interact.

Pitch

the pitch of a note means how high or low the note is.

Structure

how the different sections in a piece of music are positioned together.

PROGRESSION IN MUSIC

Procedural knowledge

Singing

Year 3	Year 4	Year 5	Year 6
Sing in tune Sing with awareness of pulse and control of rhythm Recognise simple phrases Sing expressively with awareness and control of the expressive elements; timbre, tempo and dynamics Sing songs and create different vocal effects Internalise sounds by singing “in their heads.” Understand how mouth shapes can affect voice sounds	Sing with confidence using a wider vocal range Sing songs with staff notation as support Present performances effectively with awareness of audience, venue or and occasion. Develop the ability to maintain a part in two part harmonies. Begin to understand how parts fit together and an awareness of how songs are structured.	Sing songs with increasing control and breathing, posture and sound projection Sing songs in tune with an awareness of other parts Sing with expression and rehearse with others. Present performances effectively with awareness of audience, venue and occasion. Understanding how parts fit together and how songs are structured. Increase the repertoire of songs from different cultures	Perform songs with greater expression and meaning, solo or as part of an ensemble. Have an awareness of the context of the song. Take part in a four part round with confidence. Enjoy singing music of many different styles.

Playing

Year 3	Year 4	Year 5	Year 6
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Understand basic techniques of holding the instrument Play with thumb and finger Start to strum chords Read simple bar chord illustration	Refine techniques from Year 3 Learn further chords	Refine techniques from Year 4 Play a wider repertoire of songs Perform to an audience	Refine techniques from previous years Smooth transition through chords Singing and playing familiar songs Compose songs of our own using ukulele accompaniment
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Composing

Year 3	Year 4	Year 5	Year 6
Organise sounds into a structure using classroom instruments. Compose in a group setting using a variety of starting points. Increase awareness of how sounds combine and layer to develop understanding of texture. Compose simple rhythm using untuned percussion and improvising repeating patterns.	Organise sounds into a structure using classroom instruments. Compose in an individual setting using a variety of starting points. Further increase awareness of how sounds combine and layer to develop understanding of texture. Compose three note patterns. Improvise melodic and rhythmic phrases as part of a group performance. Compose melodic songs. Create accompaniments for tunes.	Organise sounds into a structure using digital technology (Garageband) and classroom instruments. Create rhythmic patterns with an awareness of timbre and duration. Improvise repeating patterns and composing our own (ostinato). Choose and create sounds expressively and with control. Understand when to use varying dynamics, pitch and expression to portray an idea or mood. Begin to layer sounds to create effects. Use ICT to compose.	Improvise using the pentatonic scale. Organise sounds into a structure using digital technology and classroom instruments. Increase confidence to make their own composing choices. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Further increase confidence to use ICT to compose.

Declarative knowledge

Knowledge of Music

Year 3	Year 4	Year 5	Year 6
Listen to the music of a variety of composers Describe the different purposes of music throughout history and in other cultures. Develop a chronology of musical history Read notes and understand the beat they represent	Place composers on a timeline further developing understanding of chronology. Find similarities and differences between different historical composers and musicians. Further develop a chronology of musical history Read notes on the treble clef stave and understand the beat they represent	Listen and understand the different cultural meanings and purposes of music, including contemporary culture. Describe different purposes of music in history/ other cultures Find similarities and differences between different historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time. Read notes on the treble and bass stave and understand the beat they represent	Notice and explore how music reflects time, place and culture. Understand and express opinions on the different cultural meanings and purposes of music. Explain how the music of the past reflected the society of the time. Explain how music has changed over time. Read and write staff notation to record and read our own compositions

Listening and Appraising

Year 3	Year 4	Year 5	Year 6
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Listen to music from different periods of music and begin to place it on a timeline. Find similarities and differences in the work of a great composer/musician from history. Listen to music from a wider variety of traditions and styles. Developing an understanding of what makes a successful performance or composition. Explain what the purpose of a piece of music might be. Begin to use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music.	Increase the ability to place music on a timeline. Increase confidence to compare works of great composers and musicians. Increase confidence to express opinions about music from the past and different cultures using an increasing musical vocabulary. Use the terms duration, timbre, tempo, pitch, beat, texture and use of silence to describe music.	Identify musical elements within a piece of music with confidence. Understand what makes a successful performance or composition. Begin to explore reasons for composers' tempo choices. Compare pieces thinking about texture, structure, tempo and dynamics.	Understand how music has evolved over time and how music is written for specific occasions, times and places. Understand what makes a successful performance or composition. Pick out details from a piece and recall these details from memory. Compare and evaluate pieces using a wide range of musical vocabulary. Find similarities and differences between different historical composers and musicians. Explain how music has changed over time.
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CURRICULUM UNIT PLANNER

Unit:	Singing	Year:	3	Term:	Autumn 1
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Links to prior learning

Singing in various different settings. Some may sing in groups and choirs outside school.

New learning

Good singing technique

How should we stand when we sing? How and where is the sound produced? What is a good standing position?

How can we improve our diction when we sing?

Musical features of songs

What is the structure of this song? What is the time signature of the song? Where is the verse and chorus? Are there other sections?

Preparation for future learning

Good singing technique for future singing experience. Building confidence to sing in rounds, parts and solos.

Key vocabulary

Notes, rest, barline, repeat, bars, measures, note value, breath, breathing, diaphragm, round, melody, diction, round, harmony, ensemble, verse, chorus, theme, riff, outro, crochet, quaver, semibreve

Big ideas and key concepts

Listening, tempo, dynamics, perform

Assessment opportunity

Performing songs after they have been learned. Continuously checking for correct singing technique.

What teachers need to know

The songs to be taught based on the singing scheme of work at www.singup.org.uk

Good singing techniques

CURRICULUM UNIT PLANNER

Unit:	Instruments of the orchestra	Year:	3	Term:	Autumn 2
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Links to prior learning

Singing in various different settings. Some may sing in groups and choirs outside school.

New learning

Introduction of the concept of a Symphony orchestra and its history

Families of the musical instruments and how their sound is made

Listen to the individual sounds of these instruments

Preparation for future learning

Identifying instruments in “Animal music” unit and baroque in year 3 and in all listening units in all years

Key vocabulary

Orchestra, string, brass, percussion, wind, instrumental names, symphony

Big ideas and key concepts

Listening, appraising

Assessment opportunity

Continual assessment in lessons, children produce a knowledge organiser that they can refer to in listening units in year 3

What teachers need to know

Knowledge of instruments.

CURRICULUM UNIT PLANNER

Unit:	Ukulele	Year:	3	Term:	Summer 2
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Links to prior learning

This will be the children's first experience of playing the instrument. Some children may learn instruments outside school and have an understanding of rhythm

New learning

Playing position and resting position.

Playing with the first finger and thumb to pick individual strings.

Strum chords.

Rhythmic notation

Reading chord illustrations

Preparation for future learning

Understanding and reading rhythm

Foundations of technique for Year 4

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, major, minor, ensemble

Big ideas and key concepts

Listening, tempo, dynamics, timbre, appraising

Assessment opportunity

Continual assessment in lessons and end of unit performance

What teachers need to know

Familiarity of the scheme used. Youtube videos. Ability to master the learning expected of the children

CURRICULUM UNIT PLANNER

Unit:	Theory, rhythm and improvisation	Year:	3	Term:	Spring 2
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Links to prior learning

Experience of playing school instrument and reading music

Playing instruments at home and school

New learning

Theory

How is music written down? Learn note values and names of notes on the stave. Improvise rhythms on tuned and untuned percussion instruments and write in pictures and grids. The children are introduced to formal writing of note values in their recording on paper, including bar lines, crotchets and quavers.

Preparation for future learning

Rhythmic knowledge and recording on paper to use in future compositions. To be able to improvise short melodies

Key vocabulary

Rhythm, crotchet, quaver, barline, repeat, bars, measures, phrase, motif, timbre, dynamics, improvise

Big ideas and key concepts

tempo, dynamics, texture, pitch, melody.

Assessment opportunity

Work scrutiny and end of unit performance of composition.

What teachers need to know

Familiarity with note values - crotchets and quavers - to write in graphic scores

CURRICULUM UNIT PLANNER

Unit:	Listening and composing - Baroque Music	Year:	3	Term:	Spring 1
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Links to prior learning

Children will have listened to different pieces of music; in assemblies, at home and in previous unit.

New learning

Listening and appraising Baroque music carefully. What can you hear?

Explore the instruments and history. What occasions might the music be written for? Appreciating the timbre of different instruments. Why did the composer choose these instruments? Can you hear individual instruments in the texture?

Preparation for future learning

Listening and appraising activities in Year 4, 5 and 6. Choosing appropriate instruments for their own compositions based on their timbre.
Understanding the chronology of western Music

Key vocabulary

Rhythm, repeat, bars, measures, phrase, motif, timbre, dynamics, baroque

Listen, appraise, pitch, melody, score, untuned percussion instrument names, orchestral instrument names, time signatures

Big ideas and key concepts

Listening, appraise, timbre, tempo, dynamics, texture, pitch, melody.

Assessment opportunity

Work scrutiny and end of unit performance of composition.

What teachers need to know

The musical works. Familiarity with musical genre and history.

CURRICULUM UNIT PLANNER

Unit:	Listening and appraising - Saint-Saens and Mussorgsky	Year:	3	Term:	Summer 1
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Links to prior learning

Children will have listened to different pieces of music; in assemblies, at home and at previous schools.

Unit on instruments of the orchestra 1B

New learning

Children will be introduced to a selection of instruments from the orchestra. Can you recognise and name instruments of the orchestra?
How is their sound made?

Listening and appraising carefully. What can you hear?

Appreciating the timbre of different instruments. Why are these instruments good at representing the different animals? Why did the composer choose these instruments? Can you hear individual instruments in the texture? How is this instrument played? How is it's sound produced?

Preparation for future learning

Listening and appraising activities in Year 4, 5 and 6. Choosing appropriate instruments for their own compositions based on their timbre

Key vocabulary

Rhythm, repeat, bars, measures, phrase, motif, timbre, dynamics

Listen, appraise, pitch, melody, score, untuned percussion instrument names, orchestral instrument names, time signatures

Big ideas and key concepts

Listening, appraise, timbre, tempo, dynamics, texture, pitch, melody.

Assessment opportunity

Work scrutiny and end of unit performance of composition.

What teachers need to know

The musical work, background on the instruments and their characteristics that make them appropriate for representing animals in the music. Familiarity with musical concepts, vocabulary and time signatures

Preparation for future learning

Good singing technique for future singing experience. Building confidence to sing in rounds, parts and solos.

Key vocabulary

Notes, rest, barline, repeat, bars, measures, note value, breath, breathing, diaphragm, round, melody, diction, round, harmony, ensemble, verse, chorus, theme, riff, outro, crochet, quaver, semibreve

Big ideas and key concepts

Listening, tempo, dynamics, perform

Assessment opportunity

Performing songs after they have been learned. Continuously checking for correct singing technique.

What teachers need to know

The songs to be taught based on the singing scheme of work at www.singup.org.uk

Good techniques of singing

CURRICULUM UNIT PLANNER

Unit:	Music theory	Year:	4	Term:	Autumn 1
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Links to prior learning

Theory unit in year 3

New learning

More complex musical rhythmic concepts and vocabulary. Staff notation C-G

Preparation for future learning

Supporting composition in year 5 and 6

Key vocabulary

Notes, crotchet, quaver, rest, barline, repeat, bars, measures, note value, stave

Big ideas and key concepts

Rhythm, compose

Assessment opportunity

Continuous assessment in sessions. End of unit melodic compositions

What teachers need to know

Familiarity with the songs and Singing scheme on www.singup.org.uk

CURRICULUM UNIT PLANNER

Unit:	Singing	Year:	4	Term:	Autumn 2
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Links to prior learning

Singing in various different settings. Some may sing in groups and choirs outside school.

New learning

Good singing technique

How should we stand when we sing? How and where is the sound produced? What is a good standing position?

How can we improve our diction when we sing?

Musical features of songs

What is the structure of this song? What is the time signature of the song? Where is the verse and chorus? Are there other sections?

Preparation for future learning

Good singing technique for future singing experience. Building confidence to sing in rounds, parts and solos.

Key vocabulary

Notes, rest, barline, repeat, bars, measures, note value, breath, breathing, diaphragm, round, melody, diction, round, harmony, ensemble, verse, chorus, theme, riff, outro, crochet, quaver, semibreve

Big ideas and key concepts

Listening, tempo, dynamics, perform

Assessment opportunity

Performing songs after they have been learned. Continuously checking for correct singing technique.

What teachers need to know

The songs to be taught based on the singing scheme of work at www.singup.org.uk

Good techniques of singing

CURRICULUM UNIT PLANNER

Unit:	Music from other cultures	Year:	4	Term:	Summer 2
	Samba				

Links to prior learning

Listening and appraising, composing, using music technology, rhythm learning,

New learning

The children will listen to a range of high-quality live and recorded music from the genres, learn about and research the history and culture of Samba.

Rhythm focus - Samba and Bamboo Tamboo

Listening to examples of the music, What rhythmic features can we hear? What instruments can you hear? How does the music make you feel? When would this music be played? How does it compare with other pieces of music we have listened to?

Rhythm focus - Samba and Bamboo Tamboo. Children explore the Samba rhythms using initially classroom percussion instruments. Later, the children have the opportunity to play Bamboo Tamboo to create a whole class composition. The children will follow a rhythmic score.

Preparation for future learning

Refining listening and appraising skills. Composition and written notation ready for composition learning in Year 6

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, rhythm, syncopation, call and response, main groove, intro, outro, instrumental names, improvise,

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, timbre, improvise

Assessment opportunity

End of unit performance, written work.

What teachers need to know

Background knowledge of Historical and cultural background of the musical styles.

Samba <https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1>

What is Tamboo bamboo? https://en.wikipedia.org/wiki/Tamboo_bamboo

The unit will include parts of the Tamboo Bamboo scheme of work.

CURRICULUM UNIT PLANNER

Unit:	Flute	Year:	4	Term:	Spring 1 and 2
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Links to prior learning

Playing an instrument (ukulele) as a whole class

New learning

Flute technique - playing position and resting position.

Simple notes separately and then in songs

Preparation for future learning

Reading notation

Key vocabulary

Notes, crotchet, quaver, rest, barline, repeat, bars, measures, note value, treble clef

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, pitch

Assessment opportunity

Continuous and end of unit performance

What teachers need to know

Familiarity of the flute method used across the school

CURRICULUM UNIT PLANNER

Unit:	Music from other traditions Blues, Jazz and big band	Year:	4	Term:	Summer 1
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Links to prior learning

Listening and appraising, composing,

New learning

The children will listen to a range of high-quality live and recorded music from the genres and learn about and research the history and culture of the style of music.

Understand the significance of this genre of music and its influence on western music

Listening to examples of the music, What rhythmic features can we hear? What instruments can you hear? How does the music make you feel? When would this music be played? How does it compare with other pieces of music we have listened to?

Can you hear the moving bass line? Explore the moving bass line in this the style of music

Using the blues chord progressions and blues scale, children can improvise using music technology around the chordal structure. They will write their ideas onto manuscript using staff notation.

Preparation for future learning

Refining listening and appraising skills. Composition and written notation ready for composition learning in Year 6

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, rhythm, syncopation, call and response, main groove, intro, outro, instrumental names, improvise,

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, timbre, improvise

Assessment opportunity

End of unit performance, written work.

What teachers need to know

Background knowledge of Historical and cultural background of the musical styles.

Blues <https://studionotesonline.com/facts-about-the-blues/>

Samba <https://www.bbc.co.uk/bitesize/guides/zrk9dxs/revision/1>

What is Tamboo bamboo? https://en.wikipedia.org/wiki/Tamboo_bamboo

The unit will include parts of the Tamboo Bamboo scheme of work.

CURRICULUM UNIT PLANNER

Unit:	Ukulele/ christmas service preparation	Year:	5	Term:	Autumn 2
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Links to prior learning

Chord knowledge, playing position, rhythm understanding

New learning

New chords

Singing and playing

New repertoire

More complex rhythms

Sight reading

Preparation for future learning

Gain experience and fluency in playing. Play in rounds in smaller ensembles.

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, strum, pick

Big ideas and key concepts

Listening, ensemble, tempo, dynamics

Assessment opportunity

Continual assessment in sessions. End of unit performance

What teachers need to know

Familiarity of the ukulele method used across the school.

CURRICULUM UNIT PLANNER

Unit:	<i>Planets Suite</i> by Gustav Holst	Year:	5	Term:	Spring 1
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Links to prior learning

This unit builds on listening and appraising in Year 3. It involves identifying characteristics of the music that contributes to the mood of the music such as texture, timbre, effect and dynamics. Formal rhythmic vocabulary is used when children write their rhythm.

New learning

This unit concentrates mainly on the *Mars* movement of the Planets Suite. It involves listening and watching a performance of the work. What can you hear when identifying instruments, timbre, tempo, and the effect on the listener?

What is the historical and astrological context of the pieces?

Can you identify a repeated rhythm at the start of *Mars*? *Mars* starts with a clear rhythmic ostinato which is explored through rhythm lessons; practising different rhythms and later into a creative response. Children compose their own ostinato on untuned percussion. This is developed further on tuned percussion or ipads.

Can you remember how to write rhythms? This unit includes children writing their rhythms in staff notation and culminates in a piece to perform.

To further develop their music appreciation, children listen and appraise other movements of the suite, reflect on the names of the movements and their historical and astrological background.

Preparation for future learning

Developing listening and appraising skills for Year 5 units. 6 Staff nation

Ipad skills

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, ostinato, repeat, texture, effect

Big ideas and key concepts

Listening and appraising, improvisation, ensemble, tempo, dynamics, timbre, texture, pitch

Assessment opportunity

Written work

Final composition performance or recording

What teachers need to know

Understanding of the key concepts in the music. Have a historical background knowledge of the music. Listen and understand the music.

Youtube of the whole suite played by Royal Philharmonic Orchestra

<https://www.youtube.com/watch?v=UmOTMkoCCkM>

Look at the background of *Mars* through the BBC ten pieces website.

<https://www.bbc.co.uk/programmes/articles/14ZjT5yjnKQRdKVsqRLzk1x/mars-from-the-planets-by-gustav-holst>

CURRICULUM UNIT PLANNER

Unit:	Singing and understanding of songwriting	Year:	5	Term:	Spring 1
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Links to prior learning

Singing in various different settings. Some may sing in groups and choirs outside school.

Understanding of good singing technique from previous years

New learning

Refine singing technique

Singing more complicated songs, rounds and 2 part songs. Learn about how songs are written, structure and history.

Preparation for future learning

Building confidence to sing in rounds, parts and solos. Compose sections of songs

Key vocabulary

Notes, rest, barline, repeat, bars, measures, note value, breath, breathing, diaphragm, round, melody, diction, round, harmony, ensemble, verse, chorus, theme, riff, outro, crochet, quaver, semibreve

Big ideas and key concepts

Listening, tempo, dynamics, perform

Assessment opportunity

Performing songs and continuously checking for correct singing technique.

What teachers need to know

The songs to be taught based on the singing scheme of work at www.singup.org.uk, "Classpops" resources.

Good techniques of singing

CURRICULUM UNIT PLANNER

Unit:	Folk music	Year:	5	Term:	Summer 1
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Links to prior learning

Listening and appraising skills. Identifying musical devices to represent mood.

Understanding of different scales - Blues

New learning

Listening to a selection of folk music. How do they make you feel when you hear them? Do you recognise the music?

Research the history of folk music

Listen specifically to Vaughan Williams's *English Folk Song Suite* describing the mood and characteristics of the sections of the work.
Learn about the origins of the piece and the influences of all sorts of British folk songs on the piece.

Compose a folk song. Sing simple folk songs in small groups

Preparation for future learning

Song composition

Key vocabulary

Repeat, bars, measures, dynamics, sound, genre, folk, song, jig, circle, dance, Ceilidh, pulse, rhythm

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, improvise, appraise, compose

Assessment opportunity

Written work, final composition and performance

What teachers need to know

[Ralph Vaughan Williams - English Folk Song Suite - YouTube](#)

CURRICULUM UNIT PLANNER

Unit:	Film Music	Year:	5	Term:	Summer 2
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Links to prior learning

Listening and appraising skills. Motifs from Year 3. Year 4 rhythm, Year 5 ostinato

Identifying musical devices to represent mood.

Understanding of different scales - Blues

New learning

Listening to a selection of music that is used for 'occasions' Why are these effective? How do they make you feel when you hear them? Do you recognise the music?

Investigate music used in films - silent films and history.

Move onto sound effects. What is their role in a film? How do they enhance the film experience?

Children watch short films without music and discuss the sounds that could be used. These could be sound effects or melodies or motifs for specific characters in the film. Using the short film, the children use ipads to add music and sound to the film.

Preparation for future learning

Using music technology to compose

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value., motif, dynamics, electronic, mood, sound

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, improvise, appraise, compose

Assessment opportunity

Final music for the film

What teachers need to know

Tips for composing music for film <https://www.youtube.com/watch?v=rmR3i2DFi9U>

CURRICULUM UNIT PLANNER

Unit:	Pentatonic scale composition	Year:	6	Term:	Autumn 1
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Links to prior learning

Listening and appraising

Rhythm and composing activities

Using staff notation to write our composition

Ipad software for composition

New learning

How many notes are there in a scale? What is a pentatonic scale? How many notes are in a pentatonic scale?

The pentatonic scale - exploring and background

Children learn about the origins of the pentatonic scale and explore what style of music uses the scale. Through listening and appraising different examples of music where pentatonic scales are used, children experience the style and how the melodies are structured.

Children sing songs and use instruments to play the scales.

Composition

This section of the unit involves some improvisation using ipads or tuned percussion within a rhythmic structure using the C pentatonic scale of C,D,E,G,A. We look at the structure of a piece of music and use ABA for our own composition.

Children compose their own melodies which they write on manuscript paper using staff notation.

Once the children are happy with their melodies, they can add a drone and harmony part.

Preparation for future learning

Using music technology

Written staff notation

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value, pentatonic, scale, octave,

Big ideas and key concepts

Listening, ensemble, tempo, dynamics, structure, appraising

Assessment opportunity

Final composition, written work.

What teachers need to know

Explaining what a pentatonic scale is.

<https://www.kapowprimary.com/subjects/music/lower-key-stage-2/year-3/festivals-chinese-new-year-2/lesson-2-pentatonic-scale/>

CURRICULUM PLAN

Unit:	Canons	Year:	6	Term:	Spring 1
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Links to prior learning

Listening and appraising

Rhythm and composing activities

New learning

The history and features of the genre.

Learn a traditional work folk sea shanty song as a whole class. "We'll rant and we'll roar"

Use a traditional sea shanty - "What shall we do with the drunken sailor?" and change the words with children's own ideas. Children sing their own version. Children add glockenspiel accompaniment too

Preparation for future learning

Writing our own songs

Singing and performing together

Key vocabulary

Scale, rhythm

Big ideas and key concepts

Assessment opportunity

What teachers need to know

The background of the canon genre

CURRICULUM UNIT PLANNER

Unit:	Ukulele	Year:	6	Term:	Summer 1
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Links to prior learning

Revisiting previous learning of chords

New learning

Wider repertoire of songs learnt

Adding chords to our own songs

Sight reading

Improvising

Greater understanding of rhythmic notation and chordal illustrations

Preparation for future learning

Some children continue to play at secondary school or out of school privately.

Some children move to playing the guitar after their ukulele experience at school.

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value.

Big ideas and key concepts

Listening, ensemble, tempo, dynamics

Assessment opportunity

End of unit performance

What teachers need to know

Ukulele method, what minims, crotchets and quavers look like

CURRICULUM UNIT PLANNER

Unit:	Singing	Year:	6	Term:	Summer 2
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Links to prior learning

All singing units in previous years

New learning

Refine singing techniques from previous year.

More able to sing songs from memory.

Learn a wider variety of songs and singing in 2 or more parts from written manuscript.

Preparation for future learning

Opportunities for secondary school performances and singing.

Confidence to sing in ensembles outside school

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value.

Big ideas and key concepts

Listening, ensemble, tempo, dynamics

Assessment opportunity

Final performance

What teachers need to know

Familiarity with songs and singing scheme from www.singup.org.uk

CURRICULUM UNIT PLANNER

Unit:	Romantic music	Year:	6	Term:	2b
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Links to prior learning

Listening and appraising skills. Identifying musical devices to represent mood.

New learning

Listening to a selection of music written by composers of the Romantic era. How do they make you feel when you hear them? How does the orchestration differ from other genres we have listened to in previous years?

Research the history of romantic music and choose one composer and produce a fact file on them.

Listen specifically to Tchaikovsky 1912 Overture describing the mood and characteristics of the work. Use this to discuss how music is used to poetry key events in history. In addition, listen to *Symphonic Variations on an African Air* by Coleridge-Taylor and listen for how the pentatonic melody is developed.

Preparation for future learning

Understanding the chronology of musical history and characteristics of the genre to compose with others. Pentatonic scale

Key vocabulary

Repeat, bars, measures, dynamics, sound, genre, pulse, rhythm

Big ideas and key concepts

Listening, tempo, dynamics, appraise,

Assessment opportunity

Written work

What teachers need to know

Tchaikovsky 1912 *Overture* <https://www.youtube.com/watch?v=N0cpKzDoOdA>

Coleridge-Taylor <https://www.youtube.com/watch?v=EPRNWXsdb90>

General: https://www.classicsforkids.com/music/musical_period.php?id=Romantic

CURRICULUM UNIT PLANNER

Popular	Popular music	Year:	6	Term:	3a
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Links to prior learning

Listening and appraising skills. Identifying musical devices to represent mood. Understanding of chord progressions from ukulele

New learning

Listening to a selection of music written by popular artists of the modern era. How do they make you feel when you hear them? How does it differ from other genres we have listened to in previous years? Find out about the artist and the background of the song.

Children will listen and learn about the styles of music from the 21st Century and discuss their origins, musical characteristics and influences. Styles include, Disco, Rock, 90s Indie, 90s RnB, pop.

Children learn to sing some of the well known songs from the styles studied.

Preparation for future learning

Understanding the chronology of musical history and characteristics of the genre to compose with others.

Key vocabulary

Repeat, bars, measures, dynamics, sound, genre, pulse, rhythm

Big ideas and key concepts

Listening, tempo, dynamics, appraise,

Assessment opportunity

Written work

What teachers need to know

These songs and background:

Kate Bush

<https://www.youtube.com/watch?v=uhh1KbeKr4M>

Jai Ho

<https://www.youtube.com/watch?v=xwwAVRyNmgQ>

Disco - Freak le chic

<https://www.youtube.com/watch?v=aXgSHL7efKg>

Oasis- *Wonderwall*

<https://www.youtube.com/watch?v=bx1Bh8ZvH84>

Beatles - *Sgt Pepper's Lonely Hearts Club Band*

<https://www.youtube.com/watch?v=VtXl8xAPAtA&list=PL3PhWT10BW3VDM5lcVodrdUpVIhU8f7Z->

CURRICULUM UNIT PLANNER

Unit:	Singing	Year:	6	Term:	3b
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Links to prior learning

All singing units in previous years

New learning

Refine singing techniques from previous year.

More able to sing songs from memory.

Learn a wider variety of songs and singing in 2 or more parts from written manuscript.

Preparation for future learning

Opportunities for secondary school performances and singing.

Confidence to sing in ensembles outside school

Key vocabulary

Notes, chords, crotchet, quaver, rest, barline, repeat, bars, measures, note value.

Big ideas and key concepts

Listening, ensemble, tempo, dynamics

Assessment opportunity

Final performance

What teachers need to know

Familiarity with songs and singing scheme from www.singup.org.uk

