Stanford Junior School

MUSIC & PERFORMING ARTS

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Music

Music Programmes of Study at Stanford Junior School

National Curriculum:

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

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***

(Music Programme of Study, DfE).

Curriculum Team Intent – Arts & Humanities: ***Developing the whole child and unlocking talent, curiosity and an interest in the Arts and the world they inhabit.***

Stanford Junior School's vision for music

Vision for Music:

Through a high quality music education which engages and inspires children, we aim to focus on developing every child's imagination and creativity. Our music curriculum is taught by a specialist teacher and aims to develop a life-long love of music, providing opportunities for developing a sense of belonging within an ensemble as well as a for self-expression and a feeling of personal achievement. Children participate in a wide range of activities to develop their talents in all aspects of music including instrumental skills, composition and improvisation, singing, and appreciation. Musical skills are woven into each unit that the children are taught. Every child is taught basic skills on the recorder, pitched percussion, ukulele, djembe drums and classroom percussion during their time at Stanford Junior School.

We have a school choir which participates in both school events and community projects. The children of Stanford also sing in music assemblies, where the songs are carefully chosen to link with the school's PSHE curriculum and the children's interests.

It is possible for the children to learn to play a range of instruments taught by peripatetic teachers. These include: violin, guitar, ukulele, voice, piano, keyboard, harmonica and drums.

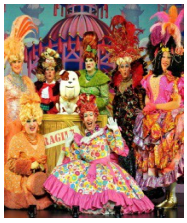
Music across Key Stage 2

When teaching music at Stanford Junior School, knowledge, skills and understanding will be developed through: SINGING, PLAYING and PERFORMING • COMPOSING & IMPROVISING • LISTENING • NOTATING • UNDERSTANDING

Year 3

Autumn		Spring		Summer	
Topic: traditional children's songs **Skills:** Listening, singing and improvising	**Topic:** Christmas songs **Skills**: Singing and performing	**Topic:** Xylophones Skills: Playing and notating	**Topic:** Recorders **Skills:** Playing and notating	**Topic:** Brazilian songs and Samba rhythms **Skills:** Playing, composing and notating	**Topic:** Music from the movies **Skills:** Listening, playing, improvising and composing
Children learn to sing songs from around the world, learning them by heart and developing their own clapping games and actions ***Outcome**: children sing traditional songs from a variety of cultures around the world.*	*Children will learn how to sing as an ensemble and for a performance.* ***Outcome**: children sing songs with actions, which they will perform as part of the Winter Performance* ***Link to class performance***	*Children learn how to play a xylophone or glockenspiel* ***Outcome**: children recognise higher and lower pitch and start to read some musical notes.*	*Children learn how to play a recorder correctly, focussing on holding, tonguing and covering holes.* ***Outcome**: children play and read tunes using the notes B, A and G.*	*Children will begin the topic learning all about Samba. They will learn how to play some samba instruments and learn simple samba rhythms. They will begin to learn how to notate rhythm. They will move onto creating and notating their own rhythms* ***Outcome**: children will work together to compose a samba rhythm.*	*Children listen to examples of musical motifs that express an emotion and use these to compose their own short phrases. They learn to use musical vocabulary to describe the sounds they make.* ***Outcome:** Children compose their own 'musical motifs' based on an emotion.*

Year 4

Autumn		Spring		Summer	
Topic: Ukelele **Skills:** Playing , performing and notating	**Topic: P**antomime **Skills:** Singing, performing and understanding	**Topic:** Stomp	**Topic:** Bhangra Skills: Listening, understanding and improvising	**Topic:** In the hall of the mountain king Skills:	**Topic:** Playing in a band Skills: Composing, playing and notating
Children learn about the ukelele, where it is from, and the names and functions of the different parts. They learn to play some simple chords ***Outcome**: children play songs with open strings, and some chords. They can describe the parts of the ukelele and how it makes a sound.*	*Children learn the history and features of pantomime and improve their performance skills* ***Outcome**: children perform a pantomime. In groups, they create an advert for their pantomime, explaining the key features*	*Children learn about the percussion group Stomp and use everyday objects as percussion instruments to learn about rhythms* ***Outcome**: children work in groups to create and perform simple interlocking rhythms. They begin to notate their rhythms,*	*Children learn about Bhangra music from Northern India. They explore the instruments, the distinctive chaal rhythm and learn about the traditions associated with the music.* ***Outcome**: children produce a poster to tell people all about Bhangra*	*Children study the piece of music 'In the Hall of the Mountain King' by Grieg and use it as inspiration to compose their own short pieces.* ***Outcome**: in groups, children compose and perform a short piece using percussion instruments*	*Children choose an instrument to focus on: ukelele, pitched percussion/keyboard or recorder. Children move on with their technique on their chosen instrument as well as learning how to play together in a band.* ***Outcome**: in small groups, children compose and perform a piece with a simple structure*
					

Year 5

Autumn		Spring		Summer	
Topic: Space **Skills:** Listening, understanding, composing	**Topic:** Winter performance Skills: Singing and performing	**Topic:** African drumming **Skills:** Playing and performing, notating, understanding	**Topic: Spirituals and Gospels** Skills: Playing and performing, notating, understanding	**Topic:** Dr Who Skills: Composing, listening, understanding	**Topic:** Music of China Skills: Playing, listening, understanding
Children use Holst's Mars from the Planet Suite as the starting point to compose their own space pieces. ***Outcome:*** *In groups, children compose and perform a composition about space* **Link to Space topic**	*Children learn songs in preparation for a Winter performance.* ***Outcome**: children perform a set of songs in a Winter Performance*	*Children learn about the drumming traditions of parts of Africa. They learn to play djembe drums and play some simple rhythms.* ***Outcome**: children can notate rhythms. Children can play complex rhythms on the djembe.* **Link to topic on Benin**	*Children learn to sing Spiritual and Gospel songs and understand their historical and cultural context* ***Outcome**: children can sing a collection of songs and describe their features* **Link to class topic on the Slave Trade**	*Children learn about Delia Derbyshire, composer/arranger of Dr Who theme. They analyse and examine the structure of the Dr Who theme, and compose their own version using audio software.* ***Outcome**: children use a DAW to compose their own sci fi theme*	*Children learn about the music of China and listen to and play melodies using the pentatonic scale* ***Outcome**: children can recognise and describe the pentatonic scale and play a melody using the scale on an ocarina or a pitched percussion instrument*
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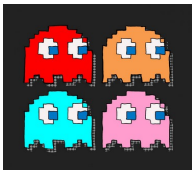
Year 6

Autumn		Spring		Summer
Topic: The Blues **Skills**: Understanding, notating, listening, playing and performing	**Topic:** Winter performance **Skills:** playing, singing and performing	**Topic:** Wartime Music **Skills:** listening and understanding	**Topic:** Video game music **Skills:** listening and understanding	**Topic:** Music and me Skills: Listening and understanding
Children learn about Blues music. They learn a simple 12 bar blues chord progression and in groups they compose then perform their own blues song. ***Outcome**: Children work together in small groups to compose and perform a blues song*	*Children learn songs in preparation for a Winter performance.* ***Outcome**: children perform a set of songs in a Winter Performance*	*Children learn about influential musicians in the second world war and explore the importance of music to people at this time* ***Outcome**: children perform World War II songs and describe the importance of music in WW2* ***Link to WW2 topic***	*Children explore the features of video game music and compose their own short piece, considering style, character and looping patterns* ***Outcome**: using online software, children compose a short looping piece of music suitable for a video game*	*Starting with exploring a few influential composers and musicians of the 20th century, children to then research an artist, composer or band of their choice. Working in groups, pairs or individually children should present their topic in the format of their choice- eg poster/slideshow/podcast* ***Outcome**: children present facts about a composer, musician or band.*
				

Progression in music across Key Stage 2

<table>
<tr><th>Years 3 and 4</th><th>Years 5 and 6</th></tr>
<tr><th colspan="2">PLAYING & PERFORMING</th></tr>
<tr><td>

Singing
- Sing in unison with a range middle C to the C above
- Use actions to support singing and enhance performance
- Use clear pronunciation
- Sing with control (correct lyrics, pitch, rhythm & duration of notes)
- Use dynamic contrasts when singing

Playing tuned instruments
- Play a simple melody on a keyboard/tuned percussion instrument with a range of around 5 notes
- Play a simple melody on a recorder with a range of around 3 notes
- Play two chords on a ukulele

Playing percussion Instruments
- Play a range of simple rhythms on a percussion instrument in 4 4

Playing together and performances
- Follow a conductor for timing, stopping and starting
- Hold a simple additional part with others in a group
- Keep in time with others

</td><td>

Singing
- Sing with accuracy, fluency, control and expression with a range A below middle C to the E above top C
- Sing a harmony part using partner songs

Playing tuned instruments
- Play a simple melody on a keyboard/tuned percussion instrument with a range of over an octave

or
- Play a simple melody on a recorder with a range of around 5 notes

or
- Play three to five chords on a ukulele

Playing percussion instruments
- Play a range of complex rhythms on a percussion instrument including triplets, dotted rhythms and in a variety of time signatures

Playing together and performances
- Follow a conductor for timing, stopping and starting, dynamic contrasts and changing parts

</td></tr>
<tr><td colspan="2">Associated Vocabulary: lyrics, pitch, breathing, diaphragm, posture, harmony, rounds, expression, dynamics, contrast, timing, duration, movement, control, rhythm, phrase, melody, harmony, expression, ensemble, conduct, pulse, timing, strumming, breath, recorder, finger holes, ukulele, strings, fret, body, beat, ostinato, strings, frets, tuning pegs, sound hole, bridge, nut, neck, saddle, strumming, chords, posture, pattern, expression, drama, meaning, story telling, solo, ensemble, a cappella, backing, accompaniment, character, rhyme, djembe, xylophone, glockenspiel, surdo, repinique, caxia, tamborim, ganza, agogo bells, beaters, stick, hitting, brushing, striking, drum head, drum skin, grid, pattern, break, dynamics, duration, textures, structure, timbre, call, response, repeat, words, phrase, clave beat, octave, orchestra, notes, dynamics, crescendo, diminuendo,</td></tr>
<tr><th colspan="2">IMPROVISING & COMPOSING</th></tr>
<tr><td>

- Improvise a one bar rhythm as part of a call and response
- Compose a simple rhythm
- Compose a short melody making decisions about pitch, note duration and dynamics
- Use different sounds to create effects

</td><td>

- Improvise a rhythm
- Explore layering of rhythms and sounds
- Improvise a short melodic phrase within a given structure
- Compose a short soundscape
- Compose a short piece of music following a given structure
- Use software to create music

</td></tr>
<tr><td colspan="2">Associated vocabulary: Improvisation, improvise, bars, beats, melody, phrase, copy, accompaniment, ostinato, repeat, pattern, sounds, effects, beat, mood, emotion, rhythm, chords, graphic notation, symbols, compose, lyrics, rhyme, meaning, verse, chorus, melody, chords, grid, pattern, break, tempo, dynamics, duration, textures, structure, pulse, timbre, call, response, repeat, words, phrase, clave beat, emotion, major, minor, sharp, flat, octave, found sound, graphic score, melody, ostinato, orchestrate, melody, digital, electronic, editing</td></tr>
<tr><th colspan="2">LISTENING, APPRECIATING AND UNDERSTANDING</th></tr>
<tr><td>

- Discuss the features of different genres, styles and traditions of music using the musical vocabulary of pitch, tempo, dynamics and duration.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary

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- Describe music using vocabulary linked to pitch, tempo, dynamics, duration, timbre, structure, instrumentation, theme, rhythm, lyrics and texture.
- Understand that music is composed, performed and appreciated according to influences from the

</td></tr>
</table>

• Identify dynamic and tempo changes within a piece of music • Clap/tap/play along with a piece of music to identify key musical features	culture, time and place that it is from. • Describe how music develops over time
Associated Vocabulary: Dynamics, texture, thick, thin, layers, timbre, genre, style, composer, mood, voice, instrument, similarities, differences, tempo, pitch, rhythm, beat, traditional, modern, composer, mood, voice, strings, woodwind, brass, percussion, live, recorded	
USING AND UNDERSTANDING MUSICAL NOTATIONS	
• Read the notes G, A and B on a stave using the treble clef • Use crotchets, paired quavers, minims and crotchet rests in four beat rhythms. • Recognise the time signature of 4 4 and know that it means four beats in a bar	• Read up to an octave on a stave using the treble clef • Read simple notations for chords • Use crotchets, paired quavers, single quavers, minims, semiquavers, semibreves and rests in four beat rhythms. • Recognise the time signatures of 4 4, 3 4 and 6 8, and understand their meaning
Associated Vocabulary: crotchet, quaver, minim, semibreve, rest, stave, notes, ascending, descending, rhythm, manuscript, time signature, treble clef, simple, complex	

Music Learning Journey

Year 3 Music

Autumn 1:
Pupils will learn some traditional children's songs from countries around the world, focussing on *A Ram Sam Sam from Morocco*, and *Kye Kye Kule* from Ghana. Children also listen to, and discuss, *Four White Horses* – Caribbean song, *Hari Coo Coo* - Indian Lullaby, *Te Aroha* - Maori song and *Shalom Chaverim* - Hebrew traditional farewell song

Knowledge
- The lyrics and tunes of songs from around the world

Skills
- Sing in unison with a range middle C to the C above
- Use actions to support singing and enhance performance
- Use clear pronunciation
- Sing with control (correct lyrics, pitch, rhythm & duration of notes)
- Clap/tap/play along with a piece of music to identify key musical features

Vocabulary
lyrics, pitch, unison, breathing, diaphragm, posture, expression, dynamics, timing, control, rhythm, phrase, melody

Enrichment, including cross-curricular links

Autumn 2:
During the second part of the term, pupils will rehearse their songs for the nativity show. Children will also learn about the nativity story and its place in the Christian religion. Children will focus on their performance, learning the words and

Knowledge
- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.

Skills
- Sing in unison with a range middle C to the C above
- Use actions to support singing and enhance performance
- Use clear pronunciation
- Sing with control (correct lyrics, pitch, rhythm & duration of notes)

Vocabulary
lyrics, pitch, unison, breathing, diaphragm, posture, expression, dynamics, timing, control, rhythm, phrase, melody

Enrichment, including cross-curricular links
RE: the meaning of Christmas

Spring 1:
Children are introduced to xylophones and glockenspiels. They are taught how to find named notes and how to hold and use a stick. Through listening to some pieces played on pitched percussion, children explore the dimensions of music related to pitch and tempo. Children explore these different dimensions and improvise their own short phrases.

Knowledge
- To be able to set up and use a keyboard
-

Skills
- Play a simple melody on a tuned percussion instrument with a range of around 5 notes
- Discuss the features of different genres, styles and traditions of music using the musical vocabulary of pitch, tempo, dynamics and duration.

Vocabulary Improvise, melody, phrase, mood, emotion, rhythm, compose,tempo,dynamics, duration, fast, slow, high, low, loud, quiet

Enrichment, including cross-curricular links

Spring 2:
Children will spend the half term learning how to play the recorder, focussing on holding it correctly, using the tongue to create a clear defined sound, and using fingers to cover holes to create different pitched sounds. Children will learn the names of the notes they have produced and how to read the notes on the

stave. They will sight read and learn some simple tunes. Children will listen to examples of recorder pieces and learn how it produces a sound, the parts of the recorder and its historical background.

Knowledge

- Read the notes G, A and B on a stave using the treble clef
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary

Skills

- Play a simple melody on a recorder with a range of around 3 notes

Vocabulary

Recorder, instrument, wooden, baroque, mouthpiece, finger holes, thumb, fingers, tongue, notes, pitch, B, A, G

Summer 1

Children learn about the music of Brazil. They learn to recognise samba rhythms and can describe samba music using appropriate vocabulary such as breaks, call and response, groove and the names of the instruments. They learn Brazilian songs and sing /chant in Portuguese. They learn to play some samba instruments. Children learn to recognise crotchets and pairs of quavers and can describe them as whole notes or half notes.

Knowledge

- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- Identify dynamic and tempo changes within a piece of music
- Recognise the time signature of 4 4 and know that it means four beats in a bar
- Use crotchets, paired quavers, minims and crotchet rests in four beat rhythms.

Skills

- Support other musicians (eg play or sing a part to accompany an instrumental piece or song)
- Perform a solo or play in a small group to the class
- Play a range of simple rhythms on a percussion instrument in 4 4.
- Hold a simple additional part with others in a group
- Keep in time with others

Vocabulary

Timing, percussion, beat, hit, strike, tempo, dynamics, instrument, similarities, differences, clave, surdo, repinique, caxia, tamborim, ganza, agogo bells, beaters, stick, dynamics, structure, pulse, call, response, repeat, dynamics, genre, style, composer, mood, voice, instrument, similarities, differences, traditional,

Enrichment, including cross-curricular links

Geography: Brazil

Summer 2:

Children will watch short film clips and explore how the composer uses musical themes to show the emotions of a character. Children use these ideas as a starting point to compose their own musical motifs based on an emotion.

Knowledge

- To understand how to compose a melody in order to create different moods and feelings
- To recognise how music is used in films and how it changes to reflect the mood of the characters

Skills

- Compose a short melody making decisions about pitch, note duration and dynamics
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- Support other musicians (eg play or sing a part to accompany an instrumental piece or song)
- Perform a solo or play in a small group to the class

Vocabulary Improvise, melody, phrase, mood, emotion, rhythm, compose,tempo,dynamics, duration, fast, slow, high, low, loud, quiet

Assessment Year 3

Children at the expected standard evidence that they can…
Play a simple melody on a recorder with using up to 3 notes, holding the recorder correctly *(Playing – Spring Term - Recorders)*
Play a simple rhythm on a percussion instrument, keeping in time with others *(Playing – Spring term – Samba rhythms)*
Improvise a simple melody on a pitched percussion instrument with a given structure. *(Improvising – Summer Term – Xylophones)*
Identify key musical features and identify dynamic and tempo changes within a piece of music *(Listening – Summer Term – Music from the Movies)*
Compose and perform a musical motif to represent an emotion *(Composing – Summer Term - Music from the Movies)*
Play a simple melody on a recorder with using up to 3 notes, holding the recorder correctly *(Playing – Spring Term - Recorders)*
Children above the expected standard evidence that they can…
Move smoothly and accurately between two notes on a recorder *(Playing – Spring Term – Recorders)*
Play a rhythm with syncopation or swing *(Playing – Spring term – Samba rhythms)*

Year 4 Music

Autumn 1:
Pupils will spend this half term learning how to play the ukulele. They will learn all about what the ukelele is made from, the names and functions of the different parts and how it makes a sound. By the end of the term, they will be able to play range of pieces of music on the ukulele.

Knowledge
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary
- Clap/tap/play along with a piece of music to identify key musical features

Skills
- Play two chords on a ukelele
- Keep in time with others
- Follow a conductor for timing, stopping and starting

Vocabulary
Hawaii, continents, strings, frets, tuning pegs, sound hole, bridge, nut, neck, saddle, strumming, chords

Enrichment, including cross-curricular links
Geography: Where is Hawaii? (continents/culture/weather/atlas skills)

Autumn 2:
During the second half term, Year 4 will investigate pantomimes, learning about their place in British history and their features. They will finish the term with a pantomime performance to parents.

Knowledge
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary

Skills
- Support other musicians (eg play or sing a part to accompany an instrumental piece or song)
- Express contrasting emotions through music (e.g. happy, sad)

Vocabulary
Lyrics, pitch, breathing, diaphragm, posture, harmony, rounds, expression, dynamics, contrast, timing, duration, pitch, fairy tale, dame, cross gender casting, narration, exaggeration, audience participation, direct address, celebrity casting, fourth wall, comedy

Enrichment, including cross-curricular links
English: Drama skills, script reading

Spring 1
Children will use the percussion group 'Stomp' as a starting point to explore how everyday objects can be used as percussion instruments. We will learn how to notate simple rhythms using crotchets, pairs of quavers and minims, and children will compose their own rhythms in small groups, exploring the effects of combining different rhythms

Knowledge
- Discuss the features of percussive music using the musical vocabulary of tempo, dynamics and duration.

Skills
- Compose a simple rhythm
- Play a range of simple rhythms on a percussion instrument in 4 4

Vocabulary
beat, pulse, percussion, drum, crotchet, quaver, minim, rest, stave, notes, rhythm,

Enrichment, including cross-curricular links

Spring 2:
Children learn about Bhangra music from Northern India. They explore the instruments, the distinctive chaal rhythm and learn about the traditions associated with the music.

Knowledge
- Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary

Skills

- Play a range of simple rhythms on a percussion instrument

Vocabulary

Bhangra, Northern India, Punjabi, traditional, modern, celebration, wedding, birthday, party, dhol, drum, sticks, beat, drumhead, tumbi, stringed instrument, pluck, pitch, dance, shoulders, smile, energetic

Summer 1

Children will study the piece of music 'In the Hall of the Mountain King' by Grieg and use it as inspiration to compose their own short pieces.

Knowledge

- Discuss the features of different genres, styles and traditions of music using the musical vocabulary of pitch, tempo, dynamics and duration.

Skills

- Play a simple melody on a keyboard/tuned percussion instrument with a range of around 5 notes
- Compose a short melody making decisions about pitch, note duration and dynamics
- Use different sounds to create effects
- Hold a simple additional part with others in a group

Vocabulary

accelerando, coda, crescendo, pitched percussion, percussion, pitch, melody, phrase, mood, emotion, rhythm, compose,tempo,dynamics, duration, fast, slow, high, low, loud, quiet

Enrichment, including cross-curricular links

History: Anglo Saxons

Summer 2

Children will reflect on the instruments they have been taught over years 3 and 4 and select one that interests them. They will form small bands and play a piece together as an ensemble.

Knowledge

- Use crotchets, paired quavers, minims and crotchet rests in four beat rhythms.
- Recognise the time signature of 4 4 and know that it means four beats in a bar

Skills

- Read the notes G, A and B on a stave using the treble clef
- Use crotchets, paired quavers, minims and crotchet rests in four beat rhythms.
- Recognise the time signature of 4 4 and know that it means four beats in a bar
- Follow a conductor for timing, stopping and starting
- Hold a simple additional part with others in a group
- Keep in time with others

Vocabulary

beat, pulse, percussion, drum, crotchet, quaver, minim, rest, stave, notes, rhythm, pitch

Assessment Year 4

Children at the expected standard evidence that they can…
Play a song with one chord on a ukelele *(Playing – Autumn Term - Ukelele)*
Read crotchets, paired quavers and crotchet rests in four beat rhythms. *(Notating – Spring term – Stomp)*
Conduct or follow a conductor to play together in a group, working together with others *(Playing – Spring Term – Playing in a band)*
Contribute to a short composition with a given structure and theme *(Composing – Summer Term – In the Hall of the Mountain King)*
Children above the expected standard evidence that they can…
Move smoothly and accurately between two chords on a ukelele *(Playing – Autumn Term – Ukelele)*
Notate crotchets, paired quavers and crotchet rests in four beat rhythms. *(Notating – Spring term – Stomp)*
Conduct or follow a conductor to play together in a group, keeping in time with others and making changes to tempo and dynamics for effect *(Playing – Spring Term – Playing in a band)*

Year 5 Music

Autumn 1:

This unit takes, as its starting point, Gustav Holst's "The Planets" as a basis for creative composition tasks leading to a class musical performance of a "Journey Into Space". Pupils listen to extracts from Holst's "The Planets" beginning with "Mars, The Bringer of War", exploring how Holst bases this movement on an ostinato pattern. After performing and creating their own ostinato patterns and adding dynamic contrasts in the form of crescendos and diminuendos, pupils create their own descriptive "Mars" pieces incorporating an ostinato and other musical features which Holst uses in his movement. Central to the unit are the concepts of mood, tempo, dynamics and instrumentation (or timbre) and these are explored through Richard Strauss's "Also Sprach Zarathustra" which pupils explore in terms of a piece of descriptive music used to describe a "Rocket Launch". Finally, pupils create musical soundscapes for the other planets, structuring these with the opening "Rocket Launch" theme for a class musical performance of their Journey Into Space.

Knowledge

- Describe music using vocabulary linked to pitch, tempo, dynamics, duration, timbre, structure and texture

Skills

- Improvise a short melodic phrase within a given structure
- Compose a short soundscape
- Follow a conductor for timing, stopping and starting, dynamic contrasts and changing parts
- Play a range of complex rhythms on a percussion instrument including triplets, dotted rhythms and in a variety of time signatures
- Work in a group independently to improve a composition or performance

Vocabulary

Dynamics, tempo, pitch, texture, layers, timbre, genre, style, composer, mood, voice, beat, instruments, similarities, difference, expression, contrast, timing, duration, pitch, movement, rhythm, accelerando, crescendo

Enrichment, including cross-curricular links

Science – Space / History - Space exploration

Autumn 2:

Children will rehearse songs and other performance pieces for the Winter Show.

Knowledge

- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from. *(Understand and appreciate the cultural importance of music at Christmas, Hanukkah and other Winter Festivals to religious and non-religious communities)*

Skills

- Sing with accuracy, fluency, control and expression with a range A below middle C to the E above top C

Vocabulary

lyrics, pitch, unison, breathing, diaphragm, posture, expression, dynamics, timing, control, rhythm, phrase, melody, harmony

Spring 1:

To tie in with their class topic of Benin, Year 5 will learn all about African drumming and its heritage. They will listen to traditional African music and understand the cultural importance of Djembe drumming. They will learn how to play a range of African percussion instruments including the Djembe drums.

Knowledge

- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.

Skills

- Play a range of complex rhythms on a percussion instrument including triplets, dotted rhythms and in a variety of time signatures
- Improvise a simple rhythm
- Use crotchets, paired quavers, single quavers, minims, semiquavers, semibreves and rests in four beat rhythms.

Vocabulary

rhythm, phrase, melody, harmony, metre, repetition, scale, accompaniment, dynamics, structure, tempo, djembe, cycle, tempo, pitch, texture, layers, timbre, pitch, genre, style, composer, mood, voice, rhythm,

beat, instruments, open tone, bass tone, ceremony, posture, position, call & response

Enrichment, including cross-curricular links
History - Benin

Spring 2:
During this unit, pupils will listen to and learn a range of spiritual and gospel songs. They will unpick the songs to examine the features that define the style. They will sing in small groups and learn how to sing in different parts. They will look at the lyrics and think about how this teaches us about the history of slavery.

Knowledge
- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.
- Describe how music develops over time

Skills
- Sing with accuracy, fluency, control and expression with a range A below middle C to the E above top C
- Sing a harmony part using partner songs

Vocabulary
Dynamics, tempo, pitch, texture, layers, timbre, genre, style, composer, mood, voice, beat, instruments, similarities, difference, lyrics, breathing, diaphragm, posture, harmony, rounds, expression, contrast, timing, duration, pitch, movement, choreography, control, rhythm

Enrichment, including cross-curricular links
History - The slave trade

Summer 1
Children learn about Delia Derbyshire, composer/ arranger of Dr Who theme. They analyse and examine the structure of the Dr Who theme, and then learn how to use a Digital Audio Workstation in order to compose their own sci fi theme.

Knowledge
- Describe music using vocabulary linked to pitch, tempo, dynamics, duration, timbre, structure, instrumentation, theme, rhythm, lyrics and texture.

Skills
- Compose a short piece of music following a given structure

Vocabulary
Bars, beats, melody, phrase, copy, ostinato, repeat, pattern, sounds, effects,mood, emotion, rhythm, chords, graphic notation, symbols, compose, melody, grid, pattern, tempo, dynamics, duration, textures, structure, pulse, timbre, repeat, phrase, found sound, graphic score, electronic, editing

Enrichment, including cross-curricular links

Summer 2
Children learn about the music of China and listen to and play melodies using the pentatonic scale

Knowledge
- Use crotchets, paired quavers, single quavers, minims, semiquavers, semibreves and rests in four beat rhythms.
- Play a simple melody on an instrument using the pentatonic scale

Skills
- Read up to an octave on a stave using the treble clef

Vocabulary
Bars, beats, melody, tempo, dynamics, duration, structure, pitch, pentatonic, scale

Enrichment, including cross-curricular links

Assessment Year 5

Children at the expected standard evidence that they can…
Participate in composing a short piece of music given a structure and a theme *(Composing– Autumn Term)*
Rehearse and perform a group piece for a performance, playing with others *(Performing– Autumn Term – performance)*
Recognise and understand the meaning of crotchets, paired quavers, single quavers and crotchet and quaver rests in four beat rhythms. *(Notating– Spring Term – Djembe drumming)*
*S*ing a harmony part using partner songs *(Singing– Spring Term – Spiritual and Gospel songs)*
Children above the expected standard evidence that they can…
Rehearse and perform a small group or solo piece for a performance *(Performing– Autumn Term – performance)*
Read and notate crotchets, paired quavers, single quavers and crotchet and quaver rests in four beat rhythms. *(Notating– Spring Term – Djembe drumming)*
Lead a call and response song or lead a group singing a harmony part *(Singing– Spring Term – Spiritual and Gospel songs)*

Year 6 Music

Autumn 1:
Children learn about Blues music. Through analysing songs such as Bessie Smith's Backwater Blues, children understand the structure of songs that follow the 12 bar blues pattern. They learn a simple 12 bar blues chord progression and in groups they compose then perform their own blues song.

Knowledge
- Describe music using vocabulary linked to pitch, tempo, dynamics, structure and texture

Skills
- Play a simple melody on a keyboard/tuned percussion instrument with a range of over an octave or play three to five chords on a ukelele
- Read simple notations for chords
- Follow a conductor for timing, stopping and starting, dynamic contrasts and changing parts
- Improvise a short melodic phrase within a given structure
- Create a song with lyrics, a verse and a chorus

Vocabulary
Dynamics, tempo, pitch, texture, layers, voice, beat, instruments, similarities, difference, chords of C, G, F, tonic triads, AAB format

Autumn 2:
Children will rehearse songs and other performance pieces for the Winter Show.

Knowledge
- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from. *(Understand and appreciate the cultural importance of music at Christmas, Hanukkah and other Winter Festivals to religious and non-religious communities)*

Skills
- Sing with accuracy, fluency, control and expression with a range A below middle C to the E above top C
- Make thoughtful choices about how to constructively take part in a group performance, taking a role (leadership, supporting, conducting etc) that contributes to the greater whole

Vocabulary
lyrics, pitch, unison, breathing, diaphragm, posture, expression, dynamics, timing, control, rhythm, phrase, melody, harmony

Spring 1:
Year 6 will learn about the role of music in the second world war, and appreciate how songs were used too boost morale, for propaganda, and for entertainment. They learn to sing some key songs from this period. We focus on We'll Meet Again, the Lambeth Walk, Run Rabbit Run and In the Mood. We then think about the post-war era and listen to and describe some of the music of the 1950s.

Knowledge
- Describe music using vocabulary linked to pitch, tempo, dynamics, duration, timbre, structure and texture
- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.
- Describe how music develops over time

Skills
- Sing with accuracy, fluency, control and expression with a range A below middle C to the E above top C

Vocabulary
instrumentation, structure, theme, lyrics, *morale, comfort, entertainment, jazz, pop, music hall, rock and roll*

Enrichment, including cross-curricular links
History – WWII

Spring 2:
Children explore the world of video game music, considering how composers approach the task of writing

music for this purpose. They learn how to use the chrome music lab song maker software, learning how to select scale, tempo, time signatures and different sounds. They then use this to compose their own short piece of video game music.

Knowledge

- Describe music using vocabulary linked to pitch, tempo, dynamics, duration, timbre, structure, instrumentation, theme, rhythm, lyrics and texture.
- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.

Skills

- Compose a short piece of music following a given structure
- Use software to create music

Vocabulary

Beats, bar, tempo, range, scale, texture, *simple, complex, thick, thin, character, cute, funny, lively, stressful, calming, catchy, tempo, steady, changeable, fast, slow*

Summer

Drawing on their knowledge base from school and home, children select a musical artist, composer or band of their choice. They work in a group/with a partner to research their musician and choose how they would like to present their facts.

We also use lessons in this term to practise songs for the leavers' celebration.

Knowledge

- Understand that music is composed, performed and appreciated according to influences from the culture, time and place that it is from.

Skills

-

Vocabulary

Song, verse, chorus, conductor, guitar, piano, keyboard, drums, ukelele, instrument, cooperation, group-work, timing, rehearsal, performance

Assessment Year 6

Children at the expected standard evidence that they can…
Demonstrate understanding of the 12 bar blues structure and the blues music tradition through contributing to the composition of a blues song *(Playing and improvising – Autumn Term – 12 bar blues)*
Perform a solo, small group or class piece of music in front of an audience *(Performing– Autumn Term – performance)*
Describe how time, place and historial events may influence how music is composed, performed and appreciated *(Listening– Spring Term – Wartime)*
Compose a short piece of music, considering rhythm and melody *(Composing– Summer Term – Video Games)*
Children above the expected standard evidence that they can…
Demonstrate a good understanding of the 12 bar blues chord progression through improvising within a 12 bar blues structure *(Playing and improvising – Autumn Term – 12 bar blues)*
Work independently on rehearsals for a solo or small group performance and perform confidently *(Performing– Autumn Term – performance)*
Compose a harmony or accompanying part to a melody *(Composing– Summer Term – Video Games)*

Listening repertoire at Stanford Junior School

Year 3

Title	Composer / Artist	Genre/Time period/Style
Bele Mama	Traditional	Cameroon traditional song
Kye kye Kule	Traditional	Ghanian playground song
A Ram Sam Sam	Traditional	Moroccan action song
Baião	Traditional	Brazilian call and response song
Batom	Traditional	Brazilian playground song
Extracts from The Snowman soundtrack	Howard Blake	Western Film music
The Batman theme	Danny Elfman	Western Film Music
Suite No. 2 Minuet, Badinerie	Bach	Western Classical Baroque
Flight of the Bumblebee	Rimsky-Korsakov	Western Classical Romantic
Four Seasons	Vivaldi	Western Classical Baroque

Year 4

Title	Composer / Artist	Genre/Time period/Style
Three Little Birds	Bob Marley	Reggae
I hear thunder	Traditional	Traditional
Percussive pieces- Extracts from the stomp cast	Stomp	Contemporary
In the Hall of the Mountain King	Edvard Grieg	Western Classical Romantic
Saarke saarke Jaadiye Muthiyare	Surinder Kaur and Prakash Kaur	Traditional Indian - Bhangra
Chan Ve Ve Shonken Mele Di.	Surinder Kaur And Narinder Kaur	Traditional Indian - Bhangra
Mundian To Bach Ke	Rajinder Singh Rai	Contemporary Indian - Bhangra
Funky Town	Lips Inc	Synth pop
Get up Stand up	Bob Marley	Reggae
We Will Rock You	Queen	Rock
Electric Avenue	Eddy Grant	Rock

Year 5

Title	Composer / Artist	Genre/Time period/Style
The Planet Suite	Holst	Western Classical- 20th Century
Also sprach Zarathustra	R Strauss	Western Classical- 20th Century
The Blue Danube	J Strauss	Western Classical Romantic
Good King Wenceslas	Traditional	Western Classical
Various Christmas Carols	Traditional	Western Classical
Oleo	Traditional	Ghanian traditional
Amazing Grace	John Newton	Spiritual
Wade in the water	Ramsey Lewis	Spiritual
This little light of mine	Harry Dixon Loes	Spiritual
Follow the Drinking Gourd	Traditional	Spiritual
Rockin' Jerusalem	Traditional	Spiritual
Go Down Moses	Louis Armstrong	Gospel
Shackles	Mary Mary	Gospel
Gospel Train	Traditional	Gospel
Dr Who theme	Delia Derbyshire	20th Century electronic
Jasmine Flower	Traditional	Chinese traditional

Year 6

Title	Composer/Artist	Genre/Time period/Style
Backwater Blues	Bessie Smith	Blues
The Thrill has gone	BB King	Blues
Give me one Reason	Tracy Chapman	Blues
Honey Bee	Muddy Waters	Blues
Mean Old World	Little Walter	Blues
Various Christmas Carols	Traditional	Western Classical
We'll Meet Again	Vera Lynn	20th Century pop
White Cliffs of Dover	Vera Lynn	20th Century pop
In the Mood	Glen Miller	Jazz
Lambeth Walk	Noel Gay	Music Hall
Grasswalk	Laura Shigihara	Western Classical Contemporary
Run Rabbit Run	Flannagan and Allen	Music Hall
Blue Suede Shoes	Elvis Presley	Rock and Roll
Yesterday	John Lennon	Pop
Bohemian Rhapsody	Queen	Rock
Dancing Queen	Abba	Disco
You can call me 'Al'	Paul Simon	Pop
Wannabe	Spice Girls	Pop
Umbrella	Rhianna	RnB
Someone like you	Adele	Pop