

Music curriculum intent

"Music expresses that which cannot be said and on which it is impossible to be silent." *Victor Hugo*

At Nether Green Junior School we understand that music provides a unique outlet for children to communicate and express themselves personally. It inspires, motivates and immerses its listeners; it's reflection of culture and society therefore becomes an instrument for enabling children to explore the world and their place within it.

Musical learning at Nether Green Juniors is focussed into three key areas:

- The teaching of basic music fundamentals where children can explore pulse, pitch, rhythm, tempo, and dynamics through active participation
- First access tuned percussion whole class music tuition in Y3 and Y5 through which pupils learn to play an instrument, read music and perform as part of an ensemble
- Project linked musical experiences that incorporate additional opportunities for listening, composing and performing

Year group	Prior Knowledge	New Knowledge	Vocabulary	Provision for more able	Skills
Y3 Autumn	<p>KS1 To have a basic understanding of the inter-related dimensions of music.</p>	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know that the pulse is the 'heartbeat' of a piece of music - Know that beats can be grouped in different ways - Know that pitch refers to how high or low a note is - Know that rhythms are made from a combination of notes of different lengths - Know that tempo refers to the speed of a piece of music 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Pulse - Pitch - Rhythm - Tempo - Dynamics 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Opportunities to lead music games e.g. setting the pulse, setting the dynamics, to demonstrate strong understanding of key concepts - Targeted allocation of instruments e.g. a boom whacker that's note appears frequently in a piece or uses a more complex rhythm 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - To maintain a steady pulse - To identify the strong beat within a bar - To use pitched instruments to play a melody as part of a class ensemble - To order notes from lowest pitch to highest pitch - To recognise and repeat given rhythms - To begin to notate rhythms informally

		<ul style="list-style-type: none"> - Know that dynamics refer to how loud or soft a piece of music is 			<ul style="list-style-type: none"> - To use basic vocabulary to describe the tempo of a piece - To use basic vocabulary to describe dynamics
Y3 Spring	<p>KS1:</p> <ul style="list-style-type: none"> - Sing simple songs, chants and rhymes - Sing simple songs with a small range - Sing call and response songs 	<p>Y3 Performance:</p> <ul style="list-style-type: none"> - Know the terms centre stage, stage left and stage right - Know the purpose of positive elements of stage craft e.g. voice projection, emphasis 	<p>Y3 Performance:</p> <ul style="list-style-type: none"> - Unison - Actions - Choir - Audience - Centre stage - Stage left - Stage right 	<p>Y3 Performance:</p> <ul style="list-style-type: none"> - Take a leading role in a performance - Lead actions 	<p>Y3 Performance:</p> <ul style="list-style-type: none"> - Sing a widening range of unison songs of varying styles - Perform actions confidently - Perform as a choir within a school performance in front of an audience
Y3 Summer	<p>KS1:</p> <ul style="list-style-type: none"> - Walk in time to the beat of a piece of music - Play copycat rhythms - Create rhythms using word phrases as a starting point 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Know how the notes on a glockenspiel are arranged - Know that some beats are played and some beats are rests - Know a 4/4 time signature is made up of 4 crotchet beats in a bar - Know that glissando means to slide - Know the beat lengths of crotchets, minims and semibreves 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Glockenspiel - Beater - Pulse - Melody - Tempo - Dynamics - Glissando - Ensemble - Conductor - Solo - Count-in - Improvise - Time signature - Crotchet - Minim - Semibreve 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Use instruments with full sets of keys - Take a leading role in conducting the class ensemble <p>Take a leading role in improvising short phrases</p>	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Play a simple melody as part of a class ensemble - Keep a steady pulse - To follow a count-in - To improvise a short solo section - Recognise and describe the tempo and dynamics of different pieces - Apply knowledge of glissando to slide from one note to another - Begin to recognise how notes can be written on the stave - Notate crotchets, minims and semibreves and

	<p>KS1:</p> <ul style="list-style-type: none"> - Create rhythms using word phrases as a starting point - Listen to live and recorded music 	<p>Project Link:</p> <ul style="list-style-type: none"> - Know the title of more than one piece of film music written by John Williams - Know the ways in which a film soundtrack can impact the pictures on screen 	<ul style="list-style-type: none"> - Stave - Beat - Rest <p>Project Link:</p> <ul style="list-style-type: none"> - John Williams - Orchestra - Soundtrack 	<p>Project Link:</p> <ul style="list-style-type: none"> - Use knowledge of notation to write some elements of class composition formally 	<p>indicate their note length</p> <p>Project Link:</p> <ul style="list-style-type: none"> - Listen to a live performance by the Halle Orchestra and comment using musical vocabulary - Listen to a range of music by composer John Williams (key piece: Star Wars Theme) and comment using musical vocabulary - Compose a film soundtrack element as a class ensemble and notate informally
<p>Y4 Autumn</p>	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know that the pulse is the 'heartbeat' of a piece of music - Know that beats can be grouped in different ways - Know that pitch refers to how high or low a note is - Know that rhythms are made from a 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know that 2/4, 3/4 and 4/4 are time signatures where beats are grouped differently - Know that a chord is made from a combination of notes that create a pleasant harmony - Know that a melody is a combination of notes of 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Pulse - Pitch - Rhythm - Tempo - Dynamics - Time signature - Offbeat - Chord - Harmony - Melody - Phrase 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - To use formal notation to write down rhythms and phrases - To be a 'conductor' and lead changes of tempo and dynamics 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Recognise pieces of music written in 2/4, 3/4 and 4/4; counting the beats in a bar - To clap an offbeat - To play a range of chords together as an ensemble - To combine rhythms to develop a phrase - To notate rhythms informally

	<p>combination of notes of different lengths</p> <ul style="list-style-type: none"> - Know that tempo refers to the speed of a piece of music - know that dynamics refer to how loud or soft a piece of music is 	<p>different pitches, played one note at a time</p> <ul style="list-style-type: none"> - Know that tempo can change within a piece - Know a wider range of dynamics including crescendos and diminuendos 	<ul style="list-style-type: none"> - Crescendo - Diminuendo 		<ul style="list-style-type: none"> - To steadily increase the tempo using body percussion - To control and change dynamics within a piece
Y4 Spring	<p>Y3 Performance:</p> <ul style="list-style-type: none"> - Know the terms centre stage, stage left and stage right - Know the purpose of positive elements of stage craft e.g. voice projection, emphasis 	<p>Y4 Performance:</p> <ul style="list-style-type: none"> - Know the terms upstage, downstage, centre stage, stage left and stage right - Know the purpose of positive elements of stage craft e.g. voice projection, emphasis 	<p>Y4 Performance:</p> <ul style="list-style-type: none"> - Unison - Round - Range - Time signature - Actions - Choir - Audience - Centre stage - Upstage - Downstage - Stage left - Stage right 	<p>Y4 Performance:</p> <ul style="list-style-type: none"> - Take a leading role in a performance - Lead actions 	<p>Y4 Performance:</p> <ul style="list-style-type: none"> - Sing a broad range of unison songs with the range of an octave - Sing rounds and partner songs in different time signatures - Perform actions confidently and in time - Perform as a choir within a school performance in front of an audience
Y4 Summer	<p>Project Link: Carnival of the Animals</p> <ul style="list-style-type: none"> - Listen to a range of music by composer John Williams (key piece: Star Wars Theme) and comment using musical vocabulary - Compose a film soundtrack element as a 	<p>Project Link: Carnival of the Animals</p> <ul style="list-style-type: none"> - Know that music can tell stories - Know a range of instruments found in an orchestra 	<p>Project Link: Carnival of the Animals</p> <ul style="list-style-type: none"> - Instruments - Compose - Music composition software 	<p>Project Link: Carnival of the Animals</p> <ul style="list-style-type: none"> - Write a transcript to accompany their composition explaining how their piece tells a story 	<p>Project Link: Carnival of the Animals</p> <ul style="list-style-type: none"> - Listen to, reflect on and respond creatively to Carnival of the Animals by Saint-Saens - Recognise instruments used in a piece of music - Compose a short piece of music that represent a living creature using a

	class ensemble and notate informally				range of music recording software
Y5 Autumn	<p>Project Link: Viking Saga Songs</p> <ul style="list-style-type: none"> - Sing a broad range of unison songs with the range of an octave - Sing rounds and partner songs in different time signatures <p>Project Link: Holst – The Planet Suite</p> <ul style="list-style-type: none"> - To control and change dynamics within a piece - To notate rhythms informally 	<p>Project Link: Viking Saga Songs</p> <ul style="list-style-type: none"> - Know that songs can tell stories - Know that syncopation refers to a stress on a beat that is not usually stressed <p>Project Link: Holst – The Planet Suite</p> <ul style="list-style-type: none"> - Know that ostinato refers to a melodic pattern repeated throughout a composition 	<p>Project Link: Viking Saga Songs</p> <ul style="list-style-type: none"> - Syncopation - Tempo - Verse - Chorus - Coda - Echo - Instrument - Melody - Harmony - Pentatonic - Fanfare <p>Project Link: Holst – The Planet Suite</p> <ul style="list-style-type: none"> - Ostinato - Orchestra - Dynamics - Forte - Piano - Mezzo forte - Mezzo piano 	<p>Project Link: Viking Saga Songs</p> <ul style="list-style-type: none"> - Using more formal methods to notation to record compositions <p>Project Link: Holst – The Planet Suite</p> <ul style="list-style-type: none"> - Using more formal methods to notation to record compositions 	<p>Project Link: Viking Saga Songs</p> <ul style="list-style-type: none"> - Sing with accurate pitch and a range of dynamics, including songs with more than one part - Listen to a range of related composers - Recognise and sing syncopated rhythms - Recognise the movement of different melodies - Compose short phrases on tuned and untuned instruments and explore the way in which these are notated <p>Project Link: Holst – The Planet Suite</p> <ul style="list-style-type: none"> - Listen to, reflect on and respond creatively to Mars by Gustav Holst - Comment on changing dynamics within a piece using appropriate vocabulary

					<ul style="list-style-type: none"> - Play and compose ostinato patterns using a range of instruments
<p>Y5 Spring</p>	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know that 2/4, 3/4 and 4/4 are time signatures where beats are grouped differently - Know that a chord is made from a combination of notes that create a pleasant harmony - Know that a melody is a combination of notes of different pitches, played one note at a time - Know that tempo can change within a piece - Know a wider range of dynamics including crescendos and diminuendos 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know how beats in a 5/4 and 6/8 time signatures are grouped - Know that a melody can be notated, formally and informally - To know how a dot changes the length of a note - To know the length of crotchets, quavers and dotted crotchets - Know that a conductor can control the tempo of a piece of music - Know a wider range of dynamics, including mezzo forte and mezzo piano 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Pulse - Pitch - Rhythm - Tempo - Dynamics - Time signature - Melody - Notation - Melodic phrase - Dotted rhythm - Syncopation - Crotchet - Quaver - Dotted crotchet - Conductor - Mezzo forte - Mezzo piano 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - To use standard notation to record a melodic phrase, focussing on rhythm as well as choice of notes - To be a conductor to control the tempo of a piece - To be a conductor to control the dynamics within a phrase 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Recognise pieces of music written in 5/4 and 6/8; counting the beats in a bar - To compose and notate a melodic phrase using letter names - To listen to and begin to recognise dotted rhythms, using the word syncopation to describe them - To compose a 2 bar phrase that includes a dotted rhythm - Follow changes in tempo directed by a conductor - Recognise a wider range of dynamics when played
<p>Y5 Summer</p>	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Know how the notes on a glockenspiel are arranged - Know that some beats are played and some beats are rests 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Know that a piece of music can be made from different layers and associate this with the term timbre 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Glockenspiel - Beater - Pulse - Melody - Tempo - Dynamics 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Use instruments with full sets of keys - Take a leading role in conducting the class ensemble 	<p>Glockenspiel First Access:</p> <ul style="list-style-type: none"> - Confidently find new notes on the glockenspiel - Play more complex melodies as part of a class ensemble

	<ul style="list-style-type: none"> - Know a 4/4 time signature is made up of 4 crotchet beats in a bar - Know that glissando means to slide - Know the beat lengths of crotchets, minims and semibreves 	<ul style="list-style-type: none"> - Know that music can be notated in a range of different forms, including standard notation - Know that different styles of music contain different musical features and use key vocabulary to describe these - Know how some styles of music are structured e.g. blue 12 bar sections 	<ul style="list-style-type: none"> - Glissando - Ensemble - Conductor - Solo - Count-in - Improvise - Time signature - Crotchet - Minim - Semibreve - Quaver - Stave - Beat - Rest - Bar - Bossa - Swing - Blues - Latin American Groove - Timbre 	<ul style="list-style-type: none"> - Take a leading role in improvising short phrases - Use standard notation when composing 	<ul style="list-style-type: none"> - Maintain a steady pulse, following a conductor - Follow new forms of notation, including standard notation - Recognise different sections of a piece of music e.g. tune/head and 'fill ins' - Improvise phrases using a given set of notes - Compose a 12 bar sequence using computing tools - Perform an original composition
Y6 Autumn	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know how beats in a 5/4 and 6/8 time signatures are grouped - Know that a melody can be notated, formally and informally - To know how a dot changes the length of a note - To know the length of crotchets, quavers and dotted crotchets 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Know a swing rhythm has emphasis on the offbeat - Know some major and minor chords, and the notes that build them - Know a baseline can be combined with a melody - Know 3 popular chord progressions 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Pulse - Pitch - Rhythm - Tempo - Dynamics - Time signature - Swing rhythm - Baseline - Metre - Melody - Notation - Melodic phrase - Dotted rhythm 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - To use informal notation to record a chord progression - To be a conductor to control the tempo of a piece - To be a conductor to control the dynamics within a phrase 	<p>Music Fundamentals:</p> <ul style="list-style-type: none"> - Recognise and play a swing rhythm - Build and play minor and major chords - Play a baseline - Use a set chord progression to compose a short piece of music as a class - To compose a 2 bar phrase that includes a dotted rhythm

	<ul style="list-style-type: none"> - Know that a conductor can control the tempo of a piece of music - Know a wider range of dynamics, including mezzo forte and mezzo piano 	<ul style="list-style-type: none"> - Know the length of crotchets, quavers and dotted crotchets - Know that a conductor can control the tempo of a piece of music - Know a wider range of dynamics, including mezzo forte and mezzo piano 	<ul style="list-style-type: none"> - Syncopation - Crotchet - Quaver - Dotted crotchet - Conductor - Mezzo forte - Mezzo piano 		<ul style="list-style-type: none"> - Follow changes in tempo directed by a conductor - Recognise a wider range of dynamics when played
Y6 Spring	Project Link:	Project Link:	Project Link:	Project Link:	Project Link:
		<ul style="list-style-type: none"> - Know the origins of Samba music - Know common instruments used in Samba music - Know the basic structure of a piece of Samba music 	<ul style="list-style-type: none"> - Samba - Groove - Break - Whistle - Surdo - Snare drum - Tamborim - Cowbell - Shaker 	<ul style="list-style-type: none"> - Responsibility for keeping a steady beat on the surdos - Experiment with more complex rhythms using the cowbells 	<ul style="list-style-type: none"> - Perform as a samba band class ensemble - Follow a multi-layered groove - Follow a call and response break - Keep a steady pulse and walk in time to the beat
Y6 Summer	Y4 Performance:	Y6 Performance:	Y6 Performance:	Y6 Performance:	Y6 Performance:
	<ul style="list-style-type: none"> - Know the terms upstage, downstage, centre stage, stage left and stage right - Know the purpose of positive elements of stage craft e.g. voice projection, emphasis 				<ul style="list-style-type: none"> - Sing a broad range of songs including those with syncopated rhythms, with a sense of ensemble and performance - Sing three and four part rounds - Sing sections of 2-part harmony - Perform as a large ensemble in front of an audience

Music long term plan

