

National Curriculum	The national curriculum for music aims to ensure that all pupils: - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence - understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Key Stage 1 Pupils should be taught to: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music. Key Stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory - Use and understand staff and other musical notations - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Develop an understanding of the history of music.			
	<i>Year 3 Musician</i>	<i>Year 4 Musician</i>	<i>Year 5 Musician</i>	<i>Year 6 Musician</i>

St James' CofE Juniors – Music

Progression and Assessment Criteria	Focus Instrument: Handbells Singing - Sing as part of a choir and in unison. - Demonstrate good singing posture. Sing the unit songs from memory. - Sing more expressively, with attention to breathing and phrasing. - Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures. To explore different sounds with voices Improvise - Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. - When improvising, follow a steady beat and stay 'in time'. - Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats Compose To compose own 4-beat rhythm patterns. - Create a simple melody using crotchets, minims and perhaps	Focus Instrument: Ukulele - Singing to develop aural awareness and accuracy of pitch (do – la), rhythm and beat. - Be able to sing in 2 and 3 parts. • Perform a range of songs. - Singing pitch range Do – La, rounds, singing and keeping a steady beat, call and response to promote pitch accuracy, chants to internalise beat. Improvise Improvise - Develop knowledge of improvising and be able to notate musical ideas. - Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Compose - Pupils will compose their own rhythm cards and ostinato. - Develop knowledge of composing and be able to notate musical ideas. - Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	Focus Instrument: Voice/ Xylophone Singing - Sing in unison and parts, and as part of a smaller group. - Rehearse and learn songs from memory and/or with notation. - Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. - Sing 'on pitch' and 'in time'. - Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. - Sing expressively, with attention to dynamics and articulation. Improvise - Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A - Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. - Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately	Focus Instrument: Xylophone/Drums Singing - Rehearse and learn songs from memory and/or with notation. - Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. - Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. - Sing syncopated melodic patterns. - Sing to a wider audience Improvise - Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. - Follow a steady beat and stay 'in time'. - Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats.
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	paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A - Successfully create a melody in keeping with the style of the backing track. - Perform their simple composition/s, using their own choice of notes. - Describe how their melodies were created. Performing <i>To be able to play patterns with 3 beats in each bar including simple rhymes on a tuned instrument. (handbells)</i> <i>To understand the role of a conductor in playing an ensemble.</i> <i>To perform a 2-part round together as a class</i> <i>To make a decision about how they want a piece to be performed</i>	Instrumental Performance - Develop knowledge of ukulele string names and pitch, playing and rest positions - Understand the difference between strumming (chords) and picking (TAB) and be able to perform both. - Perform C (C, C6 and C7) A minor and F major, D minor A7. - Co-ordinate simultaneous singing and playing. - Be able to move between chord shapes - Perform as an ensemble to an audience. - Be able to play in 2 parts.	quiet (mezzo piano). Follow a steady beat and stay 'in time'. - Become more skilled in improvising; perhaps try more notes and rhythms. Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. Compose - Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. - Use a pentatonic and a full scale. - Perform simple, chordal accompaniments. - Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. - Understand the structure of the composition. Instrumental Performance - Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G	- Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. - Challenge themselves to play for longer periods, both as soloists and in response to others in a group. Compose - Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. - Use a pentatonic and a full scale. - Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. - Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
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			major, Eb major, C minor and D minor. • Play a part on a tuned instrument, by ear or from notation. • Play the right notes with secure rhythms. • Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat. • Successfully create a melody in keeping with the style of the backing track.	• Use available music software/apps to create and record it, discussing how musical contrasts are achieved. • Use music technology, if available, to capture, change and combine sounds. • Instrumental Performance • Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. • Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
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St James' CofE Juniors – Music

				- Play a part on a tuned instrument, by ear or from notation. - Play the right notes with secure rhythms. - Rehearse and perform their parts within the context of the unit song. - Listen to and follow musical instructions from a leader.
	Year 3 Musician	Year 4 Musician	Year 5 Musician	Year 6 Musician
Progression	Musical appreciation/ Listening - Know how to use the elements of music (below) to describe a piece of music and say what I like and do not like about a piece of music. - Know how to recognise the work of at least one famous composer.	Musical appreciation/ Listening - Know how to identify and describe the different purposes of music and their emotional impact using the musical elements below. - Know how to begin to identify the style and work of different famous composers. - Explore music through active listening. - Explore music through active listening and develop knowledge of different types of musical instruments and ensembles.	Musical appreciation/Listening - Know how to describe, compare and evaluate music using musical vocabulary and elements below. - Know how to explain why I think music is successful or unsuccessful using the elements below. - Know how to contrast the work of a famous composer with another, and explain my preferences.	Musical appreciation/ Listening - Know how to analyse features within different pieces of music using the elements below. - Know how to compare and contrast the style of music from different musical genres using the elements below. - Know how to compare and contrast the impact that different composers from different times have had on people of that time)
Notation	Reading Notation - Introduce the stave, lines and spaces, and clef. - Use numbers to represent notes to perform and compose.	Reading Notation - Develop understanding of rhythmic and chord box notation. - Be able to perform from notation - Pupils will learn and use Kodaly rhythm names TA, TETE, TA-AA, and SH and be able to read these from notation, both clapping and playing the ukulele. Pupils will be able to read chord boxes for C, Am and F.	Reading Notation - Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. - Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	Reading Notation - Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. - Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. - Notate this melody.

Elements of Music Progression: Children will be able to use and understand:

Pitch/ Melody	High, low, rising, falling;	Pentatonic scale, tonality,	Major pitch Minor pitch	Full diatonic scale C–D–E–F–G–A–B.
Harmony	<i>Drone</i>	Static and moving	Triads, chord progressions	Triads, chord progressions
Rhythm/ Metre/tempo	Downbeats, fast (allegro), slow (adagio), pulse, beat To understand what pulse means in music.	Getting faster (accelerando), Getting slower (rallentando), Bar, metre Develop a strong sense of pulse	Simple time, compound time	syncopation (a disturbance or interruption of the regular flow of rhythm) Polyrhythms - hearing 2 different rhythms
Dynamics/ Articulation	Loud (forte), quiet (piano)	Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached)	Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)	Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)
Texture	Comment on: Sparse sounds Dense sounds	Duet, melody and accompaniment Recognise different instrument groups: brass, strings, percussion	Music in 3 parts, music in 4 parts	Music in 3 parts, music in 4 parts

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Form/Structure	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast.	verse and chorus form, music with multiple sections Ostinato	Hear a loop Music motifs (building blocks of music)
Timbre	To be able to describe the mood of the music	To be able to identify one element of a piece that adds to the mood of the music. What picture does the timbre create	To identify the voice being used in a different way to create the timbre of the music.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

MUSIC APPRECIATION ST JAMES JUNIOR SCHOOL WHOLE SCHOOL PLAN

	Year 3	Year 4	Year 5	Year 6
Autumn 1	Why do people choose to live in Derby?	What happens to food when we eat it?	Can toast ever become bread?	Who was Charles Darwin?
Piece 1	Style: Rap/ Hip-hop Vanilla Ice	Musical genre- R and B Say my Name (Beyonce)	Musical style- Jazz Take the A train- Duke Ellington and his Orchestra	Significant piece of music Carnival of the Animals
Piece 2	We built this city on Rock and Roll- Starship https://www.youtube.com/watch?v=K1b8AhlSYQ	I feel good (James Brown)	Summertime	Prince Igor- Borodin- good for contrasting tempo
Autumn 2	Bullying Matters	What did the Romans do for Us? Easter/ Diwali	Why did the Vikings come to Britain? Bullying Matters	How was Derby part of the industrial Revolution?
Piece 1	Iconic Artists: The Beatles Help!	Significant composer O mio babbino Caro- Puccini	True Colours Cyndi Lauper	Significant piece of music Handel's Messiah- Halleluia Chorus

St James' CofE Juniors – Music

Piece 2	With a little help from my Friends	Music traditions Punjabi Bhangra music- Bhabiye Akh Larr Gayee	Skald Seakings https://www.youtube.com/watch?v=1J_Yi0kUDkI	Christmas traditional Do you hear what I hear- Gospel choir https://www.youtube.com/watch?v=3vVxXfA4BxE
Spring 1	What is Lava?	How do we hear music?	What changes do we notice when the earth moves?	Could a polar bear live in a desert? Explorers/ Shackleton
Piece 1	Significant Composers 1812 Overture (Tchaikovsky)	Significant singer/ songwriters Aretha Franklin- Think	Holst Planets Mars	The New World Symphony- Sherzo Part 3 Winter daydream
Piece 2	Bjork It's oh so quiet https://www.youtube.com/watch?v=gLF-_Z8TK1k	Stevie Wonder – Everything is alright (Beatles?)	David Bowie Space Oddity	Kate Bush- Running up that hill
Spring 2	Who would catch a woolly mammoth?	Where did the Anglo Saxons come from?	Who built the pyramids?	Why does our heart beat?
Piece 1	Significant piece of music Carnival of the Animals	Saxon	Significant composers- film Raiders of the lost ark- John Williams	Decades 1980s- Don't leave me this way
Piece 2	Rock music- Queen We will rock you	Vaughan Williams Fantasia on a theme https://www.youtube.com/watch?v=e6pElHtffqQ Vaughan Williams Greensleeves https://www.youtube.com/watch?v=oWz-Hfw4fnk	Debussy- Clair De Lune	1990s- Wonderwall
Summer 1	Why is metal mighty Significant pieces/ artists	Is Ice Water? Significant composer-	What makes a roller coaster go so fast?	Lego/ Athletics

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Piece 1	The War of the Worlds	Beethoven's 5 th Symphony	A short ride in a fast machine (John Adams) BBC Ten Pieces	2000s- Every heartbeat- Girls Aloud
Piece 2	Gold Spandau ballet	Fantasia/ could it be magic	Computer based music?	Current music
Summer 2	Where does water go? Significant works	Are all mountains the same size? Significant pieces of music/ artists	Can you grow Bananas in Derby?	What is it like to live in Mexico>
Piece 1	Hebrides- Mendelssohn	Night on a Bald Mountain	Babatunde Olatunji Jin-Go-Lo-Ba (Drums of Passion) https://www.youtube.com/watch?v=ZYhFyF8dvU4	Mexican music Fiesta Gotaa Project? Bailando? https://www.youtube.com/watch?v=yv-DcNTOMp4
Piece 2	https://www.youtube.com/watch?v=ZZuwVmtQMtU Pirates of the Caribbean	Aint no mountain high enough (Marvin Gaye and Tammi Terrell)		Mambo number 5

2024/25

Term	Year 3	Year 4	Year 5	Year 6
Aut 1	Glockenspiel World Music?? Charanga: Writing Music Down	Ukulele	Charanga Glockenspiel Stage 1 Glockenspiel Stage 2	Charanga: Music and technology
Aut 2	Complete the Charanga Unit	Ukulele	Glockenspiel Stage 2	Charanga: Developing Ensemble skills

St James' CofE Juniors – Music

	Christmas concert		Glockenspiel Act 3: More Notes	
Spring 1	Handbells	Ukulele	Charanga: Melody and Harmony in Music	Charanga: Creative compositions
Spring2	Handbells	Ukulele	Charanga: Sing and Play in different styles Easter Concert	Charanga: Musical styles connect us
Summer 1	Handbells Singing if finish: Action songs Swing Low Sweet Chariot + 1TBC	Ukulele	Charanga: Enjoying Musical Styles	Charanga: Improvise with confidence Samba drumming
Summer 2	Composing unit- Charanga – Compose Using Your Imagination	Ukulele	Charanga: Freedom to improvise	Samba drumming Year 6 performance