Music Curriculum
St Marys Junior School
Intent Statement

Our music curriculum at St Mary's junior school follows the Kapow Primary Music scheme which is designed to help pupils recognise themselves as musical and to nurture a life-long love of music. Our music curriculum develops the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. The curriculum introduces pupils to music from across the world, encouraging respect and appreciation for the music of all traditions and communities. Pupils build musical skills through singing, playing tuned and untuned instruments, improvising, composing and listening and responding to music. They develop an understanding of the historical and cultural context of the music they encounter and learn how music can be notated. Music also supports the development of transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance abilities. These skills are integral to pupils' development as learners and have wide application in their lives beyond school. Music is an integral part of life at St Mary's Junior School be it through the wide variety of musical enrichment and extra-curricular activities on offer, whole-school collective worship, learning through song and annual productions. We aim for all children within our school to be able to express themselves through music and foster a passion within them that they can take with them into the next stages of their life.

Subject Concepts and Disciplinary Learning

- ***Listening and evaluating*** *– expressing musical preferences; exploring the impact of musical ideas; understanding how effects are created by combining musical elements.*
- ***Creating sound*** *– exploring the children's vocal skills; developing skills to manipulate sounds on a range of instruments.*
- ***Notation*** *– recognising the basics of musical notation; reading simple rhythmic patterns; developing the foundational knowledge of how staff and graphic notations can communicate music.*
- ***Improvising and composing*** *– creating and refining the children's own music through improvisation and notation; experimenting with styles and features; employing musical concepts to add interest.*
- ***Performing*** *– using voices expressively; developing instrumental control and expression; performing as part of a group.*

Curriculum Enrichment

Active choir who regularly perform in school and in the community.
Orchestra including several performances per year.
I rock including termly concerts.
Peripatetic instrumental lessons.
Year 3 and 4 Christmas Nativity/carol concert.
Year 5 and 6 summer production.

Topic	Instruments and Resources	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Year 3 Autumn 1 Developing Singing Technique (Vikings)	• Tablet/cameras • Untuned percussion instruments.	The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.	See progression of skills and knowledge.	beat coordination crotchet discipline duration dynamics improve layer lyrics minim notation notes quaver rehearse rhythm tempo	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 3 Autumn 2 Singing: Nativity and Christmas Carols	• Access to songs and lyrics	Preparation for the Year 3 and 4 nativity and carol concert. Children will learn to sing a variety of traditional Christmas carols and more modern songs.	See progression of skills and knowledge.	Carol Nativity Performance Backing track Lyrics Pitch Vocal warm-up Traditional	**Listening and Evaluating** **Creating Sound** **Performing**
Year 3 Spring 1 Pentatonic melodies and composition (Chinese New Year)	• *Elastic to secure the mask* • *Tuned percussion instruments* • *Untuned percussion instruments* • *Scarves* • *Video or audio recording equipment.*	Revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music using layered melodies.	See progression of skills and knowledge.	accuracy crescendo control composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

				melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion	
Year 3 Spring 2 Ballads	• *Optional: 'Rosie's Hat' book by Julia Donaldson*	Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.	See progression of skills and knowledge.	ballad chorus compose dynamics emotions ensemble facial expressions features feelings instrumentals lyrics melody nonsense words performance phrases poem pop songs rehearse rhyme solo stanza story mountain summarise tune verse vocabulary volume	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

Year 3 Summer 1 Creating compositions in response to animation (mountains)	• *Tuned and untuned percussion instruments* • *Laptops/tablets.*	Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.	See progression of skills and knowledge.	atmosphere compose composition dynamics ensemble influence in-time layers letter notation listen timbre melody melodic pattern notation opinion pitch repeated rhythm represent sound effect soundscape story tempo tuned percussion untuned percussion	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 3 Summer 2 Jazz	• *Tuned percussion instruments*	Learning about ragtime style music, traditional jazz and scat singing. Children create a jazz motif using a swung rhythm.	See progression of skills and knowledge.	call and response improvisation jazz motif off-beat pitch Ragtime rhythm scat singing straight quaver strung quaver swing music swung rhythm syncopated rhythm syncopation traditional jazz tune	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

Topic	Instruments and Resources	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Year 4 Autumn 1 Adapting and Transporting Motifs (Romans)	• *Tablet/camera* • *Tuned percussion instruments* • *Untuned percussion instruments* • *Colouring pens* • *A3 or flipchart paper* • *Optional: Pupils' own instruments.*	Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	See progression of skills and knowledge.	backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 4 Autumn 2 Singing: Nativity and Christmas Carols	• *Access to songs and lyrics.*	Preparation for the Year 3 and 4 nativity and carol concert. Children will learn to sing a variety of	See progression of skills and knowledge.	Carol Nativity Performance Backing track Lyrics Pitch	**Listening and Evaluating** **Creating Sound**

		traditional Christmas carols and more modern songs.		Vocal warm-up Traditional	**Performing**
Year 4 Spring 1 Rock and Roll	• *Tuned percussion instruments* • *Untuned percussion instruments* • *Keyboards or chromatic glockenspiels.*	Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.		bass line beat chorus dynamics flat notes hand jive in-time in-tune notation originate pitch rhythm rhythmic patterns rock and roll sections sequence style sharp notes tempo untuned percussion verse vocals walking bass line	**Listening and Evaluating** **Creating Sound** **Performing**
Year 4 Spring 2 Haiku, music and performance (Hanami Festival)	• *Clipboards* • *Tuned and untuned percussion instruments* • *Optional: Invite students to bring in instruments they play.*	Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.	See progression of skills and knowledge.	col legno composing descriptive duration dynamics effect forte glissando haiku inspiration inter-related dimensions of music melody piano pitch pizzicato	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

				represent silent sliding pitch sound sound effects staccato structure syllable tempo texture timbre verse vocabulary	
Year 4 Summer 1 Samba and Carnival sounds and instruments	• *Untuned percussion Instruments*	Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.	See progression of skills and knowledge.	carnival composition crescendo dynamics ensemble features influenced metronome off-beat percussion pulse rhythm rhythmic break samba samba breaks structure syncopated rhythms texture unison untuned percussion	**Listening and Evaluating** **Creating Sound** **Improvising and Composing** **Performing**
Year 4 Summer 2 Body and Tuned Percussion (Rainforests)	• *Whiteboards and pens* • *Tuned percussion instruments.*	A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned	See progression of skills and knowledge.	body percussion combine compose contrast contrasting rhythms dynamics inspiration layers	**Listening and Evaluating** **Creating Sound** **Notation**

		percussion instruments as the children create their own rhythms of the rainforest, layer by layer.		loop melody line organisation pitch record repeated melodies rhythm sections structure tempo texture tune tuned percussion	**Improvising and Composing** **Performing**
Topic	**Instruments and Resouces**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 5 Autumn 1 Composition Notation (Egypt)	• *Tablet/camera* • *Tuned percussion instruments* • *Optional: Pupils' own instruments.*	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.	See progression of skills and knowledge.	accuracy backing track balance composition control crotchet dotted minim ensemble expression features fluency lyrics minim minor key notation parts pitch pitch notation quaver repeating rhythm semibreve sheet music staff notation stave structure tempo	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

				tune tuned percussion unison vocal warm-ups	
Year 5 Autumn 2 Blues	• *Tablet/camera* • *Tuned percussion instruments* • *Optional: Pupils' own instruments.*	Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.	See progression of skills and knowledge.	12-bar blues ascending scale backing track bar bent notes blues blues scale chord convey descending scale expression features flat improvisation lyrics pitch quavers scale sharp solo staff notation	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 5 Spring 1 South and West Africa	• *Percussion instruments* • *Djembes (traditional African drums) and/or any other drums you have access to.*	Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety.	See progression of skills and knowledge.	a capella break call and response chords chord progression diction djembe duo dynamics eight-beat break ensemble expression improvisation major chord master drummer	**Listening and Evaluating** **Creating Sound** **Improvising and Composing** **Performing**

				metronome performance polyrhythms pronunciation pulse ostinato rests rhythm soloist syncopation tempo tuned percussion unaccompanied vocals	
Year 5 Spring 2 Composition to represent the festival of colour	• *Coloured card* • *Variety of percussion instruments* • *Optional: Invite students to bring in their own instruments.*	Exploring the associations between music, sounds and colour; composing and performing their own musical composition to represent Holi, the Hindu festival of colour that celebrates the beginning of spring and the triumph over good and evil.	See progression of skills and knowledge.	dynamics graphic score inspiration layering mood pitch represent soundtrack synesthesia tempo texture timbre visual representation vocal sounds	**Listening and Evaluating** **Creating Sound** **Improvising and Composing** **Performing**
Year 5 Summer 1 Looping and Remixing	• *Laptops or desktops* • *Headphones* • *Keyboards or other tuned percussion instruments.*	In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops.	See progression of skills and knowledge.	accuracy backbeat body percussion fragment layers loop looped rhythm melody melody line notation ostinato remix	**Listening and Evaluating** **Improvising and Composing** **Performing**

				rhythm riff structure	
Year 5 Summer 2 Musical Theatre	• *Tuned and untuned instruments* • *Craft materials* • *Pupils' own instruments* • *Manuscript paper* • *A recording device.*	Children learn how singing, acting, and dancing combine to create an overall performance. They apply this to rehearsing for the Year 5 and 6 production.		action song backdrop book musical character song choreographer composer comic opera costumes designer dialogue director duet ensemble hip-hop musical jukebox musical librettist libretto lyricist musical director musical theatre opera operetta performers props rock musical scene solo tempo timbre transitions	**Listening and Evaluating** **Creating Sound** **Improvising and Composing** **Performing**
Topic	**Instruments and Resources**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Year 6 Autumn 1 Dynamics, Pitch and Texture (Coast)	• *Whiteboards and pens or notebooks and pencils and paper*	Exploring 'Fingal's Cave' by Felix Mendelssohn and further developing	See progression of skills and knowledge.	classical characterise composition conductor depict	**Listening and Evaluating** **Creating Sound**

	• *Tuned percussion instruments.*	improvisation and composition skills.		dynamics ensemble graphic score improvisation notation orchestra pitch texture	**Notation** **Improvising and Composing** **Performing**
Year 6 Autumn 2 Film Music	• *Whiteboards and pens* • *A selection of instruments* • *The film *Wallace & Gromit: A Close Shave* by Aardman Animations.*	Exploring and identifying the characteristics of film music; creating a composition and graphic score to perform alongside a film.	See progression of skills and knowledge.	accelerando body percussion brass characteristics chords chromatics clashing composition conversation convey crescendo descending dynamics emotion evoke features imagery improvise interpret interval major melodic military minor modulate orchestral pitch polished sequence solo soundtrack symbol timpani	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

				tension texture tremolo unison urgency	
Year 6 Spring 1 Songs of World War 2	• *Whiteboards and pens* • *Coloured pencils or pens in red, orange, yellow, green, light blue, dark blue, and purple (can use purple instead of dark blue, and pink instead of purple if more available).*	Developing greater accuracy in pitch and control; identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.	See progression of skills and knowledge.	accuracy backing track compare contrast complement control counter-melody diaphragm dynamics era expression features graphic score harmony harmonise lyrics melody melody line morale notate octave parts performance techniques phrase phrasing pitch purpose score Solfa Solfa ladder tempo	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 6 Spring 2 Theme and	• *Whiteboards and pens* • *Pencils and paper*	Children explore the musical concept of theme and variations and discover	See progression of skills and knowledge.	3/4 time 4/4 time accidentals	**Listening and Evaluating**

Variations (Pop Art)	• *Coloured paper or paints/pens/pencils etc.*	how rhythms can 'translate' onto different instruments.		body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato pulse quaver rhythm rhythmic elements section semi-quaver staccato tempo theme TIKI-TIKI, TI-TIKI, TIKI-TI translate variations vocal line woodwind	**Creating Sound** **Notation** **Improvising and Composing** **Performing**
Year 6 Summer 1 Baroque	• *Tuned percussion instruments* • *Optional: Music stands* • *Optional: Composing software loaded onto devices* • *Optional: Tablets or camera for filming the performances.*	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments.	See progression of skills and knowledge.	Baroque bass clef bass instrument canon counter melody counter-subject fugue ground bass improvise melodic ostinato melody musical structure opera ostinato part pitch polyphonic oratorio recitative	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**

				a round rhythmic ostinato sharp note staff notation subject texture	
Year 6 Summer 2 Composing and Performing a leavers song	• *A device to play leavers' song on* • *Pens and paper* • *Sugar paper* • *Marker pens* • *Lined paper* • *Tuned percussion instruments* • *Pupils' own instruments brought in from home.*	Children spend the topic creating their very own leavers' song personal to their experiences as a class.	See progression of skills and knowledge.	allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody mood musical features notation piano poetic structure repetitive rhyme ritardando tempo sequence stave notation structure upbeat verse	**Listening and Evaluating** **Creating Sound** **Notation** **Improvising and Composing** **Performing**