

# Music Curriculum

## Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Jotmans Hall the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Jotmans Hall is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person’s life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Teachers will find music to link to their individual year group’s History and Geography Topics as necessary.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>EYFS ELG</b>	Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. • Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.	•Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	Early Learning Goal - Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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Year 1/2	Year A	Nativity/ Hey you!	Round and Round/IMF	Your Imagination
	Year B	Nativity/HO HO HO	I wanna Play in a band/IMF	Friendship Song

Year 1/2	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
<b>Autumn – Year B</b>  <b>Year 2</b> <b>Ho Ho Ho</b>  <b>Year 1 –</b> <b>Nativity</b> <b>Performance.</b>	Year 2 - What instruments do you know? Can you hear those instruments in the music? Do you know what pulse is? Can you find the pulse? What is pitch? Can you copy and clap back rhythm? Can you make up your own rhythm? What festivals do we celebrate?  Year 1 – What style of songs do we know? Ballad/rock/jazz etc. How will we know if the audience can hear us? Do these instruments compliment the song?	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	To know the names of instruments. Pitch and Improvisation.	To find the pulse of music. To identify instruments and voices you can hear. To name instruments To repeat rhythms	Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher and use of the music passports.
<b>Spring - Year B</b>  <b>I wanna play in a band.</b>	What instruments do you know? Can you hear those instruments in the music? Do you know what pulse is? Can you find the pulse? What is pitch? Can you copy and clap back rhythm? Can you make up your own rhythm? Can you	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	To find the pulse by clapping, stamping or dancing.  Identify keyboard, drums, bass, electric guitar and singing voices.	To play together in a band To learn about rock music	

	find the notes F, D or C? Can you improvise?				
<b>Summer – Year B</b> <b>Friendship song</b>	Can you find the pulse of the music? Using up to three notes C or E and G, which part did you play? What is a melody? Can you compose a melody using C&D or C, D or E? How does it make you feel? How will you record it?	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, perform, audience, melody, dynamics, tempo	To recognise instruments and voices. To identify the pulse by dancing, swaying and moving. To sing in 2 parts.	To compose a simple melody To use simple Rhythms. To perform a finished piece	
<b>Autumn – Year A</b> <b>Hey you!</b>	Can you dance? Can you get funky? Can you find the groove? Can you hear the male voice? Can you recognise any of these instruments in the other songs? Can you improvise some funky moves that go with the music? How does the music make you feel?	Pulse, Rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.	To recognise instruments and voices. To recognise those instruments in other songs, to find the pulse. To clap a rhythm.	To identify different instruments. How to improvise. To know what a melody is.	
<b>Spring – Year A</b> <b>Round and Round</b>	Can you dance to the music? Do you like the music? What instruments do you hear? Can you find the pulse? What instruments and voices can you hear? Can you recognise any of these instruments?	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.	To use your imagination to find the pulse. To copy and clap back rhythms. To make up your own rhythms. To sing play and improvise.	To compose a rhythm. To play instruments and find notes C, D or F.	
<b>Summer – Year A</b> <b>Your Imagination</b>	Can you find the pulse of the music? Can you use your imagination as you move? What can you see as you listen and close your eyes? Can you be a pop star finding the pulse? Can you copy and clap back rhythms? How does the music make you feel?	Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.	To find the pulse. To listen to music and imagine what you could see. To clap a rhythm. To improvise. To compose	To use your imagination when listening to music. To recognize a female singing voice. To improvise, compose and perform.	

		Autumn	Spring	Summer
Year 3/4	Year A	Let your Spirit Fly	The Dragon Song	Performance
	Year B	Mamma Mia	Glockenspiel Stage 2	Performance

Year 3/4	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
Autumn – Year B Mamma Mia	What instruments and voice can you hear? Who is Abba? What other Abba songs do you know? What kind of music is Abba? Where were Abba from? What year did Abba form?	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo. Dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison.	To understand the structure of the song. - <b>Intro, verse, bridge, chorus, intro, verse, bridge, chorus.</b>	To play glockenspiels/recorders. To improvise. To compose. To reflect on a piece of music What did you like best? Why? Was there anything you didn't enjoy? Why? Did you have any strong feelings about it? Were you proud of yourself, happy, annoyed? Etc.	Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher and use of the music passports.
Spring Year B Glockenspiel stage 2	What is a rhythm pattern? What is improvisation? What does composition mean? Did you have any strong feelings about this instrument? Do you feel proud, happy annoyed etc.	Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.	To Learn more complex rhythm patters.	To Learn to play tunes To compose To perform To explore and develop glockenspiel skills.	
Summer – Year B Lean on me	Free topic space - please apply this module to the term where your year group show appears.				

<b>Autumn – Year A</b> <b>Let your Spirit Fly</b>	Can you name any current RnB singers? (Beyonce, Usher, Rihanna & Stevie Wonder) How do you know this is RnB music?	Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.	To understand what makes up RnB music and how it differs from other styles.	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes C, D, E, F & G To compose To perform To reflect	
<b>Spring – Year A</b> <b>The Dragon Song</b>	What does this song make you think about? What do you like best about this unit? How else could you represent the issues of kindness, respect, friendship, acceptance and happiness? Does the music create a story in your imagination?	Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.	How music can be used to tell a story or convey a message,	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes D, E, G, A, B (pentatonic scale) To compose To perform To reflect	
<b>Summer – Year A</b>	Free topic space - please apply this module to the term where your year group show appears.				

		Autumn	Spring	Summer
Year 5/6	Year A	Happy	You've got a friend	Performance
	Year B	Livin' on a prayer	Fresh Prince of Bel Air	Performance

Year 5/6	What are we learning?	Vocabulary	What knowledge and understanding will we gain?	What key skills will we learn?	How will these be assessed?
<b>Autumn – Year B</b> <b>Livin’ on a prayer</b>	What era is this song from? What do the lyrics tell us? Do you like the song? Can you find the pulse? What are the Style indicators of rock music? How do you know this is rock music?	Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose	.What the ‘style indicators’ of rock music are. About rock anthems.	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes G, A, B, D, E. (pentatonic scale) To compose To perform To reflect	Students will be assessed on the key skills in the National Curriculum through end of unit assessments. On-going formative assessment by class teacher and use of the music passports.
<b>Spring Year B</b> <b>The Fresh Prince of Bel Air</b>	What is the theme of the music? (Old School Hip Hop) Why was this song written? What year was it written? Who wrote the music?	Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.	What ‘style indicators’ of Hip Hop Music are. What the structure of Hip Hop music is.	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes D, E, F, G & A To compose To perform To reflect	
<b>Summer – Year B</b> <b>Dancing in the street</b>	Free topic space - please apply this module to the term where your year group show appears.				
<b>Autumn – Year A</b> <b>Happy</b>	What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	To recognise the style indicators of pop music. The root of pop/soul music such as this dating back to the 60’s that is similar to Motown.	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes C, D, E, F & G To compose To perform using improvisations, instrumental performances and compositions. To reflect on your own performance by talking about it afterwards.	

				To add choreography to a performance.	
<b>Spring – Year A You’ve got a friend</b>	What style indicators can you hear? Describe the structure? What instruments/voices you can hear? Describe the musical dimensions?	Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	Who Carole King was. Why Carole King was influential. About the structure of this iconic song and her other works. To choose your own challenge when it comes to improvising and composing.	To recognise the structure of the song To recognise the instruments/voices within the song To find the pulse as you are listening To play the glockenspiel using notes C, D, E, F & G To compose To introduce their performance and gain confidence in presenting how and why you learnt a song. To perform using improvisations, instrumental performances and compositions. To reflect on your own performance by talking about it afterwards. To add choreography to a performance.	
<b>Summer – Year A</b>	Free topic space - please apply this module to the term where your year group show appears.				

### Impact

Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap.

All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils’ progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children’s knowledge at the end of each unit by asking the Key Questions identifies on the Knowledge Organisers.

End points are set by the National Curriculum. By the end of each key stage, pupils are expected to know, apply and understand the knowledge, skills and competencies as specified in the programme of study.

Assessment for learning is continuous throughout the planning, teaching and learning cycle.

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In order to achieve the Intent of the Music curriculum, assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessments are made in order to improve. They are used to identify where there are gaps in learning for particular pupils. Planning is adjusted as a result in order to ensure that identified pupils catch up or close the gap. All pupils are individual and will be assessed in this way to ensure that they fulfil their individual potential. The founding assumption is that all pupils can achieve mastery (breadth and depth) if they are supported to do so.

Pupils' progress is continually monitored throughout their time at the school and is used to inform future learning and teaching. Teaching staff will assess the children's knowledge at the end of each unit by asking the Key Questions identified on the Music Knowledge Organisers. The children will be able to answer them, showing that they know more, remember more and are able to do more.

Subject leader monitoring will include the following aspects:

- Work sampling to ensure development of key learning and key vocabulary;
- Discussing and checking understanding of learning and work with pupils, including effective challenge for more able pupils;
- Monitoring planning to ensure full coverage of the curriculum;
- Checking that there are opportunities to use and apply reading and writing skills in each subject area, consistent with quality in Literacy books.
- Monitoring language skills – ensuring pupils understand key vocabulary;
- Climate walks;
- Lesson visits;
- Gathering and responding to stakeholder's views, including pupils;
- Links to other areas of the curriculum including PSHE, Relationships, Healthy Schools, Behaviours for Learning, British Values and Equality;

Subject leaders will:

- Evaluate the performance of pupil cohorts and identified individuals or groups;
- Identify where interventions may be required;
- Work with teachers to ensure pupils are supported to achieve at least sufficient progress and expected attainment.
- Produce an annual Action Plan to work on key development points.