



**Subject Overview 2021-22:
Intent (Skills/ knowledge): Music
Implementation (How/ When):**



	Year 3	Year 4	Year 5	Year 6
INTENT	<p>Children will be taught music through a range of genres (R&B, Pop, Reggae, Disco, Classical), using an existing piece of music as the starting point.</p> <p><u>Listening, musical activities and singing</u> Listen to songs and copy back using two notes. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and simple two-parts. Use own vocabulary to describe a piece of music</p> <p><u>Playing instruments</u> Playing tuned instruments covering notes G A C. To follow musical instructions from a leader. Reading from staff notations and graphic scores.</p> <p><u>Improvisation and Composition</u> Using instruments, listen and play using one or two notes. Using graphic scores to record compositions.</p> <p><u>Rehearsing and performing</u> Children will be given opportunities to rehearse and perform their compositions, and songs learnt.</p>	<p>Children will be taught music through a range of genres (Pop, Grime, Gospel, Pop, Classical), using an existing piece of music as the starting point.</p> <p><u>Listening, musical activities and singing</u> Listen to songs and copy back using two notes. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and simple two-parts. Refer to dynamics, pitch and tempo</p> <p><u>Playing instruments</u> Playing tuned instruments covering notes C D E F G. To experience leading the playing. Reading from staff notations and graphic scores.</p> <p><u>Improvisation and Composition</u> Using instruments, listen and play using three notes. Using graphic scores to record compositions.</p> <p><u>Rehearsing and performing</u> Children will be given opportunities to rehearse and perform their compositions, and songs learnt.</p>	<p>Children will be taught music through a range of genres (Rock, Swing, Pop, Hip-Hop, Motown, Classical), using an existing piece of music as a starting point.</p> <p><u>Listening, musical activities and singing</u> Listen to songs and copy back using notes D F G A. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when appraising. Compare two songs in the same style. To sing in unison and to sing backing vocals. Refer to musical elements: duration, pitch, dynamics (including silence), tempo, texture, timbre and structure</p> <p><u>Playing instruments</u> To play a musical instrument with the correct technique To lead a rehearsal session. Select and learn an instrumental part that matches their musical challenge.</p> <p><u>Improvisation and Composition</u> Using instruments, listen and play using three notes. Using graphic scores to record compositions.</p> <p><u>Rehearsing and performing</u> Children will be given opportunities to rehearse and perform their compositions, and songs learnt. Children to choose what to perform, including venue. To evaluate a performance.</p>	<p>Children will be taught music through a range of genres (Pop, Blues, Gospel, Classical) using an existing piece of music as the starting point.</p> <p><u>Listening, musical activities and singing</u> Listen to songs and copy back using notes C D E F G A B. Listen carefully and respectfully to other people's thoughts about the music Talk about the music and how it makes you feel, using musical language to describe the music. To sing in unison and to sing using backing vocals. Analyse and compare musical elements: duration, pitch, dynamics (including silence), tempo, texture, timbre and structure</p> <p><u>Playing instruments</u> To play a musical instrument with the correct technique To lead a rehearsal session. Select and learn an instrumental part that matches their musical challenge.</p> <p><u>Improvisation and Composition</u> Using instruments, listen and play using 3 notes. Using graphic scores to record compositions.</p> <p><u>Rehearsing and performing</u> Children will be given opportunities to rehearse and perform their compositions, and songs learnt. Children to choose what to perform, including venue. To evaluate a performance.</p>

Vocabulary

Autumn 1- **structure**, introduction, **verse**, **chorus**, **improvise**, **compose**, **pulse**, **rhythm**, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, **listen** and **appraise**, **notation**

Autumn 2 – **improvise**, **compose**, **pulse**, **rhythm**, **pitch**, tempo, **dynamics**, texture, structure, melody, **glockenspiel**, **stave**, **listen** and **appraise**

Spring 1 – introduction, verse, chorus, bass, drums, electric, guitar, keyboard, organ, backing vocals, **pulse**, **rhythm**, **pitch**, **tempo**, **dynamics**, texture, **structure**, **compose**, **improvise**, hook, riff, melody, reggae, **listen** and **appraise**

Spring 2 - keyboard, drums, bass, **pentatonic scale**, **pulse**, **rhythm**, **pitch**, **tempo**, **dynamics**, texture, **structure**, **compose**, **improvise**, hook, melody, folk tune, **listen** and **appraise**

Summer 1 - keyboard, drums, bass, imagination, **compose**, **improvise**, disco, **pentatonic scale**, **pulse**, **rhythm**, **pitch**, **tempo**, **dynamics**, texture, structure, hook, riff, melody, **listen** and **appraise**

Summer 2 – Western Classical Music, music history, **rhythm**, **notation**, **tempo**, **interrelated dimensions**, **duration**, **time signatures**, **stave**, **clef**,

Autumn 1 – **pop**, keyboard, electric guitar, bass, drums, **improvise**, **compose**, melody, **pulse**, **rhythm**, **pitch**, tempo, dynamics, texture, structure, hook, riff, **solo**, **pentatonic scale**, **unison**, **listen** and **appraise**,

Autumn 2 – rhythm patterns, **compose**, melody, **pulse**, **rhythm**, **pitch**, tempo, dynamics, texture, **structure**, **glockenspiel**, **notation**, **listen** and **appraise**

Spring 1 – **grime**, musical style, **rapping**, **lyrics**, choreography, digital/electronic sounds, turntables, synthesizers, drums, **unison**, **pulse**, **rhythm**, pitch, tempo, **dynamics**, texture, **structure**, **compose**, **improvise**, hook, riff, melody, solo, **listen** and **appraise**

Spring 2 – **gospel**, **unison**, by ear, **notation**, **improvise**, melody, pitch, **rhythm**, **pulse**, **compose**, **backing vocal**, piano, bass, drums, organ, tempo, **dynamics**, **texture**, hook, riff, melody, solo, bridge, verse, chorus, **listen** and **appraise**

Summer 1 – **pop**, **acoustic guitar**, **percussion**, birdsong, civil rights, racism, equality, **pentatonic scale**, **unison**, **pulse**, **rhythm**, pitch, tempo, dynamics, texture, **structure**, **compose**, **improvise**, hook, riff, melody, solo

Summer 2 - **listen** and **appraise**, **descant**, **rhythm**, **notation**, interrelated dimensions, **pitch**, tempo, **dynamics**, **pulse**, timbre, texture

Autumn 1 – **rock**, **structure**, **pulse**, **rhythm**, pitch, bridge, backbeat, amplifier, tempo, texture, **dynamics**, chorus, riff, hook, **improvise**, **compose**, **notation**, **listen** and **appraise**

Autumn 2 - **listen** and **appraise**, **jazz**, swing, Bossa Nova, **syncopation**, structure, swing, tune/head, **note value**, **note names**, big bands, **improvise**, **pulse**, **rhythm**, pitch, tempo, dynamics, **riff**, hook, solo

Spring 1 – **pop**, **ballad**, verse, **listen** and **appraise**, **chorus**, interlude, tag ending, strings, piano, guitar, bass, drums, melody, **compose**, **improvise**, cover, **pulse**, **rhythm**, pitch, tempo, dynamics, timbre, texture, **structure**

Spring 2 – 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**

Summer 1 – **Motown**, **soul**, **groove**, riff, bass line, backbeat, brass section, harmony, hook, melody, **compose**, **improvise**, cover, **pulse**, **rhythm**, pitch, tempo, dynamics, **timbre**, texture, **structure**

Summer 2 - **composition**, **listen** and **appraise**, descant, **rhythm notation**, **pulse**, interrelated dimensions, **rhythm**, tempo, **dynamics**, timbre, texture,

Autumn 1 – **pop**, **neo soul**, **listen** and **appraise**, **style indicators**, melody, **compose**, **improvise**, cover, **pulse**, **rhythm**, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, Motown, hook, riff, solo

Autumn 2 – **jazz**, **blues**, **listen** and **appraise**, improvisation, by ear, melody, **compose**, **improvise**, **pulse**, **rhythm**, pitch, tempo, **dynamics**, timbre, texture, **structure**, dimensions of music, hook, riff, solo

Spring 1 - melody, **listen** and **appraise**, **compose**, **improvise**, cover, **pulse**, **rhythm**, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, **ostinato**, **phrases**, **unison**, **urban gospel**

Spring 2 – melody, **compose**, **improvise**, cover, **pulse**, **rhythm**, **pitch**, **tempo**, **dynamics**, timbre, texture, **structure**, **dimensions of music**, hook, riff, solo, civil rights, gender equality, unison, harmony

Summer 1 – gender, racism, **rap**, **lyric**, turntable, Djing, producer, **electronic** and **acoustic** music, **improvise**, **compose**, **listen**, **appraise**, **instrumental**, quick beats

Summer 2 – **listen**, **appraise**, **composer**, **descant**, **pulse**, **rhythm**, interrelated dimensions of music, **notation**, **rhythm grid**, pitch, tempo, **dynamics**, **timbre**, texture

Approach to Music

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.

At Alexandra Junior School Music is taught using the Charanga online scheme of work. This ensures that all year groups cover all areas and aims of the National Curriculum, and that children are given opportunities to progress their knowledge and skills in Music. Music is taught weekly and children's work is recorded in a big year group floor book. Videos and photographs of performances and learning are included, together with children's comments about their learning of music.

The different genres of music and relevant activities are divided up to coincide with each half term for each year group.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel Air	Dancing In The Street	Reflect, Rewind and Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind and Replay

At Alexandra Junior School, teaching appropriate vocabulary is of great importance and this is also reflected in each music session from the Charanga scheme. Each unit of work has specific musical vocabulary that is relevant to that unit and which will be covered through the teaching of that unit. Our music lessons support our school context-based drivers, the 5Es (Excel yourself, Embrace yourself, Explore the world, Engage with others, Express yourself). These are explicitly shared with the children.

Trips/Whole School

In addition to discrete music lessons, our students also have the opportunity to take part in whole school assemblies, year group assemblies and external performances which incorporate music. Throughout their time at Alexandra Junior School, pupils are given the chance to perform in assemblies for Christmas, Harvest, Easter and Year 6 Leavers. We also put on a whole-school Christmas production, talent show and are involved in the City Music Service's Recorder Festival.

Children at Alexandra Junior School are also given the opportunity to be part of a rock band and learn to play an instrument as part of Rocksteady. Through this, children are given the chance to be part of regular performances to parents and the rest of the school.

During whole-school assemblies, children learn and sing together popular and inspirational songs.

Differentiation/SEND

At Alexandra Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are deemed more-able and talented and those learning English as an additional language, and we make all reasonable adjustments to achieve this. The Charanga scheme of work provides children with tasks, challenges and extension activities to ensure that the needs of all children are catered for.

SMSC (Spiritual, Moral, Social, Cultural) development

Every unit of work in our music curriculum provides children opportunities to develop and deepen their spiritual, social and cultural understanding and thinking as an individual. We believe that music can be a very personal experience for each individual and can inspire growth of expression and sense of self.

Assessment

Discussions, performances and reflection are an important way of assessing what children know and understand. Assessment in music comes at the end of each unit, however, it is informed by discussions, rehearsals, activities and performances which take place throughout a unit. Teachers complete 'I can statements' for the pupils, to indicate meeting the skills and objectives for that lesson. A music assessment tracker has been produced which will show progression of knowledge and skills as a child progresses through their time at Alexandra Junior School. These progression skill trackers are set out in year groups and will move up with the children as they move year groups to enable each teacher to set the appropriate level of challenge for each child.

Learning Recovery

In light of missed learning due to COVID 19, recovery provision has been planned for and is detailed in specific year group catch up plans. These have been formulated through collaboration of SLT, subject leaders, teachers and across the Key Stage with the feeder Infant School. These plans will be reviewed, modified and RAG rated regularly to inform future teaching & learning. For further detail please see each year group's separate plans.

Singing and expression through voice is a key aspect of the music curriculum. Following the current guidelines, we will now be singing again in classrooms and playing all instruments again.