



## Subject Overview 2024/25: Curriculum and Pedagogy



Music is a universal language that embodies one of the highest forms of creativity. At Alexandra Infants' School and Alexandra Junior School we provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

### Prior learning in Year 2

Pupils are 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.

Alexandra Infants' and Alexandra Junior School use the Charanga scheme to support with music teaching.

	Year 3	Year 4	Year 5	Year 6
<b>Curriculum</b>	<p>Children will be taught music through a range of genres (R&amp;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>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></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>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></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 given opportunities to rehearse and perform their compositions, and songs learnt.</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>Using instruments, listen and play using 3 notes. Using graphic scores to record compositions.  <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>
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### Pupils at Key Stage 3:

Pupils are taught to:

- play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
- improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
- use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
- identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
- listen with increasing discrimination to a wide range of music from great composers and musicians
- develop a deepening understanding of the music that they perform and to which they listen, and its history.

### Vocabulary

<p>Autumn 1- <b>structure</b>, introduction, <b>verse</b>, <b>chorus</b>, <b>improvise</b>, <b>compose</b>, <b>pulse</b>, <b>rhythm</b>, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, <b>listen</b> and <b>appraise</b>, <b>notation</b></p> <p>Autumn 2 – <b>improvise</b>, <b>compose</b>, <b>pulse</b>, <b>rhythm</b>, <b>pitch</b>, tempo, <b>dynamics</b>, texture, structure, melody, <b>glockenspiel</b>, <b>stave</b>, <b>listen</b> and <b>appraise</b></p> <p>Spring 1 – introduction, verse, chorus, bass, drums, electric, guitar, keyboard, organ, backing vocals, <b>pulse</b>, <b>rhythm</b>, <b>pitch</b>, <b>tempo</b>, <b>dynamics</b>, texture, <b>structure</b>,</p>	<p>Autumn 1 – <b>pop</b>, keyboard, electric guitar, bass, drums, <b>improvise</b>, <b>compose</b>, melody, <b>pulse</b>, <b>rhythm</b>, <b>pitch</b>, tempo, dynamics, texture, structure, hook, riff, <b>solo</b>, <b>pentatonic scale</b>, <b>unison</b>, <b>listen</b> and <b>appraise</b>,</p> <p><b>Autumn 2 – rhythm patterns</b>, <b>compose</b>, melody, <b>pulse</b>, <b>rhythm</b>, <b>pitch</b>, tempo, dynamics, texture, <b>structure</b>, <b>glockenspiel</b>, <b>notation</b>, <b>listen</b> and <b>appraise</b></p> <p>Spring 1 – <b>grime</b>, musical style, <b>rapping</b>, <b>lyrics</b>, choreography, digital/electronic sounds, turntables, synthesizers, drums, <b>unison</b>, <b>pulse</b>, <b>rhythm</b>, pitch, tempo, <b>dynamics</b>, texture, <b>structure</b>, <b>compose</b>,</p>	<p>Autumn 1 – <b>rock</b>, <b>structure</b>, <b>pulse</b>, <b>rhythm</b>, pitch, bridge, backbeat, amplifier, tempo, texture, <b>dynamics</b>, chorus, riff, hook, <b>improvise</b>, <b>compose</b>, <b>notation</b>, <b>listen</b> and <b>appraise</b></p> <p>Autumn 2 - <b>listen</b> and <b>appraise</b>, <b>jazz</b>, swing, Bossa Nova, <b>syncopation</b>, structure, swing, tune/head, <b>note value</b>, <b>note names</b>, big bands, <b>improvise</b>, <b>pulse</b>, <b>rhythm</b>, pitch, tempo, dynamics, <b>riff</b>, hook, solo</p> <p>Spring 1 – <b>pop</b>, <b>ballad</b>, verse, <b>listen</b> and <b>appraise</b>, <b>chorus</b>, interlude, tag ending, strings, piano, guitar, bass, drums, melody, <b>compose</b>,</p>	<p>Autumn 1 – <b>pop</b>, <b>neo soul</b>, <b>listen</b> and <b>appraise</b>, <b>style indicators</b>, melody, <b>compose</b>, <b>improvise</b>, cover, <b>pulse</b>, <b>rhythm</b>, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, producer, groove, Motown, hook, riff, solo</p> <p>Autumn 2 – <b>jazz</b>, <b>blues</b>, <b>listen</b> and <b>appraise</b>, improvisation, by ear, melody, <b>compose</b>, <b>improvise</b>, <b>pulse</b>, <b>rhythm</b>, pitch, tempo, <b>dynamics</b>, timbre, texture, <b>structure</b>, dimensions of music, hook, riff, solo</p> <p>Spring 1 - melody, <b>listen</b> and <b>appraise</b>, <b>compose</b>, <b>improvise</b>, cover, <b>pulse</b>, <b>rhythm</b>, pitch, tempo,</p>
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<p><b>compose, improvise</b>, hook, riff, melody, reggae, <b>listen</b> and <b>appraise</b></p> <p>Spring 2 - keyboard, drums, bass, <b>pentatonic scale, pulse, rhythm, pitch, tempo, dynamics</b>, texture, <b>structure, compose, improvise</b>, hook, melody, folk tune, <b>listen</b> and <b>appraise</b></p> <p>Summer 1 - keyboard, drums, bass, imagination, <b>compose, improvise</b>, disco, <b>pentatonic scale, pulse, rhythm, pitch, tempo, dynamics</b>, texture, structure, hook, riff, melody, <b>listen</b> and <b>appraise</b></p> <p>Summer 2 – Western Classical Music, music history, <b>rhythm, notation, tempo, interrelated dimensions, duration, time signatures, stave, clef,</b></p>	<p><b>improvise</b>, hook, riff, melody, solo, listen and appraise</p> <p>Spring 2 – <b>gospel, unison</b>, by ear, <b>notation, improvise</b>, melody, pitch, <b>rhythm, pulse, compose, backing vocal</b>, piano, bass, drums, organ, tempo, <b>dynamics, texture</b>, hook, riff, melody, solo, bridge, verse, chorus, listen and appraise</p> <p>Summer 1 – <b>pop, acoustic guitar, percussion</b>, birdsong, civil rights, racism, equality, <b>pentatonic scale, unison, pulse, rhythm</b>, pitch, tempo, dynamics, texture, <b>structure, compose, improvise</b>, hook, riff, melody, solo</p> <p>Summer 2 - <b>listen</b> and <b>appraise, descant, rhythm, notation</b>, interrelated dimensions, <b>pitch</b>, tempo, <b>dynamics, pulse</b>, timbre, texture</p>	<p><b>improvise</b>, cover, <b>pulse, rhythm</b>, pitch, tempo, dynamics, timbre, texture, <b>structure</b></p> <p>Spring 2 – old-school <b>hip hop, rap</b>, riff, synthesizer, deck, backing loops, Funk, scratching, <b>unison</b>, melody, <b>compose, improvise</b>, cover, <b>pulse, rhythm</b>, pitch, <b>tempo, dynamics</b>, timbre, texture, <b>structure</b></p> <p>Summer 1 – <b>Motown, soul, groove</b>, riff, bass line, backbeat, brass section, harmony, hook, melody, <b>compose, improvise</b>, cover, <b>pulse, rhythm</b>, pitch, tempo, dynamics, <b>timbre</b>, texture, <b>structure</b></p> <p>Summer 2 - <b>composition, listen</b> and <b>appraise</b>, descant, <b>rhythm notation, pulse</b>, interrelated dimensions, <b>rhythm</b>, tempo, <b>dynamics</b>, timbre, texture,</p>	<p>dynamics, timbre, texture, structure, dimensions of music, <b>ostinato, phrases, unison, urban gospel</b></p> <p>Spring 2 – melody, <b>compose, improvise</b>, cover, <b>pulse, rhythm, pitch, tempo, dynamics</b>, timbre, texture, <b>structure, dimensions of music</b>, hook, riff, solo, civil rights, gender equality, unison, harmony</p> <p>Summer 1 – gender, racism, <b>rap, lyric</b>, turntable, Djing, producer, <b>electronic</b> and <b>acoustic</b> music, <b>improvise, compose, listen, appraise, instrumental</b>, quick beats</p> <p>Summer 2 – <b>listen, appraise, composer, descant, pulse, rhythm</b>, interrelated dimensions of music, <b>notation, rhythm grid</b>, pitch, tempo, <b>dynamics, timbre</b>, texture</p>
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### Approach to Music

Pedagogy

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. Teachers demonstrate tasks using an 'I do, We do, You do' approach where tasks are modelled to the class by the teacher, and then done together interactively with the class before the children then get an opportunity to tackle the task independently. 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 have been involved in the City Music Service's Recorder Festival, Virtual Sing-a-longs and City Songbirds Concert.

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.

### Adaptive Teaching/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 term, 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.