

2024/2025

Curriculum Skills and Progression Map

Music



Nebula
where stars are born

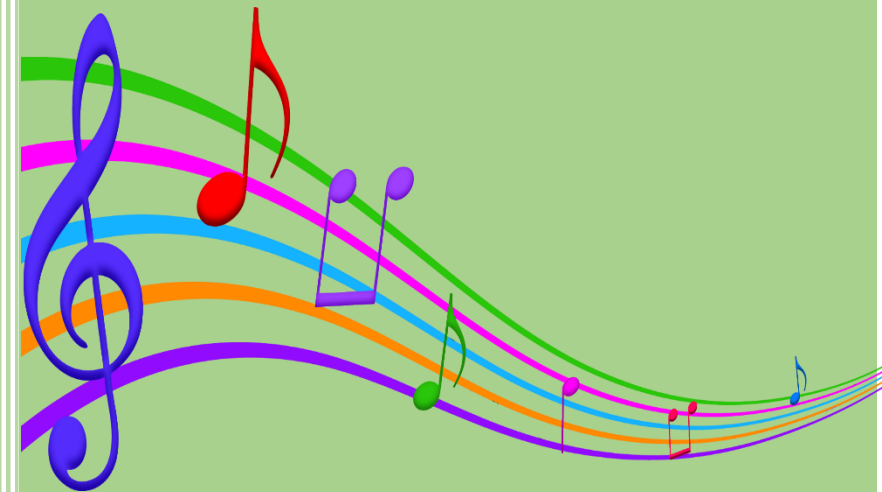
Old Catton Junior School's Christian Distinctiveness and Values Statement

From its inception, "when the morning stars sang together and all the heavenly beings shouted for joy" (Job 38:7), creation is musical. Through music, we communicate our gratitude to God, our love and trust.

As in our school Bible story, music is the shepherd which brings us together, uniting us when we might have lost our way. We remember God and worship as one when we join together and sing.

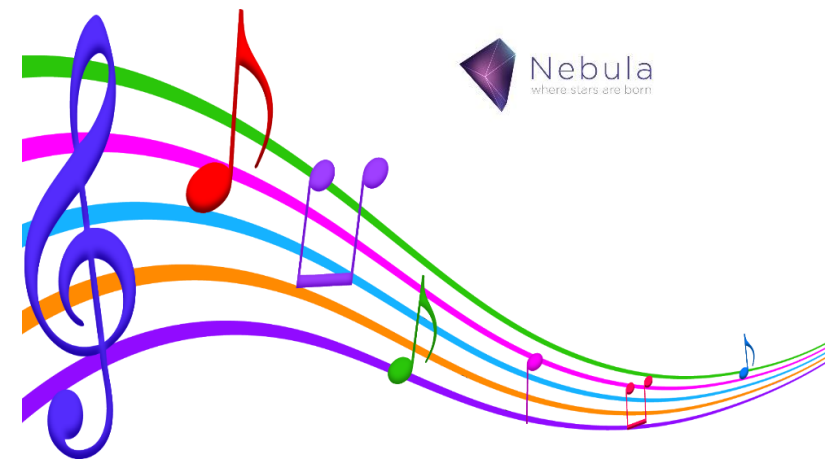
Music, at its heart, expresses hope in His most intimate, strongest and purest affections.

'Spirituality is the bitter-sweet yearning for beauty, truth, love and wonder beyond ourselves. It is a longing we pursue together and a treasure we glimpse in ourselves and one another and seek beyond us into eternity. It is life in all its fullness.' Nebula Spirituality Statement



The Nebula Federation

Old Catton Junior C of E Junior School



Introduction

Music is taught throughout KS2 at Old Catton Junior School and builds on the skills, knowledge and understanding gained from KS1. We aim that all our pupils have a high-quality musical education that engages and inspires them to further foster a strong motivation for and interest in the subject. We aim to increase pupils' self-confidence, creativity, and sense of achievement through the many musical opportunities we offer through the curriculum. Old Catton aims to nurture and develop a critical engagement with music that leads to progression in composition, improvisation, singing, playing instruments and performing across the year groups, as well as listening and appraising the best in the musical canon.

KS2 Curriculum Coverage, Aims and Organisation

We use the Norfolk Music Hub programme "Charanga" for planning, assessment and access to a wide variety of musical platforms. We aim to ensure that all our pupils:

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, dynamics, tempo, timbre, texture, structure and musical notation.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; learn to sing and use their voices; have the opportunity to learn a musical instrument.
- improvise and compose music for a range of purposes using different dimensions of music.
- listen with attention to detail and recall sounds with increasing aural memory; review and evaluate music across a range of historical periods, genres, styles and traditions; appreciate and understand a wide range of high-quality live and recorded music and from great composers and musicians.
- develop an understanding of the history of music.

Extra-curricular musical opportunities

• Instrumental Lessons: All pupils start to learn to read music and play musical instruments within their class lessons: recorder, percussion and glockenspiels. In addition, pupils can opt to pay for peripatetic musical instrument tuition in brass, percussion and piano.

Curriculum Skills and Progression Map



- Old Catton Junior School participates in “Young Voices” – a national concert performance where up to 9,000 children perform as a single choir.
- The learning and singing of hymns and carols during Collective Worship and visits to St. Margaret’s Church.
- Live musical opportunities organised throughout the year, including a live pantomime, orchestral and artist performances.

MUSIC: AGE RELATED STATUTORY COVERAGE KS1 – OVERVIEW, KNOWLEDGE AND SKILL PROGRESSION	
KEY STAGE ONE LEARNING YEAR 1	KEY STAGE ONE LEARNING YEAR 1
<p>KS1 Curriculum Coverage Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. - Foundations are built upon, adding new dimensions to their musical understanding. <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know what the songs are about. ● To know and recognise the sound and names of some of the instruments they use. ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p>Play musical games</p> <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. <p>Sing</p> <ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. ● Learn to start and stop singing when following a leader 	<p>Playing instruments</p> <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. ● Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> ● To know that improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To learn that everyone can improvise! <p>Composition</p> <ul style="list-style-type: none"> ● To know that composing is like writing a story with music. ● To learn that everyone can compose. ● Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary. <p>Perform and Share</p> <ul style="list-style-type: none"> ● To know that a performance is sharing music with other people, called an audience. ● Choose a song they have learnt and perform it. ● To add their ideas to the performance. ● Record the performance and say how they were feeling about it.

MUSIC: AGE RELATED STATUTORY COVERAGE KS1 – OVERVIEW, KNOWLEDGE AND SKILL PROGRESSION	
KEY STAGE ONE LEARNING YEAR 2	KEY STAGE ONE LEARNING YEAR 2
<p>KS1 Curriculum Coverage Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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. - Foundations are built upon, adding new dimensions to their musical understanding. <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● To know 5 songs off by heart. ● To know some songs have a chorus or a response/answer part. <ul style="list-style-type: none"> ● To know that songs have a musical style. ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. <p>Play musical games</p> <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. ● Help create three simple melodies using one, three or five different notes. 	<p>Sing</p> <ul style="list-style-type: none"> ● To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). ● To know why we need to warm up our voices. ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. ● Treat instruments carefully and with respect. <p>Playing instruments</p> <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. ● Learn to play a tuned instrumental part that matches their musical challenge, using one differentiated parts. ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. <p>Improvisation</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> ● Everyone can improvise, and you can use one or two notes.

- Learn how the notes of the composition can be written down and changed if necessary.

Composition

- To know that composing is like writing a story with music.
- To know that everyone can compose.

Perform and Share

- To know a performance is sharing music with an audience.
- To know a performance can be a special occasion and involve a class, a year group or a whole school.
- To know an audience can include your parents and friends
 - Choose a song they have learnt and perform it.
 - To add their ideas to the performance.
 - Record the performance and say how they were feeling about it.

MUSIC: AGE RELATED STATUTORY COVERAGE LKS2 AT OLD CATTON C OF E JUNIOR SCHOOL – KNOWLEDGE AND SKILLS PROGRESSION	
KEY STAGE TWO LEARNING YEAR 3	KEY STAGE TWO LEARNING YEAR 3
<p>KS2 Curriculum Coverage 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. Progression reinforces the interrelated dimensions of music and foundations are built upon, adding new dimensions to musical understanding.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ● 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. <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: <ul style="list-style-type: none"> ○ Its lyrics: what the song is about ○ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) ○ Identify the main sections of the song (introduction, verse, 	<ul style="list-style-type: none"> ● To think about what the words of a song mean. ● To take it in turn to discuss how the song makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. <p>Play musical games</p> <ul style="list-style-type: none"> ● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. <p>Sing To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● To know why you must warm up your voice ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To have an awareness of the pulse internally when singing. <p>Playing instruments</p>

<p>chorus etc.)</p> <ul style="list-style-type: none"> ○ Name some of the instruments they heard in the song ● To confidently identify and move to the pulse. <p>a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <ul style="list-style-type: none"> ● To rehearse and perform their part within the context of a focus song. ● To listen to and follow musical instructions from a leader. <p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake <p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● Help create at least one simple melody using one, three or five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, a recorder) ● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – <p>Perform and Share</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.
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| <ul style="list-style-type: none">• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). | |
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MUSIC: AGE RELATED STATUTORY COVERAGE LKS2 AT OLD CATTON C OF E JUNIOR SCHOOL – KNOWLEDGE AND SKILLS PROGRESSION	
KEY STAGE TWO LEARNING YEAR 4	KEY STAGE TWO LEARNING YEAR 4
<p>KS2 Curriculum Coverage 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. Progression reinforces the interrelated dimensions of music and foundations are built upon, adding new dimensions to musical understanding. Pupils are taught to:</p> <ul style="list-style-type: none"> • 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. <p>Listen and Appraise</p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. 	<ul style="list-style-type: none"> • To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. <p>Play musical games Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>Sing To know and be able to talk about:</p> <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • Texture: How a solo singer makes a thinner texture than a large group

<ul style="list-style-type: none"> • Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song (introduction, verse, chorus etc). • Name some of the instruments they heard in the song. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing. <p>Playing instruments To know and be able to talk about:</p> <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, recorder or xylophone). • Other instruments they might play or be played in a band or orchestra or by their friends. • To treat instruments carefully and with respect. • Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To experience leading the playing by making sure everyone plays in the playing section of the song. <p>Improvisation To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 	<ul style="list-style-type: none"> • To know why you must warm up your voice • To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. <p>Composition To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) • Help create at least one simple melody using one, three or all five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). <p>Perform and Share To know and be able to talk about:</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence
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- To know that using one or two notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations

or sit.

- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

- A performance can be a special occasion and involve an audience including of people you don't know
- It is planned and different for each occasion
- It involves communicating feelings, thoughts and ideas about the song/music
- To choose what to perform and create a programme.
- Present a musical performance designed to capture the audience.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the best place to be when performing and how to stand

MUSIC: AGE RELATED STATUTORY COVERAGE UKS2 AT OLD CATTON C OF E JUNIOR SCHOOL - KNOWLEDGE AND SKILLS PROGRESSION	
KEY STAGE TWO LEARNING YEAR 5	KEY STAGE TWO LEARNING YEAR 5
<p>KS2 Curriculum Coverage 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. Progression reinforces the interrelated dimensions of music and foundations are built upon, adding new dimensions to musical understanding.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ● 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. <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? ● To know the style of the five songs and to name other songs from the units in those styles. <p>Units in those styles.</p> <ul style="list-style-type: none"> ● To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> ○ Some of the style indicators of the songs (musical 	<p>are used (texture, dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> ○ Identify the main sections of the songs (intro, verse, chorus etc.) ○ Name some of the instruments they heard in the songs ○ The historical context of the songs. What else was going on at this time? <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel. <p>Play musical games Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to <p>Sing</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory,

characteristics that give the songs their style)

- The lyrics: what the songs are about
- Any musical dimensions featured in the songs and where they rapping

- To know what the song is about and the meaning of the lyrics
- To know and explain the importance of warming up your voice
- To sing in unison and to sing backing vocals.
- To enjoy exploring singing solo.

To listen to the group when singing.

- To demonstrate a good singing posture.
- To follow a leader when singing.
- To experience rapping and solo singing.
- To listen to each other and be aware of how you fit into the group.
- To sing with awareness of being 'in tune'.

Playing instruments

To know and be able to talk about:

- Different ways of writing music down – e.g. staff notation, symbols
- The notes C, D, E, F, G, A, B + C on the treble stave
- The instruments they might play or be played in a band or orchestra or by their friends
- Play a musical instrument with the correct technique within the context of the Unit song.
- Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.
- To rehearse and perform their part within the context of the Unit song.

and to sing them with a strong internal pulse.

- To choose a song and be able to talk about:
 - Its main features
 - Singing in unison, the solo, lead vocal, backing vocals or
- To know that using one or two notes confidently is better than using

five

- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs you have heard in the Challenges in your improvisations
- To know three well-known improvising musicians

Composition

To know and be able to talk about:

- A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.
- A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure
- Notation: recognise the connection between sound and symbol
- Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Perform and Share

- To listen to and follow musical instructions from a leader.
- To lead a rehearsal session.

Improvisation

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them, including of people you don't know
- It is planned and different for each occasion
- A performance involves communicating ideas, thoughts and feelings about the song/music
- To choose what to perform and create a programme.
- To choose what to perform and create a programme.
- To communicate the meaning of the words and clearly articulate them.
- To talk about the venue and how to use it to best effect.
- To record the performance and compare it to a previous performance.
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

To know and be able to talk about:

- Performing is sharing music with other people, an audience
- A performance doesn't have to be a drama! It can be to one person or to each other
- Everything that will be performed must be planned and learned
- You must sing or rap the words clearly and play with confidence
- A performance can be a special occasion and involve an audience

Curriculum Skills and Progression Map



MUSIC: AGE RELATED STATUTORY COVERAGE UKS2 AT OLD CATTON C OF E JUNIOR SCHOOL - KNOWLEDGE AND SKILLS PROGRESSION	
KEY STAGE TWO LEARNING YEAR 6	KEY STAGE TWO LEARNING YEAR 6
<p>KS2 Curriculum Coverage 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. Progression reinforces the interrelated dimensions of music and foundations are built upon, adding new dimensions to musical understanding.</p> <p>Pupils are taught to:</p> <ul style="list-style-type: none"> ● 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. <p>Listen and Appraise</p> <ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> ○ The style indicators of the songs (musical characteristics that give the songs their style) 	<ul style="list-style-type: none"> ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ The historical context of the songs. What else was going on at this time, musically and historically? ○ Know and talk about that fact that we each have a musical identity <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music. <p>Play musical games Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to

<p>○ The lyrics: what the songs are about</p> <p>Sing</p> <ul style="list-style-type: none"> ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'. <p>Playing instruments</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends ● Play a musical instrument with the correct technique within the context of the Unit song. 	<p>Improvisation</p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians <p>Composition</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial)
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<ul style="list-style-type: none"> ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session. <p>Perform and Share</p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<p>notation).</p>
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Focus of Study at Old Catton Junior School		
Year 3 – Music		
Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth to address gaps and misconceptions.		
Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Three Little Birds Reggae and Bob Marley. Reggae music:</p> <ul style="list-style-type: none"> ● Three Little Birds by Bob Marley ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 54-56 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Why was Bob Marley an important figure in music? - What defines Reggae? <p>Autumn 2: Christmas Play Christmas Carols/Hymns</p> <p>HIGHER ORDER QUESTIONS:</p>	<p>Spring 1: Let Your Spirit Fly Singing in two parts. R&B music.</p> <ul style="list-style-type: none"> ● Let Your Spirit Fly ● The Colonel Bogey March ● Consider Yourself (from Oliver!) ● Ain't No Mountain High Enough ● You're the First, the Last, My Everything. <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - What are some features of R&B music? - What can we learn from different musical styles? - <p>Spring 2: Glockenspiel Stage 1 Playing the glockenspiel. The language of music.</p> <p>HIGHER ORDER QUESTIONS:</p>	<p>Summer 1: Bringing Us Together Disco music:</p> <ul style="list-style-type: none"> ● Bringing Us Together by Joanna Mangona and Pete Readman ● Good Times by Nile Rodgers ● Ain't Nobody by Chaka Khan ● We Are Family by Sister Sledge ● Ain't No Stopping Us Now by McFadden and Whitehead ● Car Wash by Rose Royce <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Disco has made a comeback in the last few years, especially with remixes. Why do you think this is? - What defines Disco? <p>Summer 2: Reflect, Rewind and Replay</p>

<ul style="list-style-type: none"> - Why do we celebrate Christmas through music? - How does Christmas music affect your mood? 	<ul style="list-style-type: none"> - What happens after the first 8 notes of a scale? - Explain the difference between a 'major' and a 'minor' tune. 	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Why is it important that we listen and appraise Western Classical music? - (Lesson 3 – The Clock II Andante by Haydn) How has the composer used instruments to mimic the sounds of a clock?
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Focus of Study at Old Catton Junior School		
Year 4 – Music		
Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth to address gaps and misconceptions.		
Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Glockenspiel Stage 2 Playing the glockenspiel. The language of music.</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Why might we change the dynamics when we play instruments? - Why might we change the tempo when we play instruments? <p>Autumn 2: Christmas Play Christmas Carols/Hymns</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Are Christmas songs a genre of music? - Why have Christmas songs and hymns retained their popularity through the years? 	<p>Spring 1: Mamma Mia ABBA's music:</p> <ul style="list-style-type: none"> ● Mamma Mia by ABBA ● Dancing Queen by ABBA ● The Winner Takes It All by ABBA ● Waterloo by ABBA ● Super Trouper by ABBA ● Thank You For The Music by ABBA <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Only The Beatles have sold more records than Abba. Why are they so popular? - Some of Abba's music is happy and some is much sadder. Why is this? <p>Spring 2: Stop! Grime, Writing lyrics. Mixed styles:</p> <ul style="list-style-type: none"> ● Stop! By Joanna Mangona (Grime) ● Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) ● Radetzky March by Strauss (Classical) ● Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) ● Libertango by Astor Piazzolla (Tango) <ul style="list-style-type: none"> ● Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) <p>HIGHER ORDER QUESTION:</p>	<p>Summer 1: Blackbird The Beatles and the development of pop music The Civil Rights Movement. The Beatles songs:</p> <ul style="list-style-type: none"> ● Blackbird by The Beatles ● Yellow Submarine by The Beatles ● Hey Jude by The Beatles ● Can't Buy Me Love by The Beatles ● Yesterday by The Beatles ● Let It Be by The Beatles <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Why did the Beatles have such a huge impact on audiences of the time? - The Beatles went on to have solo careers. Can you name any of their songs? <p>Summer 2: Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - (Lesson 2: Arrival of the Queen of Sheba by Handel) This song is often traditionally played at weddings. Why do you think this? - (Lesson 3: Moonlight Sonata by Beethoven) Beethoven famously was

	- Why are there different dance styles to different kinds of music?	deaf. How do you think he was able to compose music?
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Focus of Study at Old Catton Junior School		
Year 5 – Music		
Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence to address gaps and misconceptions.		
Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Livin’ On A Prayer Rock anthems:</p> <ul style="list-style-type: none"> ● We Will Rock You by Queen ● Smoke On The Water by Deep Purple ● Rockin’ All Over The World by Status Quo ● Johnny B. Goode by Chuck Berry ● I Saw Her Standing There by The Beatles <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Classic rock was influenced by classical music. Why was this? - Rock music has been popularised again in recent films, like “Bohemian Rhapsody.” Why has the rock legacy lasted? <p>Autumn 2: Classroom Jazz 1 Jazz and improvisation.</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Why do you think Jazz was able to reach such a big audience in the late 1910s and 1920s? - What defines a Bossa? 	<p>Spring 1: Fresh Prince of Bel-Air Old School Hip Hop:</p> <ul style="list-style-type: none"> ● Fresh Prince Of Bel-Air by Will Smith ● Me, Myself And I by De La Soul ● Ready Or Not by The Fugees ● Rapper’s Delight by The Sugarhill Gang ● U Can’t Touch This by MC Hammer <p>HIGHER ORDER QUESTIONS</p> <ul style="list-style-type: none"> - What musical influences does hip-hop have? - What do the terms “MC” and “DJ” mean? <p>Spring 2: Make You Feel My Love Pop ballads:</p> <ul style="list-style-type: none"> ● Make You Feel My Love by Bob Dylan - Adele version ● Make You Feel My Love - Bob Dylan version ● So Amazing by Luther Vandross ● Hello by Lionel Richie ● The Way You Look Tonight by Jerome Kern ● Love Me Tender by Elvis Presley <p>HIGHER ORDER QUESTIONS:</p>	<p>Summer 1: Dancing In The Street Motown:</p> <ul style="list-style-type: none"> ● Dancing In The Street by Martha And The Vandellas ● I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops ● I Heard It Through The Grapevine by Marvin Gaye ● Ain’t No Mountain High Enough by Marvin Gaye and Tammi Terrell ● You Are The Sunshine Of My Life by Stevie Wonder ● The Tracks Of My Tears by Smokey Robinson And The Miracles <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - When did Motown first emerge? - Motown, as we know it, doesn’t exist anyone. Why? <p>Summer 2: Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

	<ul style="list-style-type: none"> - Why are famous pop ballads reproduced by different artists? - Why are love songs so popular? 	<p>HIGHER ORDER QUESTION:</p> <ul style="list-style-type: none"> - (Lesson 3 – Symphony No 5 in C Minor Opus 67, Beethoven) Why has the composer chosen to repeat the motif over and over? - (Lesson 6 – Clapping Music) What effect does the rhythm create? Can you recreate this with a partner?
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Focus of Study at Old Catton Junior School

Year 6 – Music
 Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence to address gaps and misconceptions.

Autumn Term	Spring Term	Summer Term
<p>Autumn 1: Happy Music that makes you happy!</p> <ul style="list-style-type: none"> ● Happy, by Pharrell Williams ● Top Of The World by The Carpenters ● Don't Worry, Be Happy by Bobby McFerrin ● Walking On Sunshine by Katrina And The Waves ● When You're Smiling by Frank Sinatra ● Love Will Save The Day by Brendan Reilly <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Explain how listening to different music can affect our mood. - What songs do you listen to to make you feel happy? Why have you chosen them? <p>Autumn 2: A New Year Carol Benjamin Britten's music.</p> <p>HIGHER ORDER QUESTIONS:</p>	<p>Spring 1: Classroom Jazz 2 Jazz and improvisation.</p> <p>HIGHER ORDER QUESTIONS:</p> <ul style="list-style-type: none"> - Jazz has been called "America's true art form." Why do you think this is? <p>What impact did jazz have on society?</p> <p>Spring 2: You've Got A Friend Carole King's music - her life as a composer. Friendship:</p> <ul style="list-style-type: none"> ● You've Got A Friend by Carole King ● The Loco-Motion sung by Little Eva, written by Carole King ● One Fine Day sung by The Chiffons, written by Carole King ● Up On The Roof sung by The Drifters, written by Carole King ● Will You Still Love Me Tomorrow by Carole King ● (You Make Me Feel Like) A Natural Woman) by Carole King 	<p>Summer 1: Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p> <p>HIGHER ORDER QUESTIONS</p> <ul style="list-style-type: none"> - (Lesson 2 Armide Overture) Can you count how many times the music changes tempo? Why do you think the composer has done this? - (Lesson 3 – The Marriage of Figaro, Mozart) What effect does the "scurrying strings" have on the listener? <p>Summer 2: Leaver's Show</p>

<ul style="list-style-type: none"> - Benjamin Britten is credited with changing the face of British opera. Why do you think this is? - How has choral music remained an important part of the musical canon of Britain? 	<p>HIGHER ORDER QUESTION</p> <ul style="list-style-type: none"> - Why do some musicians write the music but it is performed by someone else? - 	
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Skills and Assessment Map – Music		
Year 3 (Expected)		
Performing	Composing	Appraising
<ul style="list-style-type: none"> • Do they sing songs from memory with increasing expression, accuracy and fluency? • Do they maintain a simple part within an ensemble? • Do they modulate and control their voice when singing and pronounce the words clearly? • Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy? • Can they improvise (including call and response) within a group using the voice? • Can they collaborate to create a piece of music? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Describe music using appropriate vocabulary • Begin to compare different kinds of music 	<ul style="list-style-type: none"> • Can they create repeated patterns using a range instruments? • Can they create accompaniments for melodies? • Can they combine different sounds to create a specific mood or feeling? • Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation? • Can they effectively choose, order, combine and control sounds to create different textures? • Can they use silent beats for effect (rests)? • Can they combine different musical elements (e.g. fast/slow, high/low, loud/soft) in their composition? 	<ul style="list-style-type: none"> • Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? • Can they evaluate and improve their work, explaining how it has improved using a success criterion? • Can they recognise the work of at least one famous composer? • Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? • Are they able to recognise a range of instruments by ear? • Can they internalise the pulse in a piece of music? • Can they recognise the symbol for crotchet and crotchet rests? • Do they know that high on the staff means a higher pitch?

<ul style="list-style-type: none"> Recognise differences between music of different times and cultures 		<ul style="list-style-type: none"> Can they identify the features within a piece of music?
Year 3 (Greater Depth)		
<ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats? 	<ul style="list-style-type: none"> Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?
Skills and Assessment Map – Music		
Year 4 (Expected)		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they perform a simple part of an ensemble rhythmically? Can they sing songs from memory with increasing expression, accuracy and fluency? Can they improvise using repeated patterns with increasing accuracy and fluency? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato 	<ul style="list-style-type: none"> Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use notation in a performance? 	<ul style="list-style-type: none"> Can they explain why silence is used in a piece of music and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of established composers (e.g. Beethoven, Mozart, Elgar etc.)? Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?

<ul style="list-style-type: none"> Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody 		
Year 4 (Greater Depth)		
<ul style="list-style-type: none"> Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> Can they identify how a change in timbre can change the effect of a piece of music?

Skills and Assessment Map – Music		
Year 5 (Expected)		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they sing and use their understanding of meaning to add expression? Can they perform 'by ear' and from simple notations? Can they improvise within a group using melodic and rhythmic phrases? Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? Can they maintain their part whilst others are performing their part? <p style="text-align: center;">Listening</p>	<ul style="list-style-type: none"> Can they use technology to change sounds or organise them differently to change the effect? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? Can they use technology to compose music which meets a specific criterion? <p style="text-align: center;">Listening</p>	<ul style="list-style-type: none"> Can they describe, compare and evaluate music using musical vocabulary? Can they suggest improvements to their own or others' work? Can they choose the most appropriate tempo for a piece of music? Can they identify and begin to evaluate the features within different pieces of music? Can they contrast the work of established composers and show preferences?

<ul style="list-style-type: none"> Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect 	<ul style="list-style-type: none"> Identify cyclic patterns – verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music 	
Year 5 (Greater Depth)		
<ul style="list-style-type: none"> Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Skills and Assessment Map – Music		
Year 6 (Expected)		
Performing	Composing	Appraising
<ul style="list-style-type: none"> Can they sing a harmony part confidently and accurately? Can they perform using notations? Can they take the lead in a performance? Can they take on a solo part? Can they provide rhythmic support? 	<ul style="list-style-type: none"> Do they recognise that different forms of notation serve different purposes? Can they use technology to support their notation? Can they combine groups of beats? 	<ul style="list-style-type: none"> Can they refine and improve their work? Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? Can they compare and contrast the impact that different composers from

<ul style="list-style-type: none"> • Can they perform parts from memory? <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Evaluate differences in live and recorded performances • Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion 	<ul style="list-style-type: none"> • Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords) 	<p>different times will have had on the people of the time?</p> <ul style="list-style-type: none"> • Can they analyse features within different pieces of music?
Year 6 (Greater Depth)		
<ul style="list-style-type: none"> • Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together? 	<ul style="list-style-type: none"> • Can they show how a small change of tempo can make a piece of music more effective? • Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines? 	<ul style="list-style-type: none"> • Can they appraise the introductions, interludes and endings for songs and compositions they have created?

MUSIC: AGE RELATED STATUTORY LANGUAGE	
<p>Musical language is addressed and taught throughout KS2.</p> <p>a capella Without accompaniment from musical instruments, ie voices only.</p> <p>Appraising Listening carefully.</p> <p>Arrangement How voices and instruments are used in a song; where they occur within the song.</p> <p>back beat Beats 2 and 4 in a drum-line or if we are clapping along with the music.</p> <p>backing The accompaniment to a song.</p>	<p>ensemble A French word used to describe playing/singing/performing together.</p> <p>groove The rhythmic part of the music that makes you want to move and dance.</p> <p>harmony Different notes sung or played at the same time, to produce chords.</p> <p>hook A term used in pop music to describe a short catchy phrase or ri that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p>improvise To make up a tune and play it on the spot; there is an assumption that it can never be recreated.</p>

balance The level of volume at which players sing or play; if the balance is good then everyone can be heard.

ballad A gentle love song.

band Playing/singing/performing together.

bridge/middle 8 Contrasting section which leads back to main material

chord More than one note played at the same time.

chorus A repeated section in a song which gives the main message.

coda Short section which brings the song or piece to an end.

cover A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

composing Creating and developing musical ideas and 'fixing' these.

crossover Can be a mixture of different styles which introduces new music to different audiences.

decks Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

drumloops A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

dynamics How loud or quiet the music is.

ending Short section which brings the song or piece to an end.

pulse/beat The heartbeat or steady beat of a song/piece of music.
recurring theme A tune that repeats again and again in a piece of music.

rhythm The combination of long and short sounds to make patterns.

riff A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

roots reggae Music that deals with social and racial issues and brings in elements of Rastafari.

sampling Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

secular Non-religious

interlude A passage of music played between the main themes

introduction Music heard at the beginning of a song or piece of music
bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

lyrics The words of a song.

melody Another name for a tune.

melodic Melody or tune.

notation Ways to visually represent music

offbeat If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

original The first ever version of a song.

ostinato A short repeated pattern.

outro Short section which brings the song or piece to an end.

pentatonic scale A fixed five-note pattern eg the five black keys on a piano.

performing Singing and playing instruments.

phrase A musical sentence.

pitch The range of high and low sounds.

pre-chorus A short section in a song, before the chorus.

MUSICAL RESOURCES/INSTRUMENTS AT OLD CATTON JUNIOR SCHOOL:

- Teacher access to Charanga.
- 30 Glockenspiels.
- Class set of Recorders.
- An assortment of Percussion instruments.
- A drum kit.
- A free-standing piano.
- Half a class set of keyboards.
- iPads/ Laptops for use with musical apps.

<p>solo An Italian word used to describe playing/singing/performing on</p>	
<p>MUSIC: Cross Curricular Links and Writing Opportunities</p>	
<p>structure/form/shape How the sections (verses and choruses etc) of a song are ordered to make the whole piece. Autumn 1 – Three Little Birds Cross Curricular Links: Geography – Jamaica; History - Bob Marley style The type of music eg blues or rock style indicators Identifiers that show us the genre of the music Writing Opportunities: Information Text; Diary Entry; Biography; Fact Files; Discussion Text. syncopation Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places. Spring 1 – Let Your Spirit Fly (Usually) a short ending, tagged on to the main part of the song. Cross Curricular Links: Geography/History – Americana; Literacy tempo An Italian word used to describe how fast/slow the music goes. Musical adaptations of novels. texture Layers of sound in music Writing Opportunities: Discussion Text; Playscript; Poetic Language and Word Play. timbre The quality and character of the sound. urban contemporary Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people. Cross Curricular Links: Maths – Fractions; Sequences and Patterns. verse A section in a song which has the same tune but different words. Summer 1 – Bringing Us Together Cross Curricular Links: PHSE Writing Opportunities: Poetry; Character Descriptions; Writing in Role; Playscript; Narrative Descriptions.</p>	<p>Summer 1 – Blackbird Cross Curricular Links: History – Civil Rights Movement Writing Opportunities: Explanation Text; Newspaper Writing; Persuasive Writing; Information Text; Poetry Performance. Summer 2 – Reflect, Rewind and Replay Cross Curricular Links: History – famous classical musicians Writing Opportunities: Biography; Persuasive Writing; Writing in Role; Diary Writing; Fact Files; Discussion Text; Explanation Text. Year 5 Autumn 1 – Livin’ on a Prayer Cross Curricular Links: History – Americana; British Culture Writing Opportunities: Information Posters; Newspaper Articles; Biography Autumn 2 – Classroom Jazz 1 Cross Curricular Links: Maths – Fractions; Sequences and Patterns Writing Opportunities: Instruction Text</p>
<p>Summer 2 – Reflect, Rewind and Replay Cross Curricular Links: History – famous classical musicians Writing Opportunities: Biography; Persuasive Writing; Writing in Role; Diary Writing; Fact Files; Discussion Text; Explanation Text. Year 4 Autumn 1 – Glockenspiel Stage 2 Cross Curricular Links: Maths - Fractions; Sequences and Patterns. Writing Opportunities: Instruction Text Spring 1– Mamma Mia Cross Curricular Links: Geography – Sweden. Writing Opportunities: Explanation Text; Letter Writing; Note Writing.</p>	<p>Writing Opportunities: Instruction Text Spring 1 – Fresh Prince of Bel Air Cross Curricular Links: PHSE, RE Writing Opportunities: Letters; Poetry. Spring 2 – Make You Feel My Love Cross Curricular Links: PHSE, History - Black Culture/History Writing Opportunities: Notes for Debate; Discussion Text; Explanation Text; Modern Retelling of Dilemmas. Summer 1 – Dancing in the Street Cross Curricular Links: PE/Games, History (Americana) Writing Opportunities: Newspaper Writing; Writing in Role; Annotated Storyboards. Summer 2 – Reflect, Rewind and Replay Cross Curricular Links: History – famous classical musicians</p>

<p>Year 6</p> <p>Autumn 1 - Happy Cross Curricular Links: PHSE Writing Opportunities: Power of Imagery; Persuasive Poster; Script Writing; Creating Atmosphere and Story Writing;</p> <p>Autumn 2: A New Year Carol Cross Curricular Links: PHSE Writing Opportunities: Letter writing (formal); Setting Description; Commentary</p> <p>Spring 1- Classroom Jazz 2 Cross Curricular Links: Maths – Fractions; Sequences and Patterns; Ratio Writing Opportunities: Instruction Text</p> <p>Spring 2 – You’ve Got a Friend Cross Curricular Links: PHSE Writing Opportunities: Writing in Role; Biography Writing; Newspaper Article.</p> <p>Summer 1 – Reflect, Rewind and Replay Cross Curricular Links: History – famous classical musicians Writing Opportunities: Biography; Persuasive Writing; Writing in Role; Diary Writing; Fact Files; Discussion Text; Explanation Text.</p>	<p>Writing Opportunities: Biography; Persuasive Writing; Writing in Role; Diary Writing; Fact Files; Discussion Text; Explanation Text.</p>
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MUSIC: Opportunities for Enquiry-Led Learning	
<p>Year 3</p> <p>Summer 1 – Bringing Us Together Enquiry Opportunities: What is kindness? How do we show it? Learning Opportunities: Discussion about OCJS school values, Art, RE – Hinduism. Philosophy, History.</p> <p>Year 5</p> <p>Spring 2 – Make You Feel My Love Enquiry Opportunities: When do we see/how can we see Love? Learning Opportunities: RE/Philosophy, Literacy: Poetry. Art.</p> <p>Summer 1 – Dancing in the Street Enquiry Opportunities: Can music inspire people? Learning Opportunities: PHSE – Civil Rights, Democracy. History. Music History.</p>	<p>Year 4</p> <p>Spring 2 – STOP! Enquiry Opportunities: What does injustice look like? Learning Opportunities: PHSE – British Values, Bullying. History – Persecution.</p> <p>Year 6</p> <p>Spring 2 – You’ve Got a Friend Enquiry Opportunities: How do we prepare ourselves for the next step? Learning Opportunities: PHSE – Year 6 Transition. Be Awesome, Go Big.</p>

MUSIC: Reasonable adjustments for SEND

At Old Catton Junior School, we ensure that every child has access to the curriculum, and are able to reach their potential, regardless of the challenges they may face or the limitations they may have.

We ensure that we make reasonable adjustments to our teaching, and to our curriculum, to facilitate all of the types of learners that we teach in our school. Below is a list of some of the many ways in which we make reasonable adjustments to our school as a whole and more specifically, our Music Curriculum and teaching:

- Vocabulary cards for musical terminology
- Musical timelines
- Class discussion to minimise writing
- Higher Order questions answered in groups to minimise stress.
- Breaking down lessons into short, manageable chunks
- Mixed ability groups – using peers as support and role models
- Adult assistance nearby
- Using another student as a reader/support
- Knowledge map/Mind Maps
- Recording ideas on whiteboards as an aide memoire
- Printing work larger and in smaller chunks
- Songs and rhymes repeated for memory
- My Turn/Your Turn
- Breaks
- Targets made clear for lessons and learning – linked to IEP
- Now/Next language used.
- Weighted lap/shoulder blanket
- Visual Timetables – class and individual

- Cushions for seats – wobble and wedge cushions
- Headphones/ear defenders
- Remembering/'to do' lists
- iPad as a translator
- iPad to record ideas
- Equipment adapted for needs (books, scissors, pencils, whiteboard, pencil grippers)
- Changing font size on whiteboard
- Checking seating position – sight problems – near the back for sensory needs
- A safe/quiet space in or near the classroom
- Special interest projects linked to and alongside class learning
- Sensory time/circuits/sensory room
- Reduced timetable
- BUGs, House Points
- Extra break time-or break at a different time
- Behaviour plans
- One Page Pupil Profiles
- Resistance bands
- Extra time for the trickier tasks
- Visual and Picture aids
- Emotion fans/PATHS cards
- Allow talk time for those who find recording difficult
- Use of a scribe
- Worry monsters and boxes
- Time-outs
- Learning some basics of a language for an EAL pupil

- Fidget toys available

- Keeping instructions short and one at a time