



JLPS Curriculum overview for Music

Year Group	Main theme/skills/knowledge/context	
R	Music through traditional tales	
	<p>Children explore and experience classroom percussion instruments, orchestral and popular instruments, looking at how sound can be created in many ways. We observe and describe the similarities and differences between sounds.</p>	<p>Children are encouraged to be creative with vocal sounds, singing and body percussion as forms of sound making. Traditional stories are used as the basis of songs and the children create instrumental accompaniments and sound effects for the stories.</p>
	<p>Observation of core musical features is developed using vocabulary such as: loud/quiet, fast/slow, high/low, long/short.</p>	<p>Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform together in the Christmas production and the Lounge on the Field musical curriculum day.</p>
1	Exploring the 6 elements of music	
	<p>Children continue to explore and experience a wide variety of instruments, including demonstrations by professional players and trying authentic instruments from other cultures themselves.</p>	<p>The elements of music (pitch, duration, dynamics, tempo, texture and timbre) are explored in turn and vocabulary is developed as we compare and contrast sounds and instruments. Specifically, timbre vocabulary is developed into a secure knowledge of how sounds vary and why.</p>
	<p>Graphic notation and traditional rhythm notation are interpreted and understood by all children in their performances and composition using vocal sounds, singing, body percussion and classroom instruments.</p>	<p>Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform together alongside Year 2 in their Christmas production and the Lounge on the Field musical curriculum day.</p>
2 & Oysters	Instrumental focus: Glockenspiels	
	<p>Simple melodies are taught by memory and from basic traditional notation. Children are given the skills to compose and improvise melodies for themselves at the glockenspiel. 'Glock Around The Clock' by Jane Sebba is used.</p>	<p>All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed. Specifically the pitch concept of high and low is explored in relation to our voices and on the glockenspiel.</p>
	<p>A year group singing project is completed with specific emphasis on part singing and the skills necessary to maintain a strong, independent, musical part within a choir. Children will progress to singing rounds and multi layered songs and end with a final performance to the school.</p>	<p>Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform alongside Year 1 in their Christmas production and the Lounge on the Field musical curriculum day.</p>

3	Instrumental focus: Ocarinas	
	Children are introduced to the 4 hole ocarina and one octave of note fingerings, using OC-box graphic notation. Simple melodies are learnt from memory, working towards playing in a round. Children begin to compose for themselves using the ocarinas. The basics of traditional notation for rhythms and pitch are reinforced and time signatures are introduced.	All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed. Specifically, pitch is explored through colour-coded notation and improvised compositions on tuned instruments.
	A music project using boomwhackers, hand bells and glockenspiels develops the children's ability to read various types of notation to play simple melodies. The children will look at octave (8 note) bell peels, improvise glockenspiel accompaniments to a story and take part in a final multi-layered performance of Frere Jacques as a class.	Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform alongside Year 4 in the Easter production and the Lounge on the Field musical curriculum day.
4	Instrumental focus: Recorders	
	Children are introduced to the descant recorder and a limited range of note fingerings. Simple melodies are taught by memory and from traditional notation. 'Red Hot Recorder' by Sarah Watts is used.	All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed. Specifically, more advanced structures (binary, ternary and rondo) and textural layering of rhythms are explored in the World Percussion project.
	World percussion instruments and styles are explored in a special project, looking specifically at African Djembe drumming and South American Samba style, using authentic instruments. Children develop their ability to maintain a steady pulse and are given the skills to improve their confidence in improvisation and composition on un-tuned percussion.	Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform alongside Year 3 in the Easter production and the Lounge on the Field musical curriculum day.
5	Instrumental focus: Recorders	
	Children learn the basics of descant recorder using a limited range of note fingerings. Simple melodies are taught by memory and from traditional notation. Children begin composing at the recorder. Key signatures and performance directions on notation are introduced. 'Red Hot Recorder' by Sarah Watts is used.	All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed. Specifically, they explore textural layering of pitched sounds and popular song structure in their special project.
	Year 5 work towards a whole class performance of a popular song on guitars, percussion and voices. Using boomwhackers, children explore how layering pitches on top of one another can create chords which have different moods. Major and minor chords are discussed and explored. All pupils will learn how to play 3 simplified chords on the guitar.	Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform alongside Year 6 in the End of Year Production and the Lounge on the Field musical curriculum day.

6	Instrumental focus: Recorders	
	<p>Children develop their knowledge and skills on the descant recorder using an extended range of note fingerings. Simple melodies are taught by memory and from traditional notation, working towards playing duets and composing for themselves. The treble recorder is also introduced when appropriate. 'Red Hot Recorder' by Sarah Watts is used.</p>	<p>All the elements of music (pitch, duration, dynamics, tempo, texture, timbre and structure) are discussed as musical concepts and vocabulary is developed. Specifically, the children's compositional skills are further developed using other pieces as a stimulus for more advanced rhythm patterns and structures.</p>
	<p>Body percussion and drumming are the theme of Year 6's special project. Children will perform as human drum kits using body percussion and compose their own pieces in response to the BBC Ten Pieces 'Connect It' piece. Children will also learn drum stick techniques and have the opportunity to play at a rock drum kit.</p>	<p>Children perform in front of each other regularly, appraising their own and others' achievements. The whole year group have the opportunity to perform alongside Year 5 in the End of Year Production and the Lounge on the Field musical curriculum day.</p>

