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Year 3

Our School

Pulse, rhythm patterns in 4 metre.

Use question and answer.

Christmas & Coming

Understand how rhythm patterns fit to a steady beat.

Create and perform 4-beat melodic patterns using the C major scale.

Super Heroes

Rhythm patterns in 4 metre.

Create music including a steady beat, and a rhythmic ostinato.

Year 4

Recorder 1

Introduce playing the recorder; B, A, G notes, tonguing technique

In the Hall of the Mountain King

Perform getting gradually louder and quieter.

Perform getting gradually faster and slower.

Music Moments

Explore use & purpose of different layers in music.

Create an atmospheric soundtrack using layers to show down at Stonehenge.

Amazing Egyptians

Explore pentatonic and minor scale patterns.

Identify and use different types of texture including solo, unison, and ostinato parts.

Recorder 2

Learn new notes C and D;

Read rhythm notation; crotchet, paired quavers and minim.

Begin to read stave notation.

Chinese Lanterns

Identify melodic shape, explore pentatonic scale patterns.

Use different types of texture including solo, unison, ostinato parts and simple harmony.

Winchfield Project

Hampshire Music Service Percussion Masterclass.

Year 5

Recorder 3

Play B, A, G, D, C. Practice quick changes between notes.

Develop understanding of stave notation.

River's Journey

Identify melodic shape and explore a minor scale.

Understand theme and variations and create own.

Ukulele 1

Introduction to playing the ukulele.

C, F and A minor chords.

Remember to Twinkle

Explore C major scale; stave notation; chords;

Begin to understand more complex rhythm patterns.

Space

Identify different instrumental/vocal combinations.

Explore harmony, including consonant and dissonant clusters.

A Bao A Qu

Explore pentatonic, major and harmonic minor scale.

Explore a melodic palindrome. Compose own palindrome.

Music of the 1930s and 40s

Identify instruments within families and ensembles.

Sing with clear diction, expression.

Use dynamics for expressive effects.

African Drumming

Understand how a wide range of dynamics and tempi can be used for expressive effect.

Explore rhythm and poly-rhythms.

Ukulele 2

Develop rhythmic strumming; singing and playing; G and G7 chords.

Year 6

Music of the 1930s and 40s

Learn to play 'Little Brown Jug' from stave notation.

Add a base line and chord accompaniment.

Create variations of the melody.

Ukulele 3

Changing between chords. Learn C7 chord.

Play with an awareness of expression and interpretation.

Amazing Machines

Explore G major scale.

Read and play 8 metre rhythm patterns.

Use a ternary structure.

Ukulele 4

Changing between chords. Learn D minor chord.

Play with an awareness of expression and interpretation.

Film Music

Explore chromatic scale patterns.

Use changes in pitch, duration, tempo, dynamics and texture to evoke different emotions;

Compose the soundtrack for a short film clip.

... Journey Through Heatherside Junior School

Structure Dynamics Timbre Duration Tempo Texture Pitch

Secondary school ready!

Heatherside Junior School

Key Stage Two Music Overview

National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

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.

Key stage 2

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.

Pupils should be taught to:

- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Our School</p> <p>Rhythm patterns; introduce staff notation for rhythm; pulse, beat and 4 metre; question & answer; ostinato.</p> <p>Duration; Structure</p>	<p>Christmas is Coming</p> <p>Steps, leaps, repeated notes; major scale pattern; 4 metre; playing tuned percussion.</p> <p>Pitch; Duration</p>	<p>Super Heroes</p> <p>Rhythm patterns; 4 metre; develop ostinato.</p> <p>Duration; Structure</p>	<p>Mystic Moments</p> <p>Use of layers in music; play percussion instruments; sing in rounds with developing expression; compose music to reflect a mood; graphic score.</p> <p>Texture; Timbre; Pitch</p>	<p>In the Hall of the Mountain King Crescendo, decrescendo, accelerando, rallentando; Create music with increases of dynamics and tempo in AABA structure</p> <p>Duration; Dynamics; Tempo</p>	<p>Recorder 1</p> <p>Introduction to playing the recorder; B, A and G notes; tonguing.</p> <p>Pitch; Timbre</p>
Year 4	<p>Ancient Egypt</p> <p>Pentatonic & minor scale patterns; 4 metre; solo, unison, ostinato, simple harmony.</p> <p>Pitch; Duration; Texture</p>	<p>Recorder 2</p> <p>New notes; C, D Rhythm notation; crotchets, paired quavers & minims.</p> <p>Duration; Pitch</p>	<p>Chinese Lanterns</p> <p>Scale patterns, pentatonic; drone accompaniment, Chinese musical instruments</p> <p>Pitch; Texture; Timbre</p>	<p>Winchfield Project</p> <p>Hampshire Music Service percussion masterclass.</p> <p>Duration; Dynamics; Texture;</p>	<p>River's Journey</p> <p>Explore melodic shape; D minor scale; theme & variation; rondo</p> <p>Pitch; Structure</p>	<p>Recorder 3</p> <p>Syncopated rhythms; G, A, B, C, D; quick changes between notes</p> <p>Duration; Pitch</p>
Year 5	<p>Ukulele 1</p> <p>Introduction to playing the ukulele; C, F and A minor chords;</p> <p>Pitch; Timbre</p>	<p>Remember to Twinkle</p> <p>C major scale; staff notation; chords; more complex rhythm patterns.</p> <p>Pitch; Duration</p>	<p>Space</p> <p>Refine use of voice/percussion instrument; harmony, consonant & dissonant clusters; dynamics for expressive effects</p> <p>Timbre; Texture; Dynamics</p>	<p>A Bao A Qu</p> <p>Pentatonic, major; harmonic minor; musical palindrome; staff notation</p> <p>Pitch; Structure</p>	<p>Ukulele 2</p> <p>Rhythmic strumming; singing and playing; G and G7 chords;</p> <p>Pitch; Timbre</p>	<p>African drumming</p> <p>Rhythm and polyrhythms; range of dynamics for expressive effects</p> <p>Duration; Dynamics</p>
Year 6	<p>Music of the 1930s and 40s</p> <p>Instruments in Big Bands; sing with clear diction and expression. Use a range of dynamics for expressive effects</p> <p>Dynamics; Timbre</p>	<p>Music of the 1930s and 40s</p> <p>Read and play 'Little Brown Jug' from stave notation. Add a baseline and chord accompaniment. Compose some variations of the melody.</p> <p>Duration; Pitch; Texture;</p>	<p>Ukulele 3</p> <p>Changing between chords; C7 chord; awareness of expression and interpretation.</p> <p>Pitch; Tempo</p>	<p>Amazing Machines</p> <p>G major scale. Explore 8 metre rhythm patterns. Use a ternary structure.</p> <p>Duration; Structure</p>	<p>Ukulele 4</p> <p>Changing between chords; D minor chord; awareness of expression and interpretation</p> <p>Pitch; Timbre</p>	<p>Film Music</p> <p>Identify the composer's intent and how this was achieved. Explore chromatic scale patterns. Use precise graphic and staff notation;</p> <p>Duration; Pitch; Dynamics; Texture</p>

Music - Substantive Knowledge
The inter-related dimensions of music

	Y3	Y4	Y5	Y6
Duration	Identify how rhythm patterns fit to a steady beat and begin to understand 2 and 4 metre.	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.	Identify and begin to understand more complex rhythm patterns.	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7.
Pitch	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns, e.g. pentatonic.	Identify melodic shape and explore different scale patterns including major, minor and pentatonic.	Explore, recognise and identify a range of different scale patterns including pentatonic, major and the harmonic minor.	Explore, recognise and identify a range of different scale patterns including pentatonic, major, minor.
Tempo	Identify, use and understand getting faster and slower in finer gradations.	Explore how to use tempi for expressive effect.	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Understand how a wide range of tempi can be used precisely and manipulated for expressive effects.
Dynamics	Identify, use and understand getting louder and quieter in finer gradations.	Explore how to use dynamics for expressive effect.	Understand how a wide range of dynamics, including can be used and manipulated for expressive effect.	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect.
Timbre	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments.	Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments.	Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments.	Identify voices/instruments within families. Refine the use of voices and percussion with intended impact.
Structure	Develop understanding of conventional structures including question and answer patterns, echo and ostinato.	Understand Rondo structure. Identify the subtler development of musical ideas - similar but not the same for example simple theme and variations.	Explore and use a wider range of developmental structures e.g. ABA, Ternary, Rondo and expressive structures including palindrome.	Use a broader range of developmental structures and expressive structures including minimalist music.
Texture	Identify the use and purpose of different layers in music heard, created and performed.	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony (drone, melodic ostinato parts, simple chords).	Extend the use of texture (simple harmony) to include consonant and dissonant clusters of notes and simple chords as accompaniments.	Use a range of harmonic devices with greater awareness and understanding in different musical contexts.

Music – Disciplinary Knowledge

The interpretation of the inter-related dimensions of music

	Y3	Y4	Y5	Y6
Listening	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas.</p> <p><i>(Rap, classical, <u>Superhero</u> - jazz with rock n' roll beat, <u>Mystic moments</u> - minimalist electronic, Brazilian folk music)</i></p>	<p>Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.</p> <p><i>(Traditional Chinese music, North American Indian folk song, classical, calypso music)</i></p>	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.</p> <p><i>(Contrasting versions of Twinkle, ambient music, orchestral palindrome, West African music)</i></p>	<p>Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.</p> <p><i>(<u>God Save the King</u> - classical, world, new age, pop, minimalist)</i></p>
Singing	<p>Explore the use of the voice as an instrument, chant and sing with a developing awareness of phrasing and expression, including rounds, partner songs and songs in simple layers.</p> <p><i>(Learning Rap, Christmas is Coming round, Superhero chant, Mystic Moments - Sun Arise simple layers)</i></p>	<p>Use the voice as an instrument, chant and sing with an increasing awareness of phrasing and expression including more complex rounds and partner songs and in layers.</p> <p><i>(Chinese lantern round, River's Journey, Amazing Egyptians, Calypso round)</i></p>	<p>Extend imaginative vocal use, chant and sing in layers including simple part songs, with expressive interpretation and awareness of phrasing, style and context.</p> <p><i>(<u>Space</u> - layers & textures, Ukulele 2 singing and playing)</i></p>	<p>Further extend imaginative vocal use, chant and sing in independent balanced parts (harmony) with expressive interpretation and awareness of phrasing, style and context.</p> <p><i>(Hey Mr Miller, The National Anthem with harmony)</i></p>
Playing	<p>Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality.</p> <p><i>(Samba rhythms, Christmas is Coming melody & baseline, In the Hall of the Mountain King - changes in dynamics, tempo, Learning to play the recorder 1.)</i></p>	<p>Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.</p> <p><i>(Chinese lantern pentatonic melodies, River's Journey melody and accompaniment, Gamelan instruments, Recorder 2)</i></p>	<p>Demonstrate accurate and fluent instrumental skills and use them to articulate and perform with musical awareness.</p> <p><i>(<u>Ukulele 1</u>, Twinkle, twinkle little star melody and chord, accompaniment, Space - texture, timbre, A Bao A Qu - D harmonic minor scale, Ukulele 2 - singing and playing, Djembe drumming - polyrhythms)</i></p>	<p>Demonstrate precise and confident instrumental skills and use them to articulate and perform with musical awareness.</p> <p><i>(<u>Music of the 1930s & 40s</u> - play melody with baseline and chord accompaniment, <u>God Save the King</u> - play G major scale and short melodies from stave notation, <u>Ukulele 3 & 4</u>)</i></p>

<p>Notating</p>	<p>Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation. (<i>Christmas is Coming</i> - Ta, Titi ostinatos, C major scale, Superhero ostinatos, <i>Mystic moments</i> - graphic notation, <i>In the Hall</i> - crotchets, quavers. <i>Learning to play the recorder 1</i> - minim, semibreve, crotchet rest)</p>	<p>Understand and use detailed graphic notation. Use basic stave notation. (<i>Chinese Lanterns</i> - pentatonic scale, <i>River's Journey</i> - detailed graphic notation, <i>Recorder 1</i> - stave notation)</p>	<p>Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation. (<i>Remember to Twinkle</i> - stave notation, <i>A Bao A Qu</i> - notate melodic palindrome)</p>	<p>Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation with time signatures. (<i>Music of the 1930s & 40s</i> - revision of treble clef stave notation, time signatures, <i>Ukulele 3</i> - changing chords, <i>God Save the King</i> - notate G major melodies)</p>
<p>Rehearsing and performing</p>	<p>Develop basic individual and group rehearsal skills including memory and recall. Recognise why and when to improve. Begin to develop an awareness of how to present a performance.</p>	<p>Use individual and group rehearsal skills including memory and recall. Perform from simple notation. Recognise which improvements need to be made. Develop an awareness of how to present a performance.</p>	<p>Recognise which refinements need to be made and explore a range of different rehearsal strategies. Develop an awareness of how to plan and present a performance.</p>	<p>Recognise which refinements need to be made and know how to make them. Develop an awareness of how to plan and present a performance.</p>