



Music at Godalming Junior School

- At Godalming Junior School, we believe that music can be a wonderful tool to ‘spark’ children’s imagination and creative drive, therefore igniting a ‘lifetime of passion’ to explore the musical world around them. We strive to produce increasingly confident and capable budding musicians who, by the end of Year 6, are able to read, follow, compose and perform music from a range of different styles, genres and traditions from around the world.
- The staff here work hard to produce highly engaging and effective lessons that follow our carefully sequenced long term plan and progression of skills that has been largely informed by the Department for Education’s Model Music Curriculum. However, a few skills have been kept from our old curriculum that was based on the Charanga scheme of work.
- Our overall aim is to ensure that by the end of Year 6, children are able to read and follow musical notation whilst singing or playing either the glockenspiel or recorder, as well as learning how to comment on and compose a range of music.
- Due to the cyclical nature of our curriculum, during their time at Godalming Junior School children will experience learning both focus instruments whilst in the lower and upper school in order to develop their breath control and ability to play in time, while maintaining the correct tempo. Within those units, they will also gradually build on their existing knowledge of composition that will lead to them exploring how to compose their own pieces or extracts of music based on their focus genre.
- Within a year, children will have participated in 6 units of music that alternate between having a ‘playing’ or ‘singing’ focus. These swap half termly so that children can gradually build on the knowledge that they already have and reflect on what they already know before moving on. Although they will predominantly focus on learning either the recorder or glockenspiel, children will also experience playing and experimenting with a range of tuned and un-tuned percussion, particularly when exploring composition in greater detail.
- Through all of this, our ambition is that as many children as possible are inspired to take a deeper interest in music, whether that’s through specialist lessons, joining choirs/musical communities or considering exploring music learning at a deeper level when they reach Secondary school.



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Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	We are musicians: Recorder 1	We are performers: Christmas choir unison songs	We are musicians: Recorder 2	We are singers: Round songs	We are musicians: Boom-whackers	We are singers: Unison songs (linked to...)
Focus vocab throughout the year: crotchet, quaver, stick notation/ pitch dots, tempo fast (allegro), slow (adagio), pitch - high, low, rising, falling, compose						
Year 4	We are musicians: Glockenspiel 1	We are performers: Christmas choir unison songs	We are musicians: Glockenspiel 2	We are singers: Unison songs - values	We are musicians: Soundscapes - Tuned and un-tuned percussion	We are singers: Unison songs (linked to...)
Focus vocab throughout the year: Notation, Scales, Notes, Quaver, Crotchet, crotchet rest, minim, pitch - major and minor, mood, tempo - getting faster (accelerando) Getting slower (rallentando), structure, timbre, beat, pulse, dynamics, compose, stave, unison, ensemble, octave, crescendo, decrescendo, rounds, harmony, melody, time signatures, repertoire, dynamics, Verse, chorus, partner songs, contrast						
Year 5	We are musicians: Recorders 3	We are performers: Christmas choir unison songs	We are musicians: Recorders 4	We are singers: Partner songs and rounds	We are musicians: Djembe drums	We are singers: Unison songs (linked to...)
Focus vocab throughout the year: <ul style="list-style-type: none"> Rhythm, Pitch, tempo -fast (allegro), slow (adagio), dynamics -loud (forte), quiet (piano), moderately loud (mezzo forte), moderately quiet (mezzo piano), Tempo- getting faster (accelerando), getting slower (rallentando), Dynamics - getting louder (crescendo), getting softer (decrescendo) very loud (fortissimo), very quiet (pianissimo), Timbre, Texture, Structure, Notation, Staff, Stave, Compose, Improve, Crotchet, Quaver, Minim, Rest, Semibreve, verse/chorus, harmony, echo, parts, rounds, contrast. 						
Year 6	We are musicians: Glockenspiel 3	We are performers: Christmas choir unison songs	We are musicians: Glockenspiel 4	We are musicians: Composition - movie scores	We are singers: Unison songs - production	We are performers: Unison songs - production
Focus vocab throughout the year (same as Y5 in order to ensure clear understanding): Rhythm, Pitch, tempo -fast (allegro), slow (adagio), dynamics -loud (forte), quiet (piano), moderately loud (mezzo forte), moderately quiet (mezzo piano), Tempo- getting faster (accelerando), getting slower (rallentando), Dynamics - getting louder (crescendo), getting softer (decrescendo) very loud (fortissimo), very quiet (pianissimo), Timbre, Texture, Structure, Notation, Staff, Stave, Compose, Improve, Crotchet, Quaver, Minim, Rest, Semibreve, verse/chorus, harmony, echo, parts, rounds, contrast.						



Musical skills:

Listening singing

reading notation

improvising

composing

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	We are musicians: Recorder 1	We are performers: Christmas choir unison songs	We are musicians: Recorder 2	We are singers: Round songs	We are musicians: Boom-whackers	We are singers: Unison songs (linked to...)
<p>Focus vocab that is gradually built up throughout the year.</p> <ul style="list-style-type: none"> Crotchet, quaver, stick notation/ pitch dots, tempo, pitch - high, low, compose, dynamics, posture, warm up, ensemble, unison, forte, piano, pulse, conducting, tempo - fast (allegro), slow (adagio) 						



Musical skills:

Listening singing reading notation improvising composing

Autumn 1: We are musicians: Recorder 1		
Listen and appraise focus:	Progression of skills:	Song choices:
<p>Western Classical Tradition and Film: Baroque,</p> <ul style="list-style-type: none"> Hallelujah from Messiah Barbara Strozzi. "Che si può fare". VOCES8: Adoramus Te, Christe - Claudio Monteverdi 	<ul style="list-style-type: none"> Introduce the stave, lines and spaces, and clef. Introduce and understand the differences between crotchets, paired quavers and rests. 	<ul style="list-style-type: none"> Bouncing ball Apples and bananas Mary had a little lamb Rainbows and raindrops

Autumn 2: We are performers: Christmas choir unison songs		
Listen and appraise focus:	Progression of skills:	Song choices:
<p>Musical traditions - Irish Christmas carols</p> <ul style="list-style-type: none"> Christmas In Killarney - The Irish Rovers Don Oíche Úd I Mbeithil (That Night In Bethlehem) The holly tree - The Clancy Brothers Patty Gurdy - The Yule Fiddler (Christmas Time Is Coming 'Round Today) 	<ul style="list-style-type: none"> Sing and perform as part of a choir, in unison. Follow good singing posture that's been modelled to them. Rehearse and learn songs from memory for a performance. Sing with clear attention to dictation. Follow the leader or conductor for instructions on pitch and tempo. Listen for being 'in-time' or 'out of tune' with awareness of following the beat. When performing, ensure they are singing expressively. 	<ul style="list-style-type: none"> The Angel Gabriel Starry Night Calypso Carol 21 days of Christmas

Spring 1: We are musicians: Recorder 2		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> Popular music: Disco Popular music: POP 	<ul style="list-style-type: none"> Use dot notation to show higher or lower pitch. Apply word chants to rhythms, understanding how to link each syllable to one musical note. 	<ul style="list-style-type: none"> Rover / Little Bo Peep Driver Hot cross buns Elephants



Musical skills:

Listening singing reading notation improvising composing

<ul style="list-style-type: none"> • Boogie wonderland - Earth, Wind, Fire • Let's groove tonight - • Disco inferno • Stayin' alive (compared to POP - get by with a little help from my friends) • take on me - A-ha / As it was - Harry Styles (POP - modern comparison) 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using three/four notes. • Suggest and implement improvements to their own work using the correct musical vocabulary. • Become more skilled in improvising short 'on-the-spot' responses using a limited note-range. 	<ul style="list-style-type: none"> • Indian warrior
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Spring 2: We are Singers: round songs		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: Rock 'n' roll • Jailhouse rock • Let's twist again compared with Holiday • Livin' on a prayer • Bohemian Rhapsody • 	<ul style="list-style-type: none"> • Begin to sing a widening range of unison songs of varying styles and structures, with a pitch range of do-so. • Sing with attention to clear dictation. • Sing more expressively, starting to follow instructions on breath control and phrasing. • Show awareness of and sing with attention to the meaning of the words. • Understand the meaning of forte (loud) and piano (soft). • When listening and appraising, discuss what a song might be about. 	<ul style="list-style-type: none"> • Fruit cannon - 3 parts - 1 word • I like the flowers - 2 parts - verse and chorus • Sweet chariot/O when the saints/ I'm gonna sing (assessed task) • Composing own round song with the melody of row, row, row your boat.

Summer 1: We are musicians: Boom-whackas		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Western classical tradition and film:- Romantic • Night on a Bare Mountain - Mussorgsky • Mars, The Bringer of War - from Holst's The Planets • Tritsch-Tratsch-Polka - Johann Strauss II 	<ul style="list-style-type: none"> • Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. • Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p><i>Songs below are the ones available. Children will learn to play one or more in a group.</i></p> <ul style="list-style-type: none"> • Mary had a little lamb • Hush little baby • There's a hole in my bucket • Old MacDonald had a farm • London bridge • This old man • Twinkle twinkle



Musical skills:

Listening

singing

reading notation

improvising

composing

	<ul style="list-style-type: none"> Suggest and implement improvements to their own work using the correct musical vocabulary. 	<ul style="list-style-type: none"> The muffin man Row, row, row your boat
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Summer 2: We are Singers:		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> <i>Musical Traditions: Brazil -Samba</i> <i>Fanfarra (Cabua-Le-Le) - Sérgio Mendes/Carlinhos Brown</i> 	<ul style="list-style-type: none"> Sing a widening range of unison songs, including short and simple rounds, tunefully and with expression. Perform actions confidently and in time to a number of action songs When listening and appraising and performing, walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. When listening and appraising, discuss what the song might be about, explaining their thoughts in more detail. 	<ul style="list-style-type: none">



Year 4:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	We are musicians: Glockenspiel 1	We are performers: Christmas choir unison songs	We are musicians: Glockenspiel 2	We are singers: Unison songs (linked to...)	We are musicians: Tuned and un-tuned percussion - soundscapes	We are singers: Unison songs (linked to...)


Focus vocab that is gradually built up throughout the year:

Notation, Scales, Notes, Quaver, Crotchet, crotchet rest, minim, pitch - major and minor ,mood, tempo - getting faster (accelerando) Getting slower (rallentando), structure, timbre, beat, pulse, dynamics, compose, stave, unison, ensemble, octave, crescendo, decrescendo, rounds, harmony, melody, time signatures, repertoire, dynamics, Verse, chorus, partner songs, contrast



Musical skills:

Listening singing reading notation improvising composing

Autumn 1: We are musicians: Glockenspiel 1		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> Musical Traditions: Trinidad Calypso (compare to SAMBA) 	<ul style="list-style-type: none"> Revise, introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C-G/do-so). Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars Suggest and implement improvements to their own work using the correct musical vocabulary.  <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). 	<ul style="list-style-type: none"> Hot cross buns Mary had a little lamb Row, row, row your boat Old Macdonald had a farm
<ul style="list-style-type: none"> Jump in the line - Harry Belafonte Hot hot hot - Arrow Ting Tang - Lord Kitchener Tempo - Calypso Rose It's the rhythm we want - King Radio Don't touch me tomato - George Symonette 		

Autumn 2: We are performers: Christmas choir unison songs		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> Western classical tradition and film: - Early and then 20th century Christmas carols https://www.timetoast.com/timelines/christmas-songs-d5e7d890-7462-4e93-8db9-4fd16649735a Bring a Torch, Jeanette, Isabella - 1688 https://www.youtube.com/watch?v=7k6jjxr1SuQ Joy to the world - 1719 https://www.youtube.com/watch?v=_N40D2pk-w0 Could compare to modern cover https://www.youtube.com/watch?v=-Xo64Q2ucQ8 Little saint nick - 1963 https://www.youtube.com/watch?v=AbgxDgVmMFO 	<ul style="list-style-type: none"> Sing as part of a choir, following modelled pitch and timing and maintaining this throughout their performance. When performing, sing expressively, with attention to breath-control. Rehearse and learn songs from memory and/or with notation. Understand the importance of good singing posture and maintain this throughout a performance. 	<ul style="list-style-type: none"> Silent Night Away in a Manger Come And Join The Celebration 12 Days of Christmas



Musical skills:

Listening singing reading notation improvising composing

Spring 1: We are musicians: glockenspiel 2		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: Jazz 	<ul style="list-style-type: none"> • Follow and perform simple rhythmic scores to a steady beat: • Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. • Introduce major and minor chords. • Begin to make compositional decisions about the overall structure of improvisations. • Suggest and implement improvements to their own work using the correct musical vocabulary. 	<ul style="list-style-type: none"> • Twinkl twinkl little star • Sally on the seesaw • Au Clair de la Lune • Extract from Indiana Jones (Hero Week theme) • Slow version of 'What a wonderful world'
<ul style="list-style-type: none"> • <i>What a wonderful world</i> • <i>Fly me to the moon</i> (discuss swing music and how this is an important feature of Jazz - show notation) • <i>Take the A train</i> (discuss swing music and how this is an important feature of Jazz - show notation) • <i>Mack the knife</i> • <i>One o'clock jump</i> 		

Spring 2: We are singers - values theme (community/friendship) UPDATED		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: 90s Indie 	<ul style="list-style-type: none"> • Sing a broader range of unison songs with an octave (do-do), pitching their voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). These songs should include rounds and partner songs. • When performing, sing expressively, with attention to breath-control and phrasing. • Ensure good singing posture throughout a performance. • When listening and appraising, talk about the different styles of singing within this genre. 	<ul style="list-style-type: none"> • Wonderwall • We're all in this together • Put a little love in your heart • True colours - duet • One vision • Count on me
<ul style="list-style-type: none"> • <i>Wonderwall</i> by Oasis • <i>Lovefool</i> by The Cardigans • <i>Bitter Sweet Symphony</i> by The Verve • <i>Friday I'm in Love</i> by The Cure • <i>Shiny Happy People</i> by REM • <i>Why does it always rain on me</i> by Travis • <i>Breakfast at Tiffany's</i> by Deep Blue Something - EXTRA 		



Musical skills:

Listening singing reading notation improvising composing

Summer 1: We are musicians: Tuned and un-tuned percussion - soundscapes

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Western classical tradition and film: Classical • Symphony No. 5 - Beethoven • Rondo alla Turca - Mozart • Symphony No. 94 - Haydn • Mass in B minor - Bach 	<ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology <ul style="list-style-type: none"> • Suggest and implement improvements to their own work using the correct musical vocabulary 	<ul style="list-style-type: none"> • [composing sound scape over the unit]

Summer 2: We are Singers: part/round songs linked to topics and listen and appraise starters

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Musical Traditions: Punjab/UK Bhangra • Bhabiye Akh Larr Gayee - Bhujhangy Group • Tropical bird - Trinidad steel • Fanfarra - Sergio Mendes • Baris - Gong Kebyar of Peliatan • Sahela Re - Kishori Amonkar 	<ul style="list-style-type: none"> • Continue to sing a broader range of unison songs with an octave (do-do), pitching their voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). These songs should include rounds and partner songs. • Sing expressively, with attention to staccato (singing the notes as smoothly connected as possible) and legato (the notes as short and crisp and detached as possible) • When performing, sing expressively, with attention to breath-control and phrasing. • Ensure good singing posture throughout a performance. 	<ul style="list-style-type: none"> • Just like a Roman • I like the flowers (Y3 recap) / Bassez Down • Kye Kye Kule • Calypso • Banaha



Musical skills:

Listening

singing

reading notation

improvising

composing

	<ul style="list-style-type: none">When listening and appraising, talk about the different styles of singing within this and other musical genres that they've covered.	
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Year 5:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	We are musicians: Recorders 3	We are performers: Christmas choir unison songs	We are musicians: Recorders 4	We are singers: Unison songs (linked to...)	We are musicians: Djembe drums	We are singers: Unison songs (linked to...)

Focus vocab that is gradually built up throughout the year:

Rhythm, Pitch, tempo -fast (allegro), slow (adagio), dynamics -loud (forte), quiet (piano), moderately loud (mezzo forte), moderately quiet (mezzo piano), Tempo- getting faster (accelerando), getting slower (rallentando), Dynamics - getting louder (crescendo), getting softer (decrescendo) very loud (fortissimo), very quiet (pianissimo), Timbre, Texture, Structure, Notation, Staff, Stave, Compose, Improvise, Crotchet, Quaver, Minim, Rest, Semibreve, verse/chorus, harmony, echo, parts, rounds, contrast.



Musical skills:

Listening singing reading notation improvising composing

Autumn 1: We are musicians: Recorder 3

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> Western classical tradition and film: - 20th Century 	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Read and perform pitch notation within an octave (e.g. C-C'/do-do). 	<ul style="list-style-type: none"> Kangaroo bounce The kangaroo and tortoise duet Old MacDonald Dear Liza Tadpoles
<ul style="list-style-type: none"> English Folk Song Suite - Vaughan Williams This Little Babe from Ceremony of Carols - Britten Samuel Coleridge- Taylor :Symphonic Variations on an African Air, Op.63(1906). ROYAL CHORAL SOCIETY: Jerusalem by Hubert Parry 		

Autumn 2: We are performers: Christmas choir unison songs

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> Musical Traditions: South Africa Choral/Christmas/religious festival songs 	<ul style="list-style-type: none"> With increasing confidence, perform a range of songs in school assemblies and in other school performance opportunities. Rehearse and learn songs from both notation and memory When singing unison songs, ensure that are singing on pitch and in time, beginning to self-correcting if they become lost or out of time. Sing expressively, paying close attention to dynamics and articulation. Respond to a leader or conductor. 	<ul style="list-style-type: none"> Ding Dong Merrily on High Do You Hear What I Hear Starry Night O Come All Ye Faithful 12 days of Christmas
<ul style="list-style-type: none"> SIZALELWE INDODANA https://www.youtube.com/watch?v=xIGcovYShEw HOT WATER MAMA XMAS https://www.youtube.com/watch?v=uX70rxcHzM0 Sing Noel https://www.youtube.com/watch?v=f8w6pUTskZM 		



Musical skills:

Listening singing reading notation improvising composing

Spring 1: We are musicians: Recorder 4 [music lead reviewing and updating 2024]		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Western classical tradition and film: 20th Century • Symphonic Variations on an African Air - Coleridge-Taylor - • Mars, The Bringer of War - from Holst's The Planets 	<ul style="list-style-type: none"> • Improvise freely over a drone using tuned percussion and melodic instruments. • Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Suggest and demonstrate improvements to their own and others' work, using the correct musical vocabulary. • Capture and record creative ideas using any of: <ul style="list-style-type: none"> • graphic symbols • rhythm notation • time signatures • staff notation • technology 	<ul style="list-style-type: none"> • mocking bird • twinkle, twinkle, little star

Spring 2: We are singers -		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: 90s singer/song writer • Kate Bush - Running Up That Hill • Robbie Williams - Angels 	<ul style="list-style-type: none"> • Sing both unison songs and those that have 3 part rounds or partner songs. • Sing expressively, with attention to breathing and phrasing. • Rehearse and learn songs from memory and/or with notation. • When singing unison songs, ensure that are singing on pitch and in time, self-correcting if they become lost or out of time. • Confidently follow a leader or conductor. • When listening and appraising, talk about the different styles of singing that they notice and why these might occur. 	<ul style="list-style-type: none"> • Hey ho, nobody home (3 parts) • Dynamite (4 parts) • Sweet chariot/ All night, all day (partner song)



Musical skills:

Listening singing reading notation improvising composing

	<ul style="list-style-type: none"> Begin to discuss how music can be used to connect people around the world. 	
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Summer 1: We are musicians: Djembe drumming

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> <i>Musical Traditions: Nigeria Drumming</i> Jin-Go-La-Ba (Drums of Passion) - Babatunde Olatunji Dianka Bi Sala Keba by Papa Wemba and Lokua Black Panther: Wakanda Forever - Never Forget 	<ul style="list-style-type: none"> Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape. Experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Compose music to evoke a specific atmosphere, mood or environment. Pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: <ul style="list-style-type: none"> graphic symbols rhythm notation technology Suggest and demonstrate improvements to their own and others' work, using the correct musical vocabulary. 	<ul style="list-style-type: none"> Tunes and rhythms with open and base tone Conga <p>[Focus then moves to: composition based on given stimulus]</p>

Summer 2: We are singers: [music lead reviewing and updating 2024]

Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> <i>Popular music:</i> 80s Synth/Pop 	<ul style="list-style-type: none"> Sing both unison songs and those that have 3-4 part rounds or partner songs. 	<ul style="list-style-type: none"> A1- Caught in the Middle



Musical skills:

Listening

singing

reading notation

improvising

composing

•	<ul style="list-style-type: none">• Consistently sing expressively, with attention to breathing and phrasing.• Rehearse and learn songs from memory and/or with notation.• When singing unison songs, ensure that are singing on pitch and in time, self-correcting if they become lost or out of time.• Confidently follow a leader or conductor.• When listening and appraising, begin to discuss how music can be used to connect people around the world.	
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Year 6:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	We are musicians: Glockenspiel 3	We are performers: Christmas choir unison songs	We are musicians: Glockenspiel 4	We are musicians: Composition	We are singers: Unison songs - production	We are performers: Unison songs - production
Rhythm, Pitch, tempo -fast (allegro), slow (adagio), dynamics -loud (forte), quiet (piano), moderately loud (mezzo forte), moderately quiet (mezzo piano), Tempo- getting faster (accelerando), getting slower (rallentando), Dynamics - getting louder (crescendo), getting softer (decrecendo) very loud (fortissimo), very quiet (pianissimo), Timbre, Texture, Structure, Notation, Staff, Stave, Compose, Improvise, Crotchet, Quaver, Minim, Rest, Semibreve, verse/chorus, harmony, echo, parts, rounds, contrast.						



Musical skills:

Listening singing reading notation improvising composing

Autumn 1: We are musicians - glockenspiel 3		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: funk 	<ul style="list-style-type: none"> • Have a good understanding of the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • be able to identify and play from notation confidently, knowing note names and durations. (Guidance to staff: this could be done using rhythm cards - both are on the system and in the music room) • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). 	<p>[See rhythm cards in the music room]</p>
<ul style="list-style-type: none"> • James Brown - I Feel Good • James Brown - Living In America • Earth, Wind and Fire - September • Earth, Wind and Fire - Let's Groove • Kool and the Gang - Celebration • Kool and the Gang - Get Down Tonight • Bruno Mars - Uptown Funk 		

Autumn 2: We are performers: Christmas choir unison songs		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Musical Traditions: Christmas carols from around the world 	<ul style="list-style-type: none"> • Rehearse and learn songs from memory and/or with notation • With greater confidence and control, sing a broader range of songs than those covered in previous years, as a choir. Including those with multiple parts and more challenging pitch, tempo and dynamics. • After prompting if needed, demonstrate and maintain good posture and breath-control whilst singing. • When listening and appraising, talk about the different styles of singing used and where possible, make links to other styles and genres explored in the previous year. Note to staff: check the listen and appraise styles covered in Year 5 so that you're aware of what comparisons they might make. 	<ul style="list-style-type: none"> • Bells Ring Out • Cat and the Mouse • O Holy Night • O Come All Ye Faithful • 12 days of Christmas
<ul style="list-style-type: none"> • Suo Gan (Lullaby) - Wales https://www.youtube.com/watch?v=FB63gJkBE3c • Campana Sobre Campana - Spain https://www.youtube.com/watch?v=36cjZy9tX8A https://www.bethsnotesplus.com/2014/11/campana-sobre-campana.html • Stille Nacht (Silent Night) - Germany https://www.youtube.com/watch?v=MbhzOOXLvU • Musevisa (The Mouse Song) - Norway https://www.youtube.com/watch?v=pLJxfSepip8 • Go Tell it on the Mountain - United States https://youtu.be/dQjA7KimgBY 		



Musical skills:

Spring 1: We are musicians - glockenspiel 4		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Musical Traditions: Folk (Middle East, English, Poland) 	<ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C-C/ do-do). • Play this melody on available tuned percussion. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. • Plan and compose a melodic phrase using the pentatonic scale (e.g. C, D, E, G, A). 	<ul style="list-style-type: none"> • What do you do with a drunken sailor - learn • Then compose their own sea shanty to perform on glockenspiel
<ul style="list-style-type: none"> • Keep hauling - Fisherman's friends • Wellerman • Sprinting Gazelle - Reem Kelani • Mazurkas Op. 24 - Chopin 		

Spring 2: We are composers - tuned and un-tuned percussion		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Western classical tradition and film: - Romantic / film scores 	<ul style="list-style-type: none"> • Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Extend improvised melodies over a fixed groove, creating a satisfying melodic shape. • Compose melodies made from pairs of phrases in a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Constructively critique their own and others' work, using the correct musical vocabulary. 	<ul style="list-style-type: none"> • Chariots of fire - Vangelis Papathanassiou • Driving Miss Daisy - Hans Zimmer • Gone with the Wind - Max Steiner • Jaws - John Williams
<ul style="list-style-type: none"> • Nutcracker - dance of the reed - Pyotr Ilych Tchaikovsky • Nutcracker - Marche - Pyotr Ilych Tchaikovsky • Nutcracker - Dance of the sugar plum - Pyotr Ilych Tchaikovsky • nutcracker - waltz of the flowers - Pyotr Ilych Tchaikovsky 		



Musical skills:

Listening singing reading notation improvising composing

Year 6: Summer 1 and 2 SINGING		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Popular music: 90s RnB 	<ul style="list-style-type: none"> • Sing a broad range of songs as part of a choir, including those that involve 2 part harmonies and varying dynamics. • Rehearse and learn songs from memory. • Independently ensure that they observe rhythm phrasing, accurate pitching and appropriate style depending on the piece that they are singing. Note to staff: "Musical phrasing is the way a musician shapes a sequence of notes in a passage of music to allow expression, much like when speaking English a phrase may be written identically but may be spoken differently, and is named for the interpretation of small units of time known as phrases (half of a period). • Independently demonstrate and maintain good posture and breath control whilst singing. • When listening and appraising, talk about the different styles of singing used and where possible, make links to other styles and genres explored throughout the year. • When listening and appraising, discuss how connected they are to the music, songs and styles and how these are connected around the world. Note to staff: this could be a nice summary of their understanding of music history and genres covered at GJS. 	<p><i>These are dependent on the production that is chosen for that year.</i> <i>However, choices will be made with skills objectives in mind.</i></p>

Year 6: Summer 2 - post SATS project - EC in progress		
Listen and appraise focus:	Progression of skills:	Song choices:
<ul style="list-style-type: none"> • Western classical tradition and film: Connect It - Anna Meredith - 21st Century 	<ul style="list-style-type: none"> • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. • Constructively critique their own and others' work, using the correct musical vocabulary. 	<ul style="list-style-type: none"> • Dream big • Higher and higher • Say goodbye • Wherever I go



Listen and appraise starter - sample questions

Year 3	Year 4	Year 5	Year 6
<p>What was your first reaction to this music?</p> <p>Describe the structure of the piece of music.</p> <p>Which instruments can you hear in this piece of music?</p> <p>Which section of the piece is most important? Why?</p> <p>Can you describe the dynamics?</p> <p>Describe the tempo of this music. Does it change?</p> <p>Close your eyes and describe the image that the music evokes.</p> <p>How would you describe this piece of music to someone who has never heard it?</p> <p>What adjectives would you use to describe this piece of music?</p> <p>What verbs would you use to describe this piece of music?</p> <p>What colours does this music make you imagine and why?</p> <p>If this piece of music was a piece of artwork, what would it look like?</p> <p>Who/what do you think this music was created for? Why do you say that?</p> <p>Why do you think this artist/musician created this work?</p> <p>What's the story being told, if any?</p> <p>What emotions do you feel when listening to this?</p> <p>What title would you give this piece?</p> <p>What does this music say about the world in which we live?</p> <p>If you could ask this piece of music a question, what would you ask it?</p> <p>If this music were a person, what would they look like?</p> <p>If this music were a person, what would their personality be?</p>		<p>What is going on in this piece of Music?</p> <p>What was your first reaction to this music? Why do you think you had the reaction?</p> <p>Does your opinion about the music change the longer you listen to it? Why?</p> <p>Describe the patterns in this piece of music.</p> <p>Which section of the piece is most important? Why?</p> <p>How would you describe this piece of music to someone who has never heard it?</p> <p>What colours does this music make you imagine and why?</p> <p>What is missing from this piece of music?</p> <p>If this piece of music was a piece of artwork, what would it look like?</p> <p>If you could ask the artist/musician a question, what would you ask him/her?</p> <p>How do you think the artist feels about the final piece?</p> <p>What's the story being told, if any?</p> <p>What do you think happened before this piece?</p> <p>What do you think happened next?</p> <p>What emotions do you notice in the piece?</p> <p>How did the artist/musician use tempo, texture, pitch and dynamics to contribute to the mood or meaning?</p> <p>If you could change this piece, how would you change it? Why?</p> <p>What does this music say about the world in which we live?</p>	

Further questions can be found in the Music resources folder in -The Arts



Song suggestions from DfE MMC

Y3:	Y4:	Y5:	Y6
<p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> o Sing Up: Heads and Shoulders o Flying a Round: To stop the train o Trad. Japan: Kaeru no uta o Trad. Morocco: A ram sam sam/Pease Pudding Hot o Trad. Bangladesh: Now charia de (A Boatman’s Song) o Junior Songscape: Listen to the Rain o Voicelinks: Extreme Weather o Sing Up: Skye Boat Song https://www.youtube.com/watch?v=tgHlApbtjvI o Trad. Ireland: Be Thou My Vision o Junior Voiceworks 1: Now The Sun Is Shining o Voiceworks 1: Candle Light o Singing Sherlock 2: Shadow o Singing Express 3: Mirror o Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose 	<p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> o Junior Voiceworks 1: Calypso o Junior Voiceworks 2: Our Dustbin o Voiceworks 1: Hear the Wind o Kendrick: Servant King o Happy Birthday o Great Weather Songs: Long Journey o Great Celebration Songs: World in Union o Sing Up: Just like a Roman o Trad. Ghana: Namuma o Sing for Pleasure: Ghosts o Sing for Pleasure: Lost in Space 	<p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> o Trad. Ireland: Danny Boy o Kodály: Rocky Mountain o Kodály: My Paddle o High Low Chickalo o Ally Ally O o Trad. Caribbean: Four White Horses o Trad. Uganda: Dipidu o Are You Ready? o Row, Row, Row your Boat 	<p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> o Trad. South Africa: Siyahamba o Junior Voiceworks 1: Calypso o Sing Up: Touch the Sky o Sing Up: Dona Nobis Pacem o Sing Up: We are the Champions o British National Anthem - God Save the King o Sing Up: We Go Together o Trad. Ghana: Senwa de Dende o Sing Up: Be the Change o Sing Up: One Moment, One People o Sing Up: There’s a Power in the Music



Pupil Voice findings:

Year 6 pupils: 21st March 2023 - these children were chosen because they experienced the old Charanga curriculum and would have been in their second year of the new curriculum

What do you like about music?

- *We get to make music off of our own initiative*
- *We have much more creative freedom*
- *We use more of the instruments now than we used to*
- *When we're composing, we know what the instruments feel and sound like so we make better choices about which ones to include*
- *We get a feel for emotions that music can bring out*
- *We can express ourselves! We can do the creative 'arts' outside of art lessons and express ourselves in different ways than we used to*
- *We do more work in smaller groups instead of always as a whole class. If you do everything as a group of 30, some people play slower than others and they can't keep up. I was the one who couldn't keep up but now I'm not.*
- *There's not a 'wrong' way to do it*
- *It's really fun! I really like our music lessons*

How do you know that you're good at music?

- *You can tell by the feedback you get. (What do you mean by 'feedback?') Peer and teacher feedback. They tell us what you can do better. Like a star and a wish but talking instead*
- *You just know because you can tell what your song was supposed to sound like and then hear if it's going well or not*
- *I'm much more confident*
- *We've got more room to be creative and freedom to do that. What we make just sounds good*
- *When you play that song correct and you get that feeling "I'm actually playing and there's no backing!"*



Musical skills:

Listening

singing

reading notation

improvising

composing

What would make it even better?

- *Having more opportunities to experiment with more instruments*

Can you think of any more opportunities that we could 'do' music outside of our lessons?

- *Karaoke club was good, it was at lunch times and you could just drop in. I know we've got choir but that's after school and sometimes that will clash with other clubs that we do*
- *More singing in assembly. It's really fun when we get to do it because it's like we're all one big community. No one needs to be worried because it'll be so lovely and loud that you won't be able to hear yourself. You just need to sing!*