



## HAREWOOD JUNIOR SCHOOL KEY SKILLS, KNOWLEDGE AND UNDERSTANDING

### **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

### **Attainment targets**

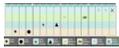
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

<b>Singing</b>	<b>Y3 -</b> Can I sing a simple melody with increasing confidence and an awareness of rhythm and pulse? Can I pronounce words within a song clearly?			
	<b>Y4 -</b> Can I sing a melody expressively? Can I sing from memory with accurate pitch?			
	<b>Y5 –</b> Can I sing a part within a round consistently? Can I sing from memory with increasing fluency, control and expression?			
	<b>Y6 -</b> Can I sing a part within a round consistently? Can I sing from memory with control of breathing, expression and articulation?			
<b>Perform</b>	<b>Y3 –</b> Can I select and play appropriate instruments for a simple composition? Can I contribute to a small group performance? Can I play a simple rhythmic pattern using B, A & G notes?			
	<b>Y4 -</b> Can I select and play appropriate instruments to create a specific effect? Can I perform in a small group, with control and awareness of others? Can I play simple rhythmic and melodic patterns using a wider range of notes D – B?			
	<b>Y5 –</b> Can I select and play appropriate instruments to create a range of effects? Can I perform in a small group, with increased fluency and control? Can I play rhythmic and melodic patterns with increasing accuracy, using notes C - C?			
	<b>Y6 -</b> Can I select and play appropriate instruments to create a range of effects? Can I skilfully perform in a group/ whole class ensemble? Can I play rhythmic and melodic patterns with accuracy and control, using notes C - C?			

<b>Create &amp; compose</b>	<b>Y3</b> - Can I order and combine sounds to make basic rhythmic patterns?			
	<b>Y4</b> - Can I order and combine sounds to create a simple rhythmic and/or melodic pattern?			
	<b>Y5</b> - Can I order and combine sounds to create a well-structured melodic piece?			
	<b>Y6</b> - Can I consider a range of musical elements to create a well-structured melodic piece for a defined effect?			
<b>Musical notation –  (Read and Write)</b>	<b>Y3</b> - Can I identify the notes G, A & B on a musical staff (treble clef)? Can I identify:  a crotchet (1 beat)?   a quaver ( $\frac{1}{2}$ beat)? Do I know the rhythm duration of each note (above)?			
	<b>Y4</b> - Can I identify the notes EGBDF and FACE on a musical staff (treble clef)? Can I identify:  a minim (2 beat)?  a semibreve (4 beat)? Do I know the rhythm duration of each note (above)?			
	<b>Y5</b> - Can I start to place the notes EGBDF and FACE on a musical staff (treble clef)? Can I identify:  a crotchet rest   and a dotted minim (3 beats)? Do I know the rhythm duration of each note (above)?			
	<b>Y6</b> -   Can I read and write the notes EGBDF and FACE on a musical staff (treble clef) accurately?   Can I identify a treble clef symbol and time signature?			

<b>Record &amp; transcribe own compositions</b>	<p><b>Y3 -</b> Can I use non-standard symbols (e.g. shapes) to record when to play and rest? <i>e.g. 'Charanga Percussion Writer'</i></p> 			
	<p><b>Y4 -</b> Can I use letter names and simple dot notation symbols to record simple rhythmic and melodic patterns? <i>e.g. 'blobs' on 'Charanga Rhythm Grid'</i></p> 			
	<p><b>Y5 -</b> Can I use letter names and standard rhythmic notation (crotchet, quaver, minim and semibreve) to indicate how many beats to play? <i>e.g. 'Charanga Rhythm Grid'</i></p> 			
	<p><b>Y6 -</b> Can I write standard notes on a musical stave to record rhythmic and melodic patterns?</p> 			
<b>Listen &amp; describe</b>	<p><b>Y3 -</b> Can I listen carefully and recognise high and low pitch phrases within a piece of music? Can I begin to listen out for known instruments in a piece of music? e.g. a violin (strings); flute (woodwind); trumpet (brass); tambourine (percussion)</p>			
	<p><b>Y4 -</b> Can I listen carefully and recognise loud and quiet phrases within a piece of music Can I listen out for known instruments in a piece of music? e.g. a guitar (strings); oboe (woodwind); trombone (brass); cymbals (percussion)</p>			
	<p><b>Y5 -</b> Can I listen carefully and recognise fast and slow phases within a piece of music? Can I listen out for known instruments in a piece of music? e.g. a double bass (strings); clarinet (woodwind); tuba (brass); gong (percussion)</p>			
	<p><b>Y6 -</b> Can I listen carefully for different tones within a piece of music? Can I listen out for known instruments in a piece of music? e.g. a cello (strings); bassoon (woodwind); horn (brass); drum [bass/snare/bongo] (percussion)</p>			

<b>Inter-related dimensions of music</b>  <i>(Musical Terminology)</i>	<b>Y3</b> - Can I describe the <b>pulse</b> and <b>pitch</b> in a piece of music using simple language? (e.g. high/low, fast/slow)			
	<b>Y4</b> - Can I describe the <b>pulse</b> , <b>pitch</b> and <b>dynamics</b> (introduce <b>forte</b> – loud and <b>piano</b> - soft) in a piece of music?			
	<b>Y5</b> - Can I describe the <b>pulse</b> , <b>pitch</b> , <b>dynamics</b> and <b>tempo</b> (introduce largo – moderato - allegro) in a piece of music?			
	<b>Y6</b> - Can I refer to the <b>pulse</b> , <b>pitch</b> , <b>dynamics</b> , <b>tempo</b> and <b>timbre</b> (tone) in a piece of music and how they are used to communicate different moods and effects?			
<b>Evaluate</b>	<b>Y3</b> - Can I use Y3 musical terminology to discuss and evaluate their own and others work?			
	<b>Y4</b> - Can I use Y4 musical terminology to discuss and evaluate their own and others work?			
	<b>Y5</b> - Can I use Y5 musical terminology to discuss and evaluate their own and others work?			
	<b>Y6</b> - Can I use Y6 musical terminology to discuss and evaluate their own and others work?			
<b>Genres of Music</b>  <i>(Covered as a discrete Charanga unit)</i>	<b>Y3</b> - Can I recognise and describe stylistic features of Reggae music?			
	<b>Y4</b> - Can I recognise and describe stylistic features of Soul/ Gospel?			
	<b>Y5</b> - Can I recognise and describe stylistic features of Rock music?			
	<b>Y6</b> - Can I recognise and describe stylistic features of Hip Hop?			

<b>History of music</b>	<b>Y3 –</b> Can I listen & evaluate a piece of music? Can I develop an understanding of the history of music from a range of composers and musicians? Can I compare and contrast to other pieces I have studied? Can I discuss how music may have changed over time?			
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**Harewood Junior School**  
**Music - Curriculum theme overview – 2021-22**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 3</b>	<b>Jungle Fever (Rainforests)</b>		<b>Rock N Roll (Stone to Iron Age)</b>		<b>Tomb Raiders (Ancient Egyptians)</b>	
	What is an orchestra?		Reggae: Charanga - Three Little Birds		Recorders	
<b>Year 4</b>	<b>Eureka! (Ancient Greeks)</b>		<b>Deadly Disasters</b>		<b>Glorious Glevum (Ancient Romans)</b>	
	Soul/ Gospel: Charanga – Lean on Me		Benjamin Britten – Storm from 'Peter Grimes '		Recorders	
<b>Year 5</b>	<b>The Saxon Settlers</b>		<b>Blast Off (Space)</b>		<b>The Vikings</b>	
	Rock Music: Charanga – Living on a prayer		Gustav Host – The Planets		Viking Saga Songs & Sea Chants	
<b>Year 6</b>	<b>Baghdad AD900: The House of Wisdom</b>		<b>Alive and Kicking (Human Body)</b>			<b>Darwin &amp; Evolution</b>
	History of Film Music		Not covered this term due to SATS			<b>Gloucester through the ages</b>  Hip-Hop: Charanga – The Fresh Prince of Bel-Air