Journey through our Music Curriculum

Level Expected at the End of EYFS

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;

  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught to: -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.	**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.

- experiment with, create, select and combine sounds using the inter-related dimensions of music.	-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.

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Intent

The Purpose; getting ready for the future: Pupils will experience a wide range of musical opportunities at St John's. Through listening, appraisal, composition, development and performance, pupils will be equipped with the skills necessary to become competent and creative musicians. Pupils will develop a sound knowledge of different musical genres, the skills to play along with songs and compose their own melodies and rhythms, and appreciate how music has changed throughout history.

Developing Independence; a love of learning, meaningful relationships with subjects and others: The music curriculum and opportunities at St John's will encourage pupils to explore their own musical ideas, pursue creative opportunities and develop a curiosity for the subject. Pupils are guided through well-structured lessons to consistently listen, respond, and compare pieces of music from across history. Pupils will be able to make links and comparisons across genres and styles of music and participate in discussion and performance of these genres.

Impact; Challenge and Mastery: Pupils will have opportunities to analyse, evaluate, compose and perform both by themselves and with others. Pupils will be able to listen to and recognise the beat in a piece of music from EYFS through to year 6. In EYFS, pupils will be able to sing nursery rhymes, clap along to beats, name and experiment with several instruments. In year 6, pupils are able to consider style and influences of music, improvise melodies, compose rhythms using notation and consider how music has changed throughout history.

Promote enquiring minds and metacognition: The music curriculum is carefully sequenced to provide opportunities for frequent recall of key information, make comparisons across units and year groups, and use creativity to solve problems. Pupils are exposed to a vast breadth of composers throughout history using the chronologically-sequenced 'composer of the week' assembly which draws on knowledge across time periods, linking music to historical periods, and providing children with opportunities to showcase their depth of understanding.

A context for learning: Pupils are given a vast array of musical experiences at St John's. All children are able to learn piano, guitar and recorder through peripatetic music teachers. All children in year 3 and 4 learn to play the glockenspiel using the Charanga scheme of lessons. Additionally, Berkshire

Maestros, the school's local music hub, provides recorder lessons to whole classes. St John's has strong links with Reading University, hosting student music teachers who prepare our children to perform for an annual concert in Reading University Great Hall. St John's also provides several music clubs open to all year groups, with the school choir performing at various school functions throughout the academic year.

Implementation

St John's has an unrelenting focus on embedding key skills and knowledge and this has been carefully sequenced into the music curriculum. The curriculum follows the Charanga scheme, endorsed by Berkshire Maestros, which covers a breadth of topics and genres across the year groups and allows for children to make links and recall information in every lesson. Each lesson is structured using interactive resources that guide the children through a piece of music, ask and answer questions about the style, influences and history of the music, respond to and improvise to the melody and rhythms, and compose and perform their own variations. To give all children a chronological and secure understanding of music history, weekly 'composer of the week' assemblies are held in class focusing on a diverse selection of history's greatest composers. St John's ethos as a church school is also implemented in our music curriculum, with children learning an abundance of hymns and religious songs. Children gather weekly in the school church to sing and perform both modern and classic hymns together. To assess music, teachers use high quality questioning during music lessons to gage children's understanding of the topic, their ability to make links between pieces of music, and their performance skills in end of unit performances each half term.

Impact

Pupils can talk about styles of music and the features and influences of these styles. Pupils can make explicit links and connections between pieces of music that they listen to and appraise. Pupils are excited about composition and performance, exploring instruments and ideas and performing to their peers, classes, friends and family. They like to share additional facts about composers, making links with their historical understanding and how music has changed over time. Pupils understand the value of learning about music and how it can benefit not only their success as a performer, but the benefits to their mental wellbeing, their ability to express themselves and how exploring and using creativity in music creates well-rounded and confident learners who can overcome challenges and work both independently and as a St John's family.

At ST John's we follow the Charanga Scheme

Learning progression

Depth of learning through Charanga Musical School

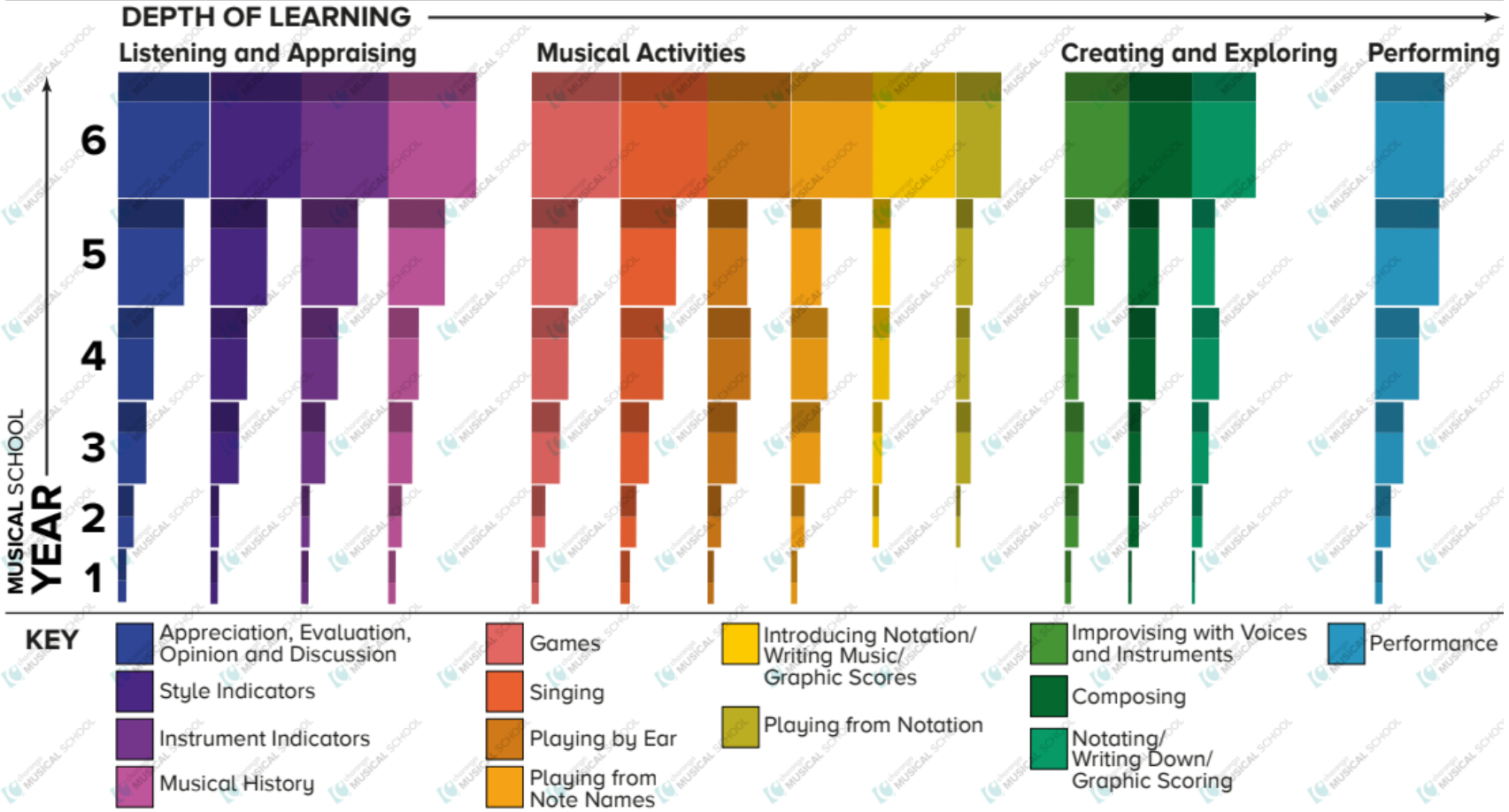
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National Curriculumn 2014:

"...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..."

"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."



Knowledge, Skills and Vocabulary

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Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	**Me!**	**My Stories**	**Everyone!**	**Our World**	**Big Bear Funk**	**Reflect, Rewind & Replay**
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Year 1 Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

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Knowledge & Skills – Year 1

Unit	1	2	3	4	5	6
Title	**Hey You**	**Rhythm In The Way We Walk and The Banana Rap**	**In the Groove**	**Round and Round**	**Your Imagination**	**Reflect, Rewind & Replay**
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	**FInd The Pulse** Choose an animal and find the pulse					
Game 2	**Rhythm Copy Back** Listen to the rhythm and clap back					
Game 3	**Rhythm Copy Back, Your Turn**					
Game 4	**Pitch Copy Back and Vocal Warm-up 1**					
Game 4a	**Pitch Copy Back and Vocal Warm-up 2**					

Year 2 Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

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Knowledge & Skills – Year 2

Unit	1	2	3	4	5	6
Title	**Hands, Feet, Heart**	**Ho, Ho, Ho**	**I Wanna Play in a Band**	**Zootime**	**Friendship Song**	**Reflect, Rewind & Replay**
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Game 1	**Find the Pulse** Choose an animal and find the pulse					
Game 2	**Rhythm Copy Back** Listen to the rhythm and clap back					
Game 3	**Rhythm Copy Back, Your Turn**					
Game 4	**Pitch Copy Back and Vocal Warm-up 1**					
Game 4a	**Pitch Copy Back and Vocal Warm-up 2**					

Year 3 intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco

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Knowledge & Skills – Year 3

Unit	1	2	3	4	5	6
Title	**Let Your Spirit Fly**	**Glockenspiel Stage 1**	**Three Little Birds**	**The Dragon Song**	**Bringing Us Together**	**Reflect, Rewind & Replay**
Style of main song	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	C	Multiple pieces	G	G	C	Revise existing
One Note	C	E	G	G	C	
Easy Part	C, F + G	D + E and D + C	G + A	G	C	
Medium Part	E, F ,G, A ,B + C	D, E, F and C, D + E	C + A	G, A + B	G, A + C	
Melody	N/A	N/A	C, D, E, G, A + Bb	B, C, D, E, F + G	G, A + C	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	C + sometimes D	n/a	C + sometimes D	G + sometimes A	C + sometimes A	
Gold	C + D	n/a	C + D	G + A	C + A	

Year 4 Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

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Knowledge & Skills – Year 4

Unit	1	2	3	4	5	6
Title	**Mamma Mia**	**Glockenspiel 2**	**Stop!**	**Lean On Me**	**Blackbird**	**Reflect, Rewind & Replay**
Style of main song	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	multiple pieces		C	C	Revise existing
One Note	G	C		C	C	
Easy Part	G	C + D		C + F	C + B	
Medium Part	G + A	C ,D + E		E, F + G	G, A, B + C	
Melody	G, A, B + C	C, D, E, F + G		G, A, B, C, D + E	C, D, E, F + G	
Warm-up Games	Progressive challenges within each unit that include four games. The games build over the year but the structure stays the same.					
Bronze	no notes	no notes	no notes	no notes	no notes	Revise existing
Silver	G + sometimes A	n/a	C + sometimes D	F + sometimes G	C + sometimes D	
Gold	G + A	n/a	C + D	F + G	C + D	

Year 5 Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

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Knowledge & Skills – Year 5

Unit	**1**	**2**	**3**	**4**	**5**	**6**
Title	**Livin' On a Prayer**	**Classroom Jazz 1**	**Make You Feel My Love**	**The Fresh Prince of Bel-Air**	**Dancing in the Street**	**Reflect, Rewind & Replay**
Style of main song	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	Bossa Nova B, A + G Swing D, E, G, A + B	C		F	Revise existing
One Note	G		C	A	F	
Easy Part	G, A + B		C F	D + A	G	
Medium Part	D, E, F sharp, G		E, F, G, A, B + C	G + A	F + G	
Melody	D, E, F sharp, G, A, B + C		B, C, D, E, F + G	C, D, E, F, G + A	F, G, A + D	
Warm-up Games Rhythm and Pitch Copy Back, and Question and Answer						
Bronze	G	n/a	C	D	F	Revise existing
Silver	G + A	n/a	C + D	D + E	F + G	
Gold	G, A + B	n/a	C, D + E	D, E + F	F, G + A	

Year 6 style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

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Knowledge & Skills – Year 6

Unit	1	2	3	4	5	6
Title	**Happy**	**Classroom Jazz 2**	**A New Year Carol**	**You've Got A Friend**	**Music and Me**	**Reflect, Rewind & Replay**
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
Warm-up Games Rhythm and Pitch Copy back and Question and Answer			**Warm-up games** pulse, rhythm and pitch	**Warm-up Games** Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song Learn some musical phrases that you will sing in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a		A, G + E		