



Music at Banks Lane Junior School

At Banks Lane Junior School we intend to give all of our pupils a wealth of musical experiences, skills and knowledge through the provision of a high-quality curriculum and extra-curricular opportunities with expert teachers. This enables all of our pupils the chance to express themselves through singing, composing and, playing an instrument and to pursue their musical interests in our school and beyond.

Key Concepts are golden threads that run through our curriculum subjects and support us in revisiting and reviewing previously taught knowledge and content. They support in making connections in learning so that it becomes 'sticky' knowledge. In Music these concepts are:

KEY CONCEPTS

LISTENING AND APPRAISING **RHYTHM** **PERFORMING** **COMPOSING** **SINGING**

Substantive knowledge is the factual content for a subject which must be connected into a careful sequence. Substantive knowledge is understood better with repeated encounters in meaningful contexts.

Disciplinary knowledge is the action taken within a particular subject to gain the substantive knowledge through skills, critical thinking and enquiry.

Progression in musical skills and disciplinary knowledge

Aims of the Music National Curriculum

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 inter related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Where possible, our concepts are aligned with Banks Lane Infant School to ensure continuous development of knowledge. Our teachers understand the importance of referring back to prior learning in the previous key stages and linking key concepts wherever practical.

Reception - Year 2

Key concepts: singing and voices, play and perform, listening and appreciating, musical dimensions, significant people

Key topics: Exploring sounds, structure, texture, beat, pitch and performance.

- I can chant and sing in two parts while playing a steady beat.
- I can sing with expression paying attention to the pitch.
- I can understand pitch through singing, movement and note.
- I can prepare and improve a performance using movement, voice and percussion.
- I can listen to and repeat rhythmic patterns on body percussion and instrument.
- I can play pitch lines on tuned percussion.
- I can accompany a song with vocal, body percussion and instrumental ostinati.
- I can use instruments expressively in response to visual stimuli.
- I can identify ways of producing sounds (e.g. shake, strike and pluck).
- I can identify rising and falling pitch and use simple musical vocabulary to describe music.
- I can listen in detail to a piece of orchestral music (e.g. identify musical instruments used).
- I can listen, describe and respond to contemporary orchestral music
- I can match descriptive sounds to images.
- I can compose music to illustrate a story.
- I can create and perform simple three-beat and four-beat rhythms
- I can explore timbre and texture to understand how sounds can change.
- I can explore different ways to organise music
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KEY VOCABULARY: Structure, rhythm, pulse, pitch, tempo, dynamics, timbre and metre.



In the Junior School our key concepts are similar to the Infant School to ensure continuous development. However, we do have a change in focus during Key Stage 2 as we start to develop more composing skills and the rhythmic aspect of music. The key concept of musical dimensions and significant people are still revisited and taught but under composing and listening and appraising. This is because we follow a bespoke curriculum created by our very own music specialist.



Lower Key Stage 2

Year 3

Introduction to rhythm, history of music (music in the Stone Age, music and the Ancient Egyptians, Aborigine music), Christmas performance, the ukulele, composition and Band Jam.

Listening and Appraising: 1950's rock and roll, baroque music, samba music, 1960's soul music, sci-fi music and Greek music.

KEY VOCABULARY: pulse, rhythm, beat, dynamics, tempo, melody, harmony, structure, crotchet, quaver, minim, allegro, lento, forte and piano.

Year 4

Basic rhythm, history of music (music in Ancient Greece, music and the Romans, music and the Anglo Saxons), Christmas performance, the ukulele, composition and Band Jam

Listening and Appraising: 1970's disco, the Romantic period, Bhangra music, 1980's pop, action film music and Calypso music.

KEY VOCABULARY: scale, tonality, stave, bar, clef, treble, duration, time signature, accompaniment, accelerando, and rallentando.

Singing:

- I can sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately.
- I can follow directions for getting louder and quieter (crescendo and diminuendo).
- I can sing in rounds and partner songs with different time signatures (2,3 and 4).
- I can sing repertoire with small and large leaps and am beginning to sing simple vocal harmonies.
- I perform as part of a choir in school assemblies.

Listening and Appraising:

- I understand some of the history and social context of the songs we listen to in class
- I can identify the instrumentation of the music I listen to including which instrument families are used
- I can describe the tempo of a piece and am starting to use Italian terms to do this (allegro, andante and lento)
- I can describe the dynamics of a piece and am starting to use Italian terms to do this (forte and piano)
- I can describe the tonality of a piece and am starting to use musical vocabulary to do this (major and minor)
- I am beginning to expand my vocabulary when describing music

Composing:

- I can improvise on a limited range of pitches on the keyboard or ukulele for a range of purposes including for a specific mood or film clip
- I am starting to make use of musical features including smooth (legato) and detached (staccato) notes
- I am beginning to make compositional decisions about the overall structure of improvisations
- I can combine known rhythmic notation with letter names to create short pentatonic phrases and sing and play these as self-standing compositions
- I can arrange my rhythmic compositions into bars or 2,3 or 4 beats
- I can recognise major and minor chords
- I can capture my creative ideas using staff notation, symbols or technology

Performing:

- I can play and perform melodies following staff notation using a small range (C – G) as a whole class or in small groups.
- I can identify static and moving parts
- I can perform in two or more parts (e.g. melody and accompaniment or duet) from simple notation
- I can copy short melodic phrases with the range of C-G
- I can read and perform pitch notation within a defined range of C-G
- I continue to develop facility playing the ukulele and can demonstrate how to hold the instrument, the names of the strings, multiple strumming patterns, simple chords and some melodies
- I understand the differences between minims, crotchets, paired quavers and rests
- I can achieve a sense of ensemble and rhythmic texture by following and performing simple rhythmic scores to a steady beat and maintaining individual part

Upper Key Stage 2

Year 5

Intermediate rhythm, history of music (Viking music and The Normans), Christmas performance, the keyboard, composition and Band Jam.

Listening and Appraising: 1990's POP, Great Germanic composers, British Folk Music, 2000's POP, The Epics film music, Klezmer music.

KEY VOCABULARY: andante, ostinato, loop, flat, sharp, timbre.

Year 6

Rhythm mastery, history of music (Classical music and musical styles of the 20th century), Christmas performance, the keyboard, composition and Year 6 production (musical theatre).

Listening and Appraising: POP from the 2010's, Classical music, British Folk, Motown, Children's Film music, Film music from Westerns.

KEY VOCABULARY: articulation, cross rhythm, polyrhythm, metre, blues, pentatonic, staccato, contrast.

Singing:

- I can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.
- I have developed my musical phrasing, accurate pitching and appropriate style
- I can sing three-part or four-part rounds, partner songs and am developing my listening skills, sense of balance between parts and vocal independence.
- I perform as part of a choir in school assemblies, in school performance opportunities and to a wider audience.

Listening and appraising:

- I understand the history and social context of the songs we listen to in class.
- I can identify the instrumentation of the music I listen to including which instrument families are used and whether those instruments are electric or acoustic.
- I can describe the changes of tempo in a piece and use Italian terms to do this (allegro, andante, lento accelerando and rallentando).
- I can describe the changes of dynamics in a piece and use Italian terms to do this (forte, piano, mezzo piano, mezzo forte, pianissimo, fortissimo, crescendo and diminuendo).
- I can describe the tonality of a piece use and musical vocabulary to do this (major and minor).
- I demonstrate my excellent range of vocabulary when describing music.

Composing:

- I can create music with multiple sections that include repetition and contrast.
- I can use chord changes as part of an improvised sequence.
- I can extend my improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- I can compose melodies made from pairs of phrases in either G major or E minor.
- I can work with a group to compose a short ternary piece and use technology to create and record it.
- I can discuss how musical contrast is achieved.
- I can plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A), play it on a keyboard and notate it.

Performing:

- I can play a melody following staff notation within an octave range and make decisions about dynamic range.
- I can accompany this melody using block chords or a bass line.
- I engage with others through ensemble playing, taking on melody or accompaniment roles.
- I can read and perform pitch notation within an octave (e.g. C- C' or do-do).
- I can read and play from notation of a four-bar phrase, confidently identifying note names and durations.
- I can read and play confidently from rhythm notation cards and rhythmic scores of up to four parts that contain known rhythms and note durations.
- I understand the differences between semibreves minims, crotchets, paired quavers, semiquavers and rests.