

## Music Curriculum Scheme of Work – 2025



### Curriculum Intent and Vision Statement:

At Shottermill Junior School, we are immensely proud of the dedicated specialist music teaching that is on offer to all pupils at our school and try to ensure that possible barriers do not prevent a child from taking part (for example those eligible for Pupil Premium or those with additional learning needs). As music will be taught by a specialist Music Teacher, the music curriculum has been created to allow children to learn the right fundamental music skills that can be developed throughout KS2 but will also allow children to be ready for KS3 music and above. More able children will be challenged and extended, sometimes chosen to perform in assembly or start smaller musical groups either with teacher support or independently.

Children will experience a rich music curriculum through singing, listening, composing and performing a wide variety of styles of music, links to curriculum topics where relevant. Each year will follow a progressive, inspiring and active curriculum by starting with the key strands of the music curriculum taught in KS1. These key elements will be consolidated in Year 3 and then developed further as children continue to use the original strands in different forms throughout the whole of KS2. This will be further cemented by performing in assemblies, shows, community events. Opportunities to attend extra-curricular music activities will be actively promoted.

### Implementation of Music at our school:

Music lessons are offered for 1 hour weekly to all classes throughout the school for the whole school year, which is considerably more than most primary schools can offer. Additionally, children have a dedicated singing assembly on a Friday with the Headteacher. Children will learn to play a range of instruments during their time at our school such as ukulele, keyboard, djembe African drumming and other percussion instruments. Additional privately arranged music tuition occurring during the day or after school, adds a further layer of specialist teaching and allows children to progress further with playing an instrument of their choice. Many music events are placed throughout the year to showcase musical skills learnt in lessons and encourage confidence and team work.

The school also has its own dedicated choir, which is run as an extra-curricular club by the Music Teacher. The choir perform at various events throughout the year.

### The following educational trips and special activities will enhance the teaching and learning in this subject:

#### Year 3 and Year 4:

All children can be involved in many special musical activities such as whole school shows every other year, class assemblies in the autumn or spring terms, community events such as fairs or festivals and visits to local retirement homes.

Children will also join in with joint school events such as **Young Voices** in London and the **Orchestra Day** at Woolmer Hill school.

- All children are invited to join any extra-curricular activities such as the school choir and Instrumental Club.
- Year 3 will demonstrate their music work in assemblies and workshops throughout the year.
- Year 4 will perform a class concert to of pieces learnt on the keyboards throughout the year.

#### Year 5 and Year 6:

All children can be involved in many special musical activities such as whole school shows every other year, class assemblies in the autumn or spring terms, community events such as fairs or festivals and visits to local retirement homes.

Children will also join in with joint school events such as **Young Voices** in London and the **Orchestra Day** at Woolmer Hill school.

- All children are invited to join any extra-curricular activities such as the school choir Instrumental Club.
- Year 5 will demonstrate their music work in assemblies and participate in the summer fair.
- Year 6 have the opportunity to participate in the summer fair, and often perform solo pieces as part of their Leavers' Assembly.
- Year 6 will have a Chinese Drumming Workshop with relates to their History and Geography topics.
- Children in Year 5 & 6 will participate in **HHH Classical Concerts** held over lunchtimes in St Christopher's Church.

## Scheme of work to be taught:

Each year group will have the core components of Singing, Listening, Composing and Performing underpinning all topics. Year 3 will build on a secure knowledge of the Musical Elements, Year 4 will all learn to play the ukulele, Year 5 will learn about music genres from different continents, Year 6 will explore all these skills in greater depth, with extra emphasis on the history of western music.

Opportunities for cross curricular links are taken, e.g. WWII Swing Music which links with Year 6 History, Journey to Space in Year 5 which links to Science.

### Year 3

#### Autumn – We’ve Got Rhythm & Pitch Perfect

- Understanding the elements of music and how to use them effectively throughout all topics studied in Year 3.
- Understand the difference between rhythm and pulse.
- Developing singing, singing in rounds and different parts.
- Compose ‘foody’ rhythms and clap them to a beat.
- Can compose on an instrument in 4/4 time, learning basic notes on Glockenspiel.
- Developing confidence in performing first as a class, then small groups and individually.
- Listen to the shape of the melody and represent the pitch using actions (solfa)
- Learn to play Boomwhackers and how they can demonstrate pitch changes.

#### Spring – Percussion Party

- Learning about Caribbean music (e.g. calypso) and integrating body percussion for songs.
- Children develop skills of singing and performing in parts and in unison, up to a three-part round.
- Learning the difference between tuned and untuned percussion instruments and how to hold beaters and play Glockenspiel and Xylophone instruments correctly.
- Understand the Italian terms rhythmic and melodic ostinato.

#### Summer – Animal Magic

- Listening and appreciating a range of well - known classical pieces which relate to the theme of animals (e.g. The Carnival of the Animals, Peter and the Wolf and the Flight of the Bumble-Bee)
- Singing a fun range of songs which relate to the animal theme.

### Year 4

#### Autumn - Ukulele

- Develop further the elements of music and how to use them effectively throughout all topics studied in Year 4.
- Knowing the names of different parts of the Ukulele
- Learning how to hold the Ukulele correctly
- Learning the names of the strings
- Learning the different strumming techniques
- Developing understanding of chord progressions and how to play those chords on the Ukulele
- Learning a variety of Ukulele pieces in unison and in parts
- Perform a few pieces to parents at the end of the term.

#### Spring – That’s All Folk & Glockenspiels Stage 2

- Understanding the origins and history of folk music in the British Isles
- Compose body percussion patterns to accompany sea shanties
- Learn to sing sea shanties expressively, with accurate pitch and strong beat
- Playing the Ukulele chords to accompany singing sea shanties.
- Keep the beat playing a ‘cup’ game.
- Progressing playing the Glockenspiel to include sharps and flats
- Learning a variety of pieces on the Glockenspiel
- Progressing reading standard notation.

#### Summer – Dragon Scales and Djembe

- Introduction to the pentatonic scale which is five notes. (Do, re, mi, so, la)
- Learning to play the pentatonic scale on Glockenspiels, Xylophones or Chime Bars
- Relating Pentatonic music to Chinese Dragon Music
- Composing pentatonic melodies accompanied by pentatonic Ostinatos and Drones

- Gain good knowledge of the orchestra and the different sounds instruments create to represent animals. Use this as inspiration for small group compositions.
- Focus on composition, and the use of graphic score/picture representations.
- An introduction to Chinese and Indian music.

- Knowing about origins of Djembe drums
- Learning how different playing techniques produce different tones
- Learning a variety of different Djembe rhythms.

## Year 5

### Autumn – The Orchestra & Ten Pieces

- Develop further the elements of music and how to use them effectively throughout all topics studied in Year 5.
- Understand the layout of a symphony orchestra and the different sections of instruments (e.g. string, brass, woodwind, etc.)
- Be able to name and recognise various orchestral instruments.
- To understand the features of different types of instruments (e.g. string, brass, woodwind, etc.)
- BBC Ten Pieces is used to promote understanding of a range of composers.
- Sort and classify percussion instruments using a Carrol Diagram.
- Further develop knowledge of standard notation.

### Spring – The Journey to Space

- Develop knowledge of Digital Audio Workstation (DAW) in order to later in the term, create a composition entitled ‘Journey to Space’.
- Learning to layer tracks within the DAW and using the elements of music to create different effects.
- Study Holst’s Planets as well as Hans Zimmer electronic music.
- Work on their class compositions at home, as well as in school, and peer assess performances.

### Summer – Stomp & Samba

- Understand the origins of ‘STOMP’.
- To listen with attention to detail and create four beat rhythms using standard notation.
- To understand that rhythm can be created using everyday objects, for example learning the ‘cup game song’.

## Year 6

### Autumn – Keyboards

- Develop further the elements of music and how to use them effectively throughout all topics studied in Year 6.
- Progress their knowledge of reading standard notation from previous years for treble clef and bass clef.
- Be able to play with both right and left hands moving to combing both hands at once.
- Learning basic chords: C Major, A Minor, F Major, G Major.
- Understand the correct hand position when playing.
- Chord progressions with accompany playing well-known songs relevant to children.

### Spring – Swing & The Blues

- Children will explore the music from WWII such as Glenn Miller swing, big band style of music (singing well-known songs).
- Learn about the cultural, social, and historical context of swing music and why it was so popular and influenced by America.
- Embody the rhythms of swing music by dancing to audio examples.
- Understand the terms ‘arpeggio’ and ‘syncopation’.
- Listen to music of Ella Fitzgerald and Duke Ellington and learn about scat singing.
- To know the key features and history of blues music (Music of Black Origin) and how vocal expression conveys meaning.
- Understand and play on the keyboard the 12 bar-blues.
- Learn the chords: C, F and G which are typical of Blues music.
- Create lyrics which will be accompanied by their 12 bar-blues.
- Know the blues scale to create a melody for their lyrics.

- Create stomp group routines using everyday objects (brooms, buckets, saucepans bringing items from home).
- Bring together group routines together to form a class piece, playing in groups and in unison.
- Learn the origins of Samba and 'carnival'.
- Learn the names of all the instruments and what they look like.
- Learn Samba rhythms and how they are specific to each instrument, creating their own rhythms from this.
- Learn the structure of a Samba band performance and associated commands.

#### **Summer – Battle of the Bands & Hip Hop Song Writing**

- Accompany well known songs refreshing knowledge of their skills learnt.
- Use the skills learned over the key stage in keyboards, percussion, ukulele and singing to create a piece of music to perform in a group (band).
- Learn the origins of Hip Hop as a musical style.
- Using a DAW, learn how to create a Hip Hop style drum and bass track, with a melody.
- Insert their own Rap on their DAW piece, on the theme of 'Leaving Shottermill'.
- Perform at the end of the summer term to the school in assembly.