

The logo for Spire Junior School is a circular emblem. The top half is light blue with the text "Spire Junior School" in a dark blue, sans-serif font. Below this, in a smaller font, is the motto "Working for our children". The bottom half of the circle is light green, separated from the top by a thin white horizontal line. A dark blue vertical line bisects the circle from top to bottom. The entire logo is centered on a light blue rectangular background.

Music at Spire Junior
School

Music Overview

At Spire Junior School we use the Kapow Primary Music scheme as we feel it is designed to help pupils recognise themselves as musical and to nurture a lifelong love of music.

The scheme develops the skills, knowledge, and understanding needed to become confident performers, composers, and listeners. The curriculum introduces pupils to music from across the world, encouraging respect and appreciation for the music of all traditions and communities.

Pupils build musical skills through singing, playing tuned and untuned instruments, improvising, composing and listening and responding to music. They develop an understanding of the historical and cultural context of the music they encounter and learn how music can be notated.

The scheme also supports the development of transferable skills, including teamwork, leadership, creative thinking, problem-solving, decision-making and presentation and performance abilities. These skills are integral to pupils' development as learners and have wide application in their lives beyond school.

★ 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.

Performing

Listening

Composing

The history of music

Inter-related dimensions of music

Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
Instrumental lessons unit: South Africa*	Year 3: Creating a composition in response to an animation (Theme: Mountains)	Autumn 1	Year 6: Film music	Year 5: Looping and remixing
Year 3: Developing singing technique (Theme: Vikings)	Year 4: Rock and Roll	Autumn 2	Year 5: Composition notation (Theme: Ancient Egypt)	Year 5: Blues
Instrumental lessons unit: Caribbean*	Year 3: Ballads	Spring 1	Year 5: Musical theatre	Year 6: Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)
Year 4: Body and turned percussion (Theme: Rainforests)	Year 4: Haiku, music and performance (Theme: Hanami festival)	Spring 2	Year 6: Theme and variations (Theme: Pop Art)	Year 5: Composition to represent the festival of colour (Theme: Holi festival)
Year 3: Jazz	Year 4: Changes in pitch, tempo and dynamics (Theme: Rivers)	Summer 1	Year 6: Songs of World War 2	Year 5: South and West Africa
Year 4: Adapting and transposing motifs (Theme: Romans)	Year 4: Samba and carnival sounds and instruments (Theme: South America)	Summer 2	Year 6: Composing and performing a Leavers' song** (6 lessons)	Year 6: Composing and performing a Leavers' song** (6 lessons)

	Year 3 /4	Year 5 /6
Cycle A	<p>Ukelele lessons (outside provider)</p> <p>South Africa (Instrumental lessons)</p> <p>Developing singing techniques (Theme: The Vikings)</p> <p>Caribbean (Instrumental lessons)</p> <p>Body and tuned percussion (Theme: Rainforest)</p> <p>Jazz</p> <p>Adapting and transposing motifs (Theme: Romans)</p>	<p>Composition notation (Theme: Ancient Egypt)</p> <p>Film music</p> <p>Musical theatre</p> <p>Theme and variations (Theme: Pop Art)</p> <p>Songs of World War 2</p> <p>Composing and performing a leavers' song</p>
Cycle B	<p>Creating compositions in response to and animation (Theme: Mountains)</p> <p>Rock and roll</p> <p>Ballads</p> <p>Haiku, music and performance (Theme: Hanami Festival)</p> <p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Samba and carnival sounds and instruments (Theme: South America)</p>	<p>Looping and remixing</p> <p>Blues</p> <p>Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)</p> <p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>South and West Africa</p> <p>Composing and performing a leavers' song</p>

Progression of skills

	Year 3/4			Year 5/6		
	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary.</u>	<u>What children will learn.</u>	<u>Skills</u>	<u>Vocabulary.</u>
<u>Cycle A</u>	<p>Ukelele lessons (outside provider)</p> <p>South Africa (Instrumental lessons)</p> <p>Developing singing techniques (Theme: The Vikings)</p> <p>Caribbean (Instrumental lessons)</p> <p>Body and tuned percussion (Theme: Rainforest)</p> <p>Jazz</p> <p>Adapting and transposing motifs (Theme: Romans)</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Beginning to use musical vocabulary.</p> <p>Understanding that music from different times has</p>	<p>atmosphere</p> <p>compose</p> <p>composition</p> <p>dynamics</p> <p>ensemble</p> <p>influence</p> <p>in-time</p> <p>layers</p> <p>letter</p> <p>notation</p> <p>listen</p> <p>timbre</p> <p>melody</p> <p>melodic</p> <p>pattern</p> <p>notation</p>	<p>Composition notation (Theme: Ancient Egypt)</p> <p>Film music</p> <p>Musical theatre</p> <p>Theme and variations (Theme: Pop Art)</p> <p>Songs of World War 2</p> <p>Composing and performing a leavers' song</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>accuracy</p> <p>backing track</p> <p>balance</p> <p>composition</p> <p>control</p> <p>crotchet</p> <p>dotted minim</p> <p>ensemble</p> <p>expression</p> <p>features</p> <p>fluency</p> <p>lyrics</p> <p>minim</p> <p>minor key</p>

different features.
Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
Suggesting and implementing improvements to their own work, using musical vocabulary.
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
Explaining their preferences for a piece of music using musical vocabulary.
Recognising the use and development of motifs in music.
Identifying common features between different genres, styles

		<p>and traditions of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Beginning to improvise musically within a given style. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>				
<p><u>Cycle B</u></p>	<p>Creating compositions in response to and animation (Theme: Mountains) Rock and roll Ballads Haiku, music and performance (Theme: Hanami Festival) Changes in pitch, tempo and dynamics (Theme: Rivers) Samba and carnival sounds and instruments (Theme: South America)</p>	<p>Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p>atmosphere compose composition dynamics ensemble influence in-time layers letter notation listen timbre melody melodic pattern notation</p>	<p>Looping and remixing Blues Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Composition to represent the festival of colour (Theme: Holi festival) South and West Africa Composing and performing a leavers' song</p>	<p>Performing Listening Composing The history of music Inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre</p>	<p>allegro arrangement backing track chorus chord progression compose crescendo diminuendo dynamics evaluate forte largo lyrics melody</p>

Year 3/4 - Cycle A

Topics being covered

Kapow
Primary

KS2 Instrumental lessons: South Africa

Vocabulary

Time signature Shows the number of beats in the bar.

Bar line Divides the music into units of time.

Metallophone Percussion instruments consisting of a series of metal bars that make tones when struck.

Rest A silence.

Ostinato A repeating pattern of notes.

Harmony Two or more notes that sound good when played at the same time.

Dynamics The volume of the music.

Minim



A note lasting two beats.

Semibreve



A note lasting four beats.

Crotchet



A note lasting one beat.

Treble clef



South African music styles

Afropop like the music of Miriam Makeba.

South African Jazz like the music of Hugh Masekela.

Gumboot Dance like the music we learned to play in this unit.

Zulu folk music like the music of Ladysmith Black Mambazo.

Tuned percussion instruments

Tuned percussion are instruments that play pitched notes when you hit them.



Xylophone

Glockenspiel



Marimba

Bar chimes



Music - Developing singing technique



action	A movement that matches the music.
beat	The steady pulse you can feel or move to in music.
coordination	Effectively organised so that all the parts work well together.
discipline	Hardworking, focused, not giving up.
improve	To make something better by changing it.
layer	One part of the music that can be heard at the same time as others.
lyrics	The words of a song. "Dragon ships, Speed across the sea, What belongs to you Will soon belong to me."
rehearse	To practise something so you can get better at it.
rhythm	A pattern of long and/or short notes.

duration: the length of time each note is played for.



① minim: a note lasting two beats.

② crotchet: a note lasting one beat.

③ quaver: a note lasting half a beat that usually comes in a pair to make a whole beat.





Ways to improve a musical performance:









- Nod along or march to the beat.
- Perform an action with each line.
- Look for when to start and finish.
- Follow the lyrics with a finger.
- Project voices and sing loud and clear.
- Stand tall and straight.




KS2 Instrumental lessons: Caribbean



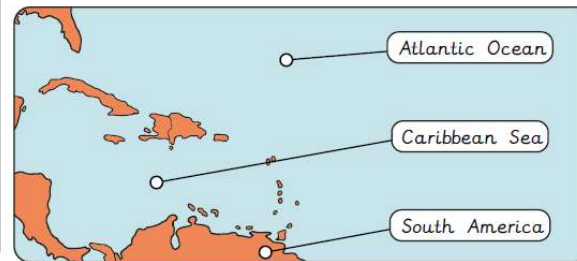
calypso	Music originally from Trinidad in the Caribbean, often thought of as carnival music with catchy, syncopated rhythms.
griot	The leader of kaiso song.
kaiso	Music that tells stories, brought to Trinidad by West African enslaved people.
pentatonic	A scale with five pitches.
steel pans	Percussion instruments made out of oil drums divided into sections to give different notes.
syncopation	When the music moves 'off the beat'.
	 <p>what's the sto__ ry?</p>
harmony	Two or more notes that sound good when played at the same time.
	

Note name	Symbol	Number of beats		Visual representation
Quaver		half	1/2	
Crotchet		one	1	
Minim		two	2	
Semibreve		four	4	

Time signature



Calypso music usually has four beats in each bar.



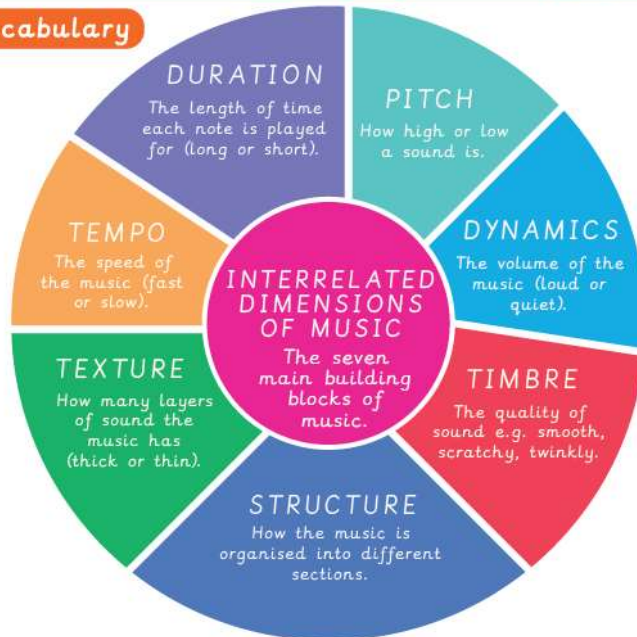
Year 4: Body and tuned percussion (Rainforests)

Musical style: Body percussion

Body percussion is a style of music where you use your body to make sounds. You can make many different sounds by slapping, hitting, stamping, and rubbing!



Vocabulary



- Appraising**: Assessing and discussing a performance or piece of music.
- Melody**: Notes of different pitches played in a sequence to create a tune.
- Rhythm**: A pattern of long and short sounds (and silences) within a piece of music.
- Contrast**: An obvious difference.
- Layers**: The different instruments, rhythms or melodies that build the overall texture.
- Transition**: Music that links one section of a piece of music to another.

Year 3: Jazz

Musical style: Jazz

This unit is about Jazz music, including the styles of Ragtime, Traditional jazz and Swing. It was started by African-Americans in New Orleans, who mixed African and European musical styles together to create the Jazz style.



FAMOUS JAZZ MUSICIANS

Scott Joplin

Cab Calloway

Ella Fitzgerald

Instruments



Vocabulary

1890-1920 Ragtime Early jazz piano music which uses syncopation and off-beats.

1917 Traditional jazz A type of jazz music using a large band with call and response and improvisation.

1926 Scat A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.

Motif A short pattern of pitches used repeatedly.

Swung rhythm A pair of quavers which are not played equally.

Syncopation Playing or emphasising the off beat.

Tempo The speed or pace of the music. It can change throughout a piece of music.

Rhythm A pattern of long and short sounds (and silences) within a piece of music.

Off-beat The beats in between the ones you would naturally clap on.

Call and response When the leader sings or plays a part, and everyone sings or plays a response back.

Improvising Making up music as it is played or performed.

Year 4: Adapting and transposing motifs (Romans)

Musical style: Motifs

Using Roman mosaics to explore musical motifs.



Vocabulary

Motif	A short repeated pattern of notes.
Ostinato	A repeating musical pattern.
Riff	A short repeated phrase in pop music and jazz.
Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
Backing track	A recorded musical accompaniment.
Transpose	Move a whole tune or piece of music up or down in key by starting it on a different note.

Sharp notes



Notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff.

Flat notes



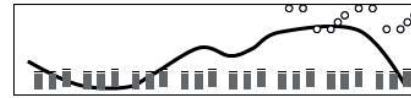
Notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff.

Notation

The way that music is written so that others can play it.

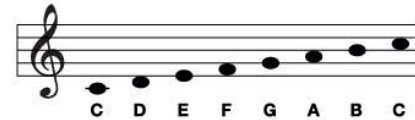
Graphic score

A way of writing music down using pictures or symbols, rather than standard music notation.



Letter notation

Writing the notes in a melody using letters.



Rhythmic notation

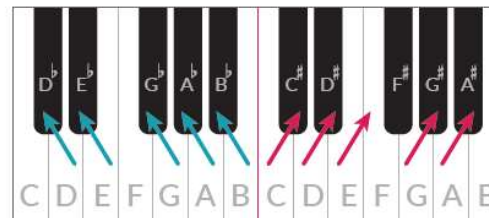
A way of writing musical notes so that the duration of each note is clear.



Did you know? The sharp and flat keys are the black keys on a piano and the top row of keys on a glockenspiel.

Sharp keys

A sharp indicates a higher pitch in the music.



b Flat keys

A flat indicates a lower pitch in the music.

Year 5/6 - Cycle A

Topics being covered

Kabow
Primary

Music - Film music

This unit explores the music used in film to accompany action and create atmosphere.

Examples of scenes and types of music



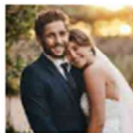
TENSE music

- Long notes followed by short notes or pauses.
- Melody switching between two notes (e.g. the theme from 'Jaws').
- Useful for making the viewer think something bad is going to happen.



PURPOSEFUL music

- Military drum sounds.
- A major key (happy sounding music).
- A medium tempo.
- Useful for characters getting a job done, or planning to defeat an enemy, etc.



ROMANTIC music

- Slow, long notes.
- Sweeping melodies (getting higher and lower very smoothly and quickly).
- High, twinkly notes.
- Useful for showing which characters are the love interest.



DANGER music

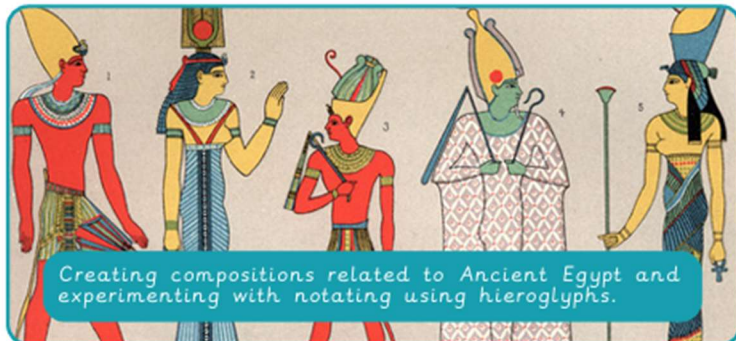
- Getting higher and faster.
- Using lots of instruments to create a chaotic sound.
- Useful for building a sense of impending doom.

Vocabulary

chromatics	Notes played from the chromatic scale which can make the music sound 'creepy'.
composition	A creative work, such as a piece of music.
evoke	To suggest a particular feeling or thought.
graphic score	A way of writing down music on the page without using traditional stave notation, instead using images to represent the music.
imagery	Visually descriptive music.
improvise	Making up music as it is played or performed.
major key	A tonality where the music sounds happy or bright.
minor key	A tonality where the music sounds sad or tense.
modulate	Changing from one key to another (e.g. major to minor).
notate	To write symbols to represent music.
pitch	How high or low a note sounds.
sound effects	Effects made that imitate real sounds.
soundtrack	The background music, together with the main songs, create the soundtrack to a film.
tremolo	A trembling effect, achieved by creating a loud and then quiet sound with a single note.
unison	Playing or singing notes at the same pitch, at the same time.

Year 5: Egyptians

Musical feature: Composition notation



Vocabulary

Melody	The combination of pitch and rhythm which forms a tune.
Improvising	Making up music as it is played or performed.
Notation	Written symbols used to represent music.
Motif	A short musical phrase that is often repeated.
Call and response	A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.
Unison	Playing or singing notes at the same pitch at the same time.
Verse	A repeated section of a song that usually features new lyrics on each repetition.

Structure

The overall organisation of a piece of music. Traditional pop music usually follows a verse, chorus, verse structure.

Major

A tonality where the music sounds happy or bright.

Minor

A tonality where the music sounds sad or tense.

Tempo

The speed or pace of the music.

Ensemble

A group of people who perform instrumental or vocal music.

Notation

Staff notation

Quaver		Half	1/2	
Crotchet		One	1	
Minim		Two	2	
Dotted minim		Three	3	
Semibreve		Four	4	

Letter notation



Year 5: Musical theatre



Musical theatre combines music, songs, spoken dialogue and dance. Musical theatre can also be known as 'musicals' or 'shows' and these are usually performed in theatres, although there are film musicals too.

Musical timeline

Late 16th and
17th centuries



Opera

Operetta

Film musical

Book musical

Jukebox musical

Modern day



Rock and hip hop musicals

Vocabulary

Composer

Writes the music.

Librettist

Writes the story.

Lyricist

Writes the song lyrics.

Director

In charge of the dramatic performance.

Musical Director

In charge of the musical performance.

Choreographer

Creates the dance moves.

Designer

Designs the sets or costumes.

Performers

Play the characters in the musical.

Character song

Describes how the character is feeling.

Action song

Describes what is happening at that point in the story.

Transition

A passage of music composed to link one piece of music to another.

Score

Written notation to show what notes to play and in what style to play them.

Script

Written text of a play or musical.

Year 6: Theme and variations (Pop Art)

Musical form: Theme and variations

Theme and variations is a common musical structure, especially in classical music. The structure features a theme at the start of the piece, then once the theme has been played, the composer repeats it but with some form of variation. The theme is then played again but this time with a further variation.

Vocabulary

Pop Art

An art movement from the 1950s where artists focused on common objects (comic books, tins of soup, teacups) and showed them in bold, bright colours.



Pulse Pulse is a steady beat - the heartbeat of the music.

Notation Written symbols to represent music.

Diaphragm A dome shaped muscle beneath our lungs, which we use to control our breath when singing.

Melody Notes of different pitches played in a sequence in order to create a tune.

Phrase A short musical passage that makes sense on its own.

Rhythm The pattern of long and short notes in music.

3/4 time Commonly called 'waltz time' and only has 3 beats per bar.

4/4 time Known as 'common time' and has 4 beats per bar.

Orchestra A group of instruments that play together.



Strings - Instruments that are played by plucking or bowing strings.

Woodwind - Instruments that make sound by blowing air through a reed or small mouthpiece.

Brass - Instruments that are made of metal and the sound is made by blowing air through a cup-shaped mouthpiece.

Percussion - Instruments that are played by striking, beating or shaking the instrument.

Kodaly rhythm names



Year 6: Songs of World War 2

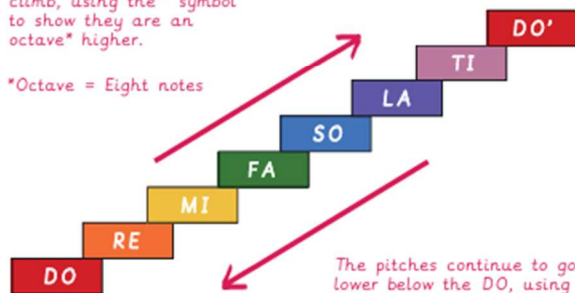
The songs of WW2 were often very sentimental. They were seen to offer hope and understanding to the feelings of those who were affected by the war effort.



Solfa ladder pitches

The pitches continue to climb, using the ' symbol to show they are an octave* higher.

*Octave = Eight notes



The pitches continue to go lower below the DO, using the , symbol to show they are an octave lower.

Vocabulary

Expression Playing or singing with a personal response to the music.

Dynamics The volume of the notes. This often changes throughout a piece of music.

Diaphragm

A dome shaped muscle, which we use to control our breath when singing.



Melody The combination of pitch and rhythm which forms a tune.

Melody line The notes that make a melody.

Counter melody A melody that can be sung to complement the existing melody. It uses harmony to make it sound good, but is different to harmony because it uses a different rhythm.

Pitch How high or low a note sounds.

Score A written form of a musical composition.

Graphic score A way of writing down music on the page without using traditional staff notation, instead using symbols and images to represent the music.



Year 3/4 - Cycle B

Topics being covered

Year 3: Creating compositions in response to an animation: Mountains

Kabow
Primary

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of writing music (composing), such as Mussorgsky, Vivaldi, Beethoven and Holst. The term 'classical music' can also refer to music composed in the classical period of 1750 to 1825.



Ensemble A small group of musicians who perform together.

Melody Notes of different pitches played in a sequence to create a tune.

Soundscape A collection of sound effects used to describe a landscape.

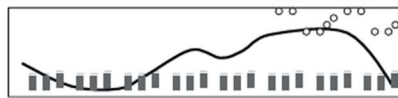
Rhythm A pattern of long and short sounds (and silences) within a piece of music.

Vocabulary

Compose To create an original piece of music.

Notation The way that music is written so that others can play it.

Graphic score



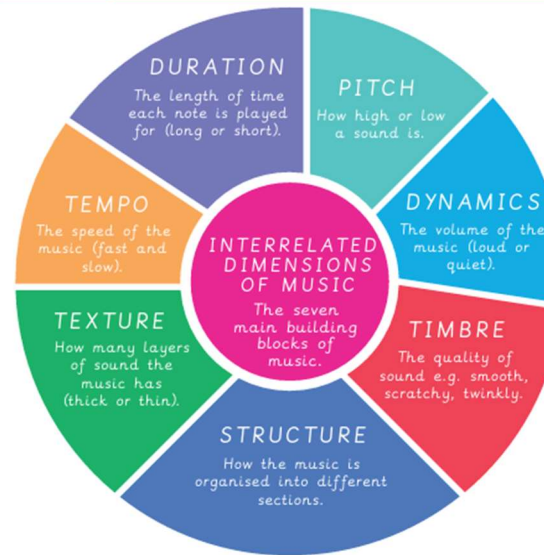
Stave and letter notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

Composition An original piece of music that has been created.

Graphic score A way of writing music down using pictures or symbols, rather than standard music notation.



Year 4: Rock and Roll

Musical style: Rock and Roll

Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.



Rock and roll stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

Vocabulary

Bass line The lowest part of the music, played by a bass or bass guitar in rock and roll.

Walking bass A bass line that moves step by step using pitches that are next to each other.

Notation The way that music is written so that others can play it.

In time Playing or singing at the same speed as the music.

Hand jive

A rock and roll dance where you move your hands a lot!



In tune Singing or playing with the correct pitch.

Tempo The speed or pace of the music. It can change throughout a piece of music.

Dynamics The volume of the notes. This often changes throughout a piece of music.

Pitch How high or low a note sounds.

Instruments



Year 3: Ballads

Musical style: Ballads

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



Vocabulary

Ballad	A song which tells a story - similar to a poem.
Compose	To create an original piece of music.
Stanza	A short section of text, sometimes known as a verse in a song or poem.
Solo	Performing alone.
Ensemble	A small group of musicians who perform together.
Expression	Making your thoughts or feelings known when reading, singing or performing.
Lyrics	The words in a song.
Chorus	Repeated section of music with the same tune and lyrics.
Nonsense words	Words which have no meaning and are often used for filling time in songs - e.g. 'la', 'do', 'oooh'.

Story mountain

Ballads tell a story and usually have a similar structure to stories.



OPENING - Describes the setting, introduces the characters.

BUILD UP - Excitement and tension grows, gives emotion.

CLIMAX - Major dilemma.

RESOLUTION - Characters find a route through their difficulties.

ENDING - Happily ever after.

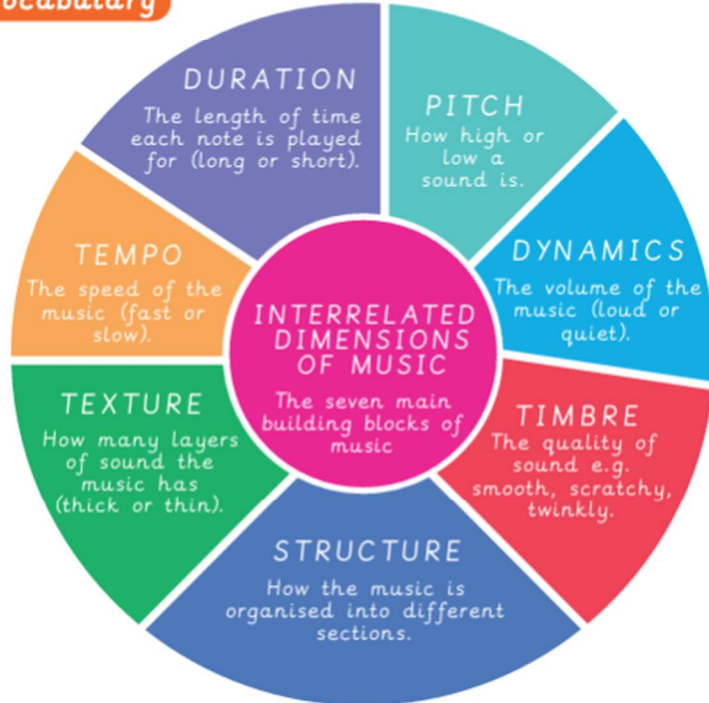
Year 4: Haiku, music and performance (Hanami festival)

Musical style: Classical

Exploring music inspired by trees, including the cherry blossom festival, Hanami. Learning how each composer uses different timbres in their pieces to describe the movements of trees in the wind and using this as inspiration for musical haiku compositions.



Vocabulary



Col legno

A way of playing a stringed instrument by striking the string with the wooden part of the bow.

Pizzicato

Staccato sounds played by plucking the strings.

Haiku

A Japanese three line poem which has a strict syllable structure of 5,7,5.

A Winter's Night ❄️

It is cold outside,
So we will stay warm indoors
Next to the log fire.

Glissando

A continuous slide upwards or downwards between notes.

Staccato

A musical term to describe short sounds.

Improvising Making up music as it is played or performed.

Melody Notes of different pitches played in a sequence to create a tune.

Inspiration Something that encourages you to be creative.

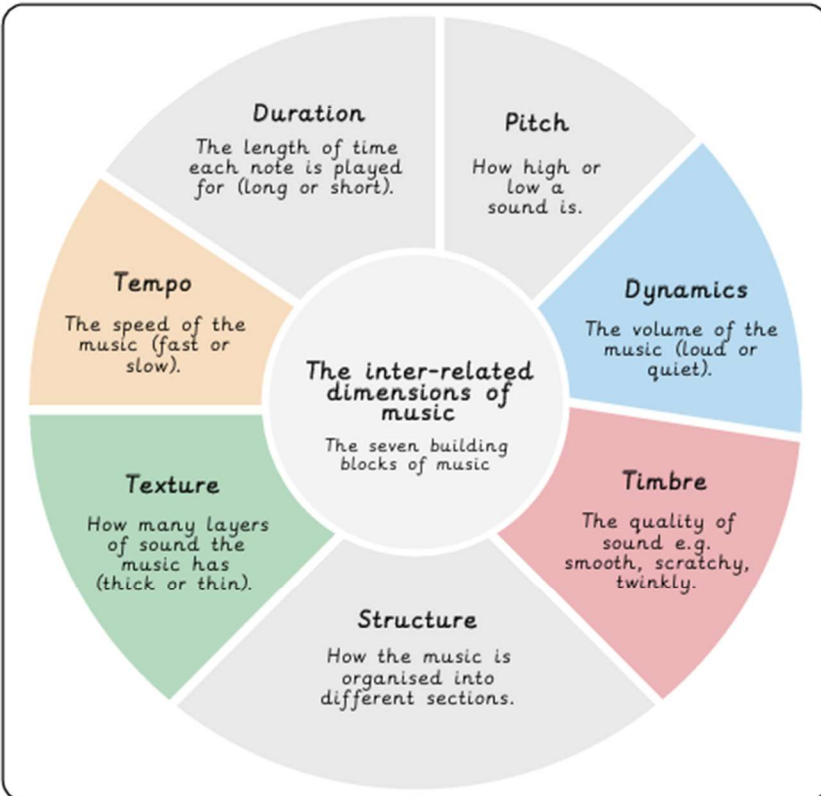
Music - Changes in pitch, tempo and dynamics (Rivers)



Create moods in music by changing dynamics, tempo, timbre, and texture. A river might start quietly and slowly, then grow faster, louder and fuller as it flows towards the sea.



ostinato	A repeating musical pattern.
a cappella	Singing without musical accompaniment.
round	A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.



Music - Samba and carnival sounds and instruments (South America)

Musical style: Samba



Samba is a Brazilian music style which forms a part of everyday life in Brazil. It is used for celebrations, including the Rio Carnival and even in football. It is a style of music which layers syncopated rhythms on multiple percussion instruments.

Instruments

Untuned percussion

Percussion instruments you cannot play a tune on.

agogo



caixa



chocahlo



ganza



repique



surdo

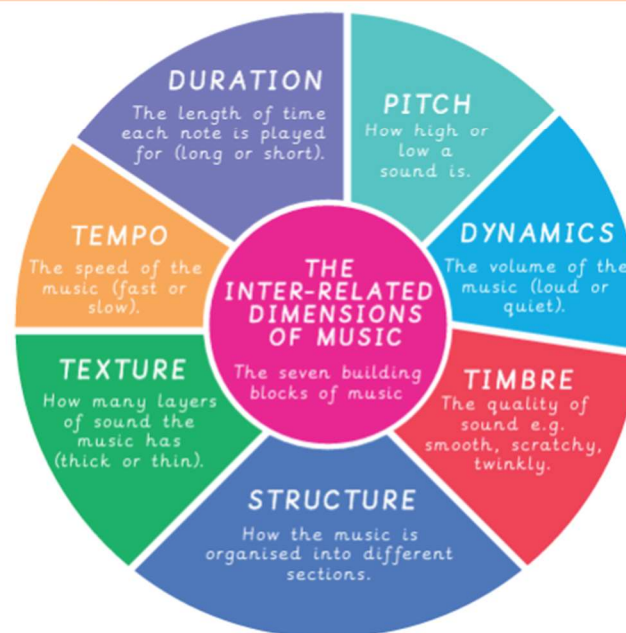


tamborim



Vocabulary

- rhythm** A pattern of long and short sounds (and silences) within a piece of music.
- syncopation** A type of musical rhythm in which the strong notes are not on the beat.
- off-beat** The beats in between the ones you would naturally clap on.
- break** A four or eight beat rhythm which is usually played once or twice.



Year 5/6 - Cycle B

Topics being covered

Year 5: Looping and remixing

Musical style: Electronic dance music

Electronic dance music (EDM) is also known as dance music, club music, or simply dance. It is made for nightclubs and has lots of percussion and loops, and the tracks are 'mixed' into each other by a DJ.



Vocabulary

Layers The different instruments, rhythms or melodies that build the overall texture of a piece of music.

Loop A repeated section of rhythm or melody.

Remix A new version of an existing piece of music that has been altered with effects.

Fragment A short section of music.

Melody line The notes that make a melody.

Structure The overall organisation of a piece of music. In a song, this could be the order that different parts are played in, for example verse, chorus, verse.

Backbeat Rhythmic beat going along in the background to accompany the music.

Performing

Accuracy - were the notes and words right?



Timing - was the music played or sung in time?



Confidence - was the performance smooth?



Did you know?

A repeating section is known as:

- An ostinato in classical music.
- A riff in jazz.
- A loop in dance music.

Music - Blues



Blues music is often sad and emotional, which is why we say we have 'the blues' when we feel sad. Its main features are the 12-bar blues and the blues scale, and it includes a lot of improvisation.

The Blues scale

The Blues scale to accompany our 12-bar Blues is made up of these notes:



Vocabulary

12-bar blues A series of chords played in a specific order.

1	CCCC	2	CCCC	3	CCCC	4	CCCC
5	FFFF	6	FFFF	7	CCCC	8	CCCC
9	GGGG	10	FFFF	11	CCCC	12	CCCC

chord	Two or more notes that are played at the same time and work in harmony.
scale	Any set of musical notes which are in order of their pitch.
ascending scale	A scale in which the pitch of the notes goes up.
descending scale	A scale in which the pitch of the notes goes down.
blues scale	A set of notes used to play a melody over a 12-bar blues.
improvisation	Making up music as it is played or performed.
bent notes	A musical note that varies in pitch usually going up slightly at the end.
bar	A section of music with a specific number of beats (in blues there are usually 4 beats in a bar).
quaver	A note which last for half a beat.

Music - Dynamics, pitch and texture (Coast)

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of composing. The term 'classical music' can also refer to music composed in the classical period from 1750 to 1825.



Composed by Felix Mendelssohn in 1830, Fingal's Cave is a classical piece of music which depicts the swirling sea and waves around the Inner Hebrides in Scotland.

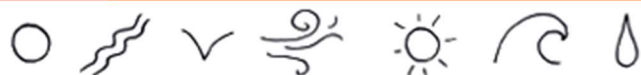
Vocabulary

depict To represent something using music.

composition A piece of music that has been created.

conductor A person who uses hand signals to direct the performance of an orchestra or choir.

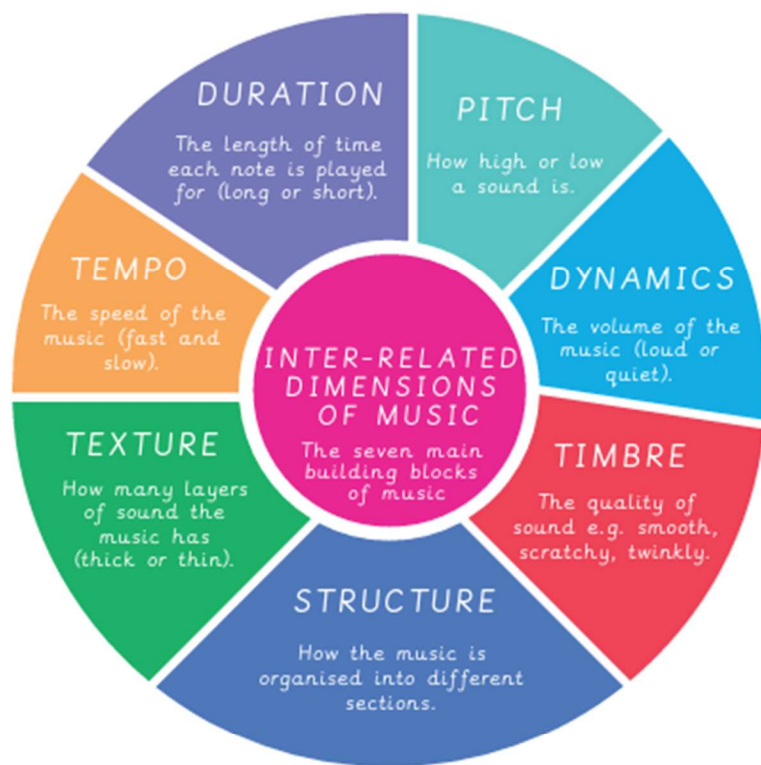
graphic score A way of writing down music on the page using symbols and images rather than traditional stave notation.



improvise To make up music as it is played or performed.

notate To write symbols representing notes or sounds.

ensemble A group of people who perform instrumental or vocal music.



Musical feature: Composition

In this unit we compose our own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil.

Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.



Vocabulary

Graphic score

A way of writing down music on the page without using traditional stave notation, using symbols and images to represent the music.



Synaesthesia

A condition where you 'see' music as colours.

Major

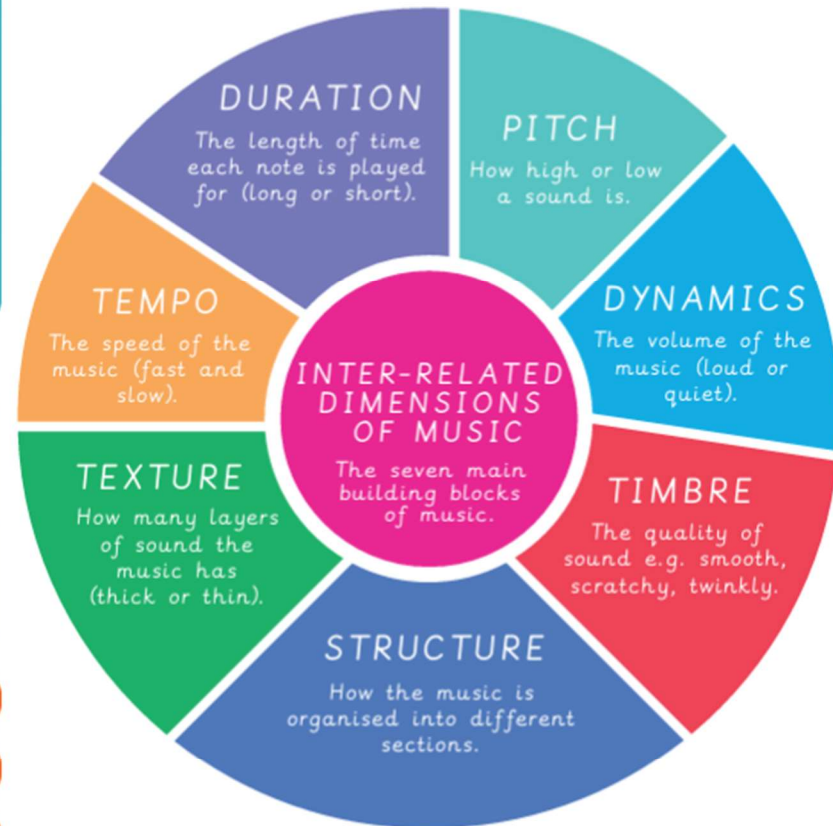
A tonality where the music sounds happy or bright.

Minor

A tonality where the music sounds sad or tense.

Layering

An overlapping of different music or instruments to create a 'thick' texture in a musical piece.



Year 5: South and West Africa

Dance is an important part of music in South and West Africa



Vocabulary

Chord Two or more notes that are played at the same time and work in harmony.

Chord progression A group of chords played in a particular order.

Major chords A chord made up of three notes. Major chords are often described as happy chords.

Minor chords A chord made up of three notes. Minor chords are often described as sad chords.

Break When some instruments stop playing and others change the rhythm.

Call and response A musical technique that is similar to a conversation. One phrase of music acts as the 'call' and is 'answered' by a different phrase.

A capella Singing without any musical accompaniment.

Soloist A musician or singer who performs on their own, known as performing a solo.

Duo Two musicians or singers who perform together, known as performing a duet.

Ostinato

A repeated pattern or phrase.

Polyrhythms

Many rhythms played at once.

Syncopation

Playing on the off-beat.

Rest

The silences in music.

Metronome

A device that can be set to create a steady sound (beat) to help musicians play rhythms accurately.



Tips for improving your performance - FACE

- Fluency** - Being able to play without hesitancy.
- Accuracy** - Getting the melody and the words correct.
- Control** - Controlling the sound and music being created or sung.
- Expression** - Giving a personal response to the music.

Instruments

Percussion instruments

Instruments which are played by shaking, tapping or scraping with your hand or a beater.



SEND in Music

Cognition and Learning		Communication and Interaction	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> • Accessing text of lyrics • Reading music • Having the spoken or written language to respond to a piece of music • Remembering a musical sequence • Remembering lyrics to a song for a performance 	<ul style="list-style-type: none"> • Provide a modified version, work in pairs or provide an audio version (using Kapow). • Child has the option to learn by ear. • Code the colours of the notes and corresponding note positions on the instrument. • Pupil can voice record (speech to text), work in pairs or give video response. • Child has access to visual cues; piece is modified for accessibility. • Child can have visual cues. 	<ul style="list-style-type: none"> • Contributing ideas to response work or composition work may be challenging. • Working in a group for response or composition work. 	<ul style="list-style-type: none"> • Offer a range of formats to contribute in such as voice or video recording. • Use a talk partner to share ideas who can then share them with the group. • Offer a range of formats to contribute in such as voice or video recording. • Use a talk partner to share ideas who can then share them with the group.
Physical and Sensory		Social, Emotional and Mental Health	
Subject concerns for SEND	Provision for SEND	Subject concerns for SEND	Provision for SEND
<ul style="list-style-type: none"> • Hearing impairment (listening and composing and ensemble work) • Sensitive hearing (listening and composing and ensemble work) • Physical disability (listening and composing and ensemble work) • Visual impairment 	<ul style="list-style-type: none"> • Alter the position of the child in class for the lesson, use visual cues. • Provide headphones, pre-warn the pupil, adapt their position within the group for the lesson. • Provide adapted or different instrument • Child may need transport to attend a performance or adapted seating at that venue. • Provide personal, adapted copies of lyrics, score, images etc. 	<ul style="list-style-type: none"> • Group work for composing, performing and ensemble work. • Performing in a different setting other than classroom. • Performing in front of others as an audience. 	<ul style="list-style-type: none"> • Use the regular friendship group for this task. • Pre-warn of the change of venue, pre-visit to experience the venue (where appropriate). • Discuss and adapt the position of the child within the ensemble or give the child another role which is backstage but still involved. • Ensure outside agencies are aware

Assessment in the Music curriculum

Our Approach to assessing the retention of knowledge in Music

Assessing music in KS2 involves a mix of formative, ongoing observation (listening, observing, questioning) and summative assessment (evaluating recorded performances or compositions) against key musical dimensions: pitch, duration, dynamics, tempo, timbre, texture, and structure. Key assessment methods include evaluating improvisation/compositional skills, understanding musical notations, and using tools like rubrics, video/audio recordings, and peer appraisal, focusing on both performance skills and understanding.

The children will take part in an end of unit assessment quiz using Kapow.

Assessment is made all the more difficult in Music education because there are different types of musical thinking and musical knowledge that teachers wish pupils to engage with... Thus a complex construct like musical ability does not have a single unitary outcome; we do not say that a pupil has a musical ability of 45%, for example, as this would be meaningless.

Faultley, M: Assessment in Music Education.

Examples of our Music assessment

If we hear a wrong note, we point it out immediately, so this is on-the spot feedback.

A collection of videos or audio files to show progress over time. Recording verbal feedback onto these saves time for teachers.

Below is a snippet of what our unit assessment quiz looks like:

Quiz presentation - Y5: South and West Africa

