

# The John Ball Curriculum

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## Music



## **A vision for Music at John Ball School**

The vision for Music at John Ball is that all children are inspired to develop a love of music. Everyone should be given significant opportunities to listen to, perform, record and compose music, and be exposed to music from a wide range of cultures and time periods. Links are regularly drawn between Music and other curriculum areas (such as Maths, PSHE and ICT) as both a teaching tool and as a means of creative expression.

Children are given the chance to sing and play a variety of instruments in school, and the barriers are low for those who want to take independent instrumental tuition. We employ a wide variety of skilled and highly qualified peripatetic teachers who give weekly individual and group lessons for children from KS1 and 2.

Outside of Music, other areas of the Performing Arts are also highly valued at John Ball, and children are given opportunities to develop their skills in theatre, dance and public speaking. All of this culminates in an all-singing, all-dancing theatrical production of a well-known musical at the end of each Year 6, giving all children the opportunity to perform to a large audience and demonstrate some of the skills they have honed throughout their time at the school.



OVERVIEW	Key Stage 1		Lower KS2		Upper KS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	BLACK HISTORY MONTH: OH WHEN THE SAINTS	BLACK HISTORY MONTH: CALL & RESPONSE	BLACK HISTORY MONTH: WADE IN THE WATER	BLACK HISTORY MONTH: WE'RE JAMMIN'	BLACK HISTORY MONTH: ETHIOPIAN SCALES	BLACK HISTORY MONTH: MUSICAL ROOTS
<b>Autumn 2</b>	EXPLORING SOUND!	MELODY & SINGING	CALL & RESPONSE	COMPOSITION FROM IMPROVISATION	ROCK BAND 1	KEYBOARD SKILLS
<b>Spring 1</b>	MELODY & PITCH 1	IMPROVISATION IN C	MUSICAL STRUCTURES	SHE SHOOTS, SHE SCORES!	VIKING COMPOSITION	MUSIC TECH 1
<b>Spring 2</b>	MELODY & PITCH 2	SOUND ASSOCIATION	LATIN AMERICAN MUSIC	READ & WRITE 1	ROCK BAND 2	MUSIC TECH 2
<b>Summer 1</b>	INSTRUMENTAL IMPROVISATION	PLAYING WITH OTHERS: ENSEMBLE SKILLS	COMPOSITION FROM IMPROVISATION	READ & WRITE 2	MUSIC TECH 1	CREATIVE COMPOSITION
<b>Summer 2</b>	PLAYING WITH OTHERS: ENSEMBLE SKILLS	RAINFOREST SOUNDTRACK	RHYTHM & MELODY	MUSIC TECH: SOUNDS THROUGH WORDS	MUSIC TECH 2	MUSIC PRODUCTION

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SKILLS MUSIC	Key Stage 1		Lower KS2		Upper KS2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Performance</b>	<ul style="list-style-type: none"> <li>Take part in singing, accurately following the melody.</li> <li>Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.</li> <li>Imitate changes in pitch.</li> </ul>		<ul style="list-style-type: none"> <li>Sing from memory with accurate pitch. Sing in tune.</li> <li>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</li> <li>Play notes on an instrument with care so that they are clear.</li> <li>Perform with control and awareness of others.</li> </ul>		<ul style="list-style-type: none"> <li>Sing or play from memory with confidence.</li> <li>Perform solos or as part of an ensemble.</li> <li>Sing or play expressively and in tune.</li> <li>Hold a part within a round.</li> <li>Sing a harmony part confidently and accurately.</li> <li>Sustain a drone or a melodic ostinato to accompany singing.</li> <li>Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>Create a sequence of long and short sounds.</li> <li>Clap rhythms.</li> <li>Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>Choose sounds to create an effect. Sequence sounds to create an overall effect.</li> <li>Create short, musical patterns. Create short, rhythmic phrases.</li> </ul>		<ul style="list-style-type: none"> <li>Compose and perform melodic songs.</li> <li>Use sound to create abstract effects. Create repeated patterns with a range of instruments.</li> <li>Create accompaniments for tunes.</li> <li>Use drones as accompaniments.</li> <li>Choose, order, combine and control sounds to create an effect.</li> <li>Use digital technologies to compose pieces of music.</li> </ul>		<ul style="list-style-type: none"> <li>Create songs with verses and a chorus.</li> <li>Create rhythmic patterns with an awareness of timbre and duration.</li> <li>Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>Convey the relationship between the lyrics and the melody.</li> <li>Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Use symbols to represent a composition and use them to help with a performance.</li> </ul>		<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>		<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul>	

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<b>Appraisal</b>	<ul style="list-style-type: none"><li>• Identify the beat of a tune.</li><li>• Recognise changes in timbre, dynamics and pitch.</li></ul>	<ul style="list-style-type: none"><li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</li></ul>	<ul style="list-style-type: none"><li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch dynamics tempo timbre texture lyrics and melody</li><li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li></ul>
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## MUSIC – Year 1

Half term	Topic title	Knowledge covered
Autumn 1	<b>BLACK HISTORY MONTH: OH WHEN THE SAINTS</b>	<ul style="list-style-type: none"> <li>• Rhythm: Basic intro to the relevance of Rhythm and the importance of keeping in time, using basic percussion instruments.</li> <li>• Singing: begin to develop a sense of pitch within song.</li> <li>• Music History: Black History month: Jazz/learn “Oh When the Saints”</li> <li>• New music, Listen to new music.</li> </ul>
Autumn 2	<b>EXPLORING SOUND!</b>	<ul style="list-style-type: none"> <li>• Exploration of sound: learn about the different sounds that our instruments can produce. Experiment with the instruments.</li> <li>• Singing: continue to develop an awareness of pitch</li> <li>• Continue to develop Rhythmic competence when playing instruments.</li> <li>• New music: listen to new music</li> </ul>
Spring 1	<b>MELODY &amp; PITCH 1</b>	<ul style="list-style-type: none"> <li>• Melody: a very basic understanding of what melody is, and how it is constructed</li> <li>• Notes and note lengths.</li> <li>• Music moods: Happy, sad etc.</li> <li>• Singing: continue to develop an awareness of pitch through song.</li> <li>• New Music: listen to new music</li> </ul>
Spring 2	<b>MELODY &amp; PITCH 2</b>	<ul style="list-style-type: none"> <li>• Melody continued: See above.</li> <li>• Singing: continue to develop an awareness of pitch through singing/call and response/improvisation</li> <li>• New music: listen to new music</li> </ul>
Summer 1	<b>INSTRUMENTAL IMPROVISATION</b>	<ul style="list-style-type: none"> <li>• Improvisation: Develop a basic skill in improvisation using instruments.</li> <li>• Singing: begin to sing more advanced songs/rounds etc.</li> <li>• New music: listen to new music.</li> </ul>
Summer 2	<b>PLAYING WITH OTHERS: ENSEMBLE SKILLS</b>	<ul style="list-style-type: none"> <li>• Bring together Rhythm melody and improvisation</li> <li>• Create a basic sense of ensemble.</li> <li>• New music: listen to new music.</li> </ul>

### Year 1 Key Vocabulary

Rhythm, in time, pitch, sound, jazz, instruments, pitch, rhythm, melody, crochets, minims, pitch, pitch, call & response, improvisation, improvisation, rounds, rhythm, melody, improvisation, and ensemble.

**MUSIC – Year 2**

<i>Half term</i>	<i>Topic title</i>	<i>Knowledge covered</i>
Autumn 1	<b>BLACK HISTORY MONTH: CALL &amp; RESPONSE</b>	<ul style="list-style-type: none"> <li>• Rhythm and pitch: further develop a sense of pitch and Rhythm through listening, singing and playing on basic percussion instruments.</li> <li>• Music History: Black History month: Tribal call and response music.</li> <li>• Singing: continued development of pitch/melody and Rhythm through song.</li> <li>• New music: listen to new music.</li> </ul>
Autumn 2	<b>MELODY &amp; SINGING</b>	<ul style="list-style-type: none"> <li>• Melody: explore the meaning of melody, and its place in music</li> <li>• Basic introduction of musical notes: note lengths, and ascending C scale up to G</li> <li>• Singing: continued development of pitch/melody and Rhythm through song.</li> <li>• New music: listen to new music.</li> </ul>
Spring 1	<b>IMPROVISATION IN C</b>	<ul style="list-style-type: none"> <li>• Improvisation: Exploring the possibilities of music production through basic improvisation using voice and instruments.</li> <li>• Continued study of C scale (descending)</li> <li>• Singing, continued development of pitch/melody and Rhythm through song.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Spring 2	<b>SOUND ASSOCIATION</b>	<ul style="list-style-type: none"> <li>• Sound association: explore and develop the ability to assign sounds to various subject matter, i.e. create animal sounds with percussive instruments.</li> <li>• Continued study of C scale: extend the scale to a whole octave C to C</li> <li>• Singing, continued development of pitch/melody and Rhythm through song.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Summer 1	<b>PLAYING WITH OTHERS: ENSEMBLE SKILLS</b>	<ul style="list-style-type: none"> <li>• Develop ensemble skills, both teacher and pupil led.</li> <li>• Singing, continued development of pitch/melody and Rhythm through song.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Summer 2	<b>RAINFOREST SOUNDTRACK</b>	<ul style="list-style-type: none"> <li>• Bring together Rhythm, melody and improvisation</li> <li>• Continued study of C scale: extend the scale to a whole octave C to C ascending and descending.</li> <li>• Create sounds of the jungle/forest (whole class composition)</li> <li>• Singing, continued development of pitch/melody and Rhythm through song.</li> <li>• New music, listening to and discussing new music</li> </ul>

**Year 2 Key Vocabulary**

Rhythm, pitch, percussion, melody, call & response, melody, crochet, minim, semibreve, pitch, rhythm, ascending, scale

**MUSIC – Year 3**

<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
Autumn 1	<b>BLACK HISTORY MONTH: WADE IN THE WATER</b>	<ul style="list-style-type: none"> <li>• Rhythm; Develop a deep understanding of Rhythm and its relevance to the beats of the bar.</li> <li>• Learn to play competently in time over many different pulses</li> <li>• learn and be able to sing (and understand) notes in the correct order.</li> <li>• Black History month. Learn and perform Wade in the water</li> <li>• New music, listening to and discussing new music.</li> </ul>
Autumn 2	<b>CALL &amp; RESPONSE</b>	<ul style="list-style-type: none"> <li>• Reading: Gain a basic grasp on how to read music</li> <li>• Aural: be able to repeat/playback Rhythmic exercises accurately</li> <li>• Pitch: Be able to sing back basic melodic lines accurately.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Spring 1	<b>MUSICAL STRUCTURES</b>	<ul style="list-style-type: none"> <li>• Composition: develop a basic understanding of the structures with in music. i.e. beginning middle and end.</li> <li>• Using instruments, write a basic piece of music that is relevant to a given subject. (group work)</li> <li>• New music, listening to and discussing new music.</li> </ul>
Spring 2	<b>LATIN AMERICAN MUSIC</b>	<ul style="list-style-type: none"> <li>• Music history: A look at the music of Latin America</li> <li>• Aural: Be able to recognise individual instruments from recorded music.</li> <li>• Continued work on reading and writing musical notation.</li> <li>• New music, listening to and discussing new music</li> </ul>
Summer 1	<b>COMPOSITION FROM IMPROVISATION</b>	<ul style="list-style-type: none"> <li>• Improvisation: Learn key elements of basic improvisation.</li> <li>• Compose a piece of music using both structure and improvisation (solos)</li> <li>• Singing- learn songs of pupils' choice.</li> <li>• Continued work on reading and writing musical notation.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Summer 2	<b>RHYTHM &amp; MELODY</b>	<ul style="list-style-type: none"> <li>• Keyboard skills: an introduction to basic keyboard skills.</li> <li>• create ensembles using both rhythmic skills (percussion) and Melodic skills (keyboard)</li> <li>• Music technology: a basic intro to music tech (Garageband on iPads)</li> </ul>

**Year 3 Key Vocabulary**

Rhythm, beats, bar, pulse, notes, ascending, descending, spirituals, reading music, repeat, rhythmic, melody, pitch repeat, playback, compose, composition, structure, instrumental, ensemble, Bossa nova, salsa, rhumba, tango, aural, reading, notation, crochet, minim, semibreve, bar.



<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
<b>Autumn 1</b>	<b>BLACK HISTORY MONTH: WE'RE JAMMIN'</b>	<ul style="list-style-type: none"> <li>• Rhythm/Ensemble work: Using Rhythm, develop a sense of working as a unit whilst responding to instruction.</li> <li>• Develop an ability to use ears to determine the togetherness of the ensemble, whilst playing with several rhythmic devices happening at once.</li> <li>• Black History Month: Bob Marley</li> <li>• Be able to improvise own rhythms and play them confidently / in time to the class</li> <li>• New music, listening to and discussing new music.</li> </ul>
<b>Autumn 2</b>	<b>COMPOSITION FROM IMPROVISATION</b>	<ul style="list-style-type: none"> <li>• An understanding of musical notation, note lengths and pitch</li> <li>• Keyboard skills: develop the ability to transfer the understanding of notation to the keyboard.</li> <li>• Improvise/compose a basic melody on a tuned instrument using limited notes on Keyboard/guitar etc.</li> <li>• New music, listening to and discussing new music.</li> </ul>
<b>Spring 1</b>	<b>SHE SHOOTS, SHE SCORES!</b>	<ul style="list-style-type: none"> <li>• Music History: A look at the Orchestra: film scores</li> <li>• Composition: An understanding of compositional tools and structure.</li> <li>• Create a group composition using tools/structure based on a current topic (class topic) use both tuned and untuned instruments.</li> <li>• New music, listening to and discussing new music.</li> </ul>
<b>Spring 2</b>	<b>READ &amp; WRITE 1</b>	<ul style="list-style-type: none"> <li>• Aural: be able to repeat/playback Rhythmic exercises accurately</li> <li>• An ability to write out musical notation, and play it on a melody instrument.</li> <li>• Music Tech: Develop an understanding of Garageband using compositional tools.</li> <li>• New music, listening to and discussing new music.</li> </ul>
<b>Summer 1</b>	<b>READ &amp; WRITE 2</b>	<ul style="list-style-type: none"> <li>• Further develop the ability to read music through keyboard skills</li> <li>• Aural: Be able to recognise individual instruments from recorded music.</li> <li>• Create a group composition using any instrument. Write down (in words structure/mood and any other performance directions.</li> <li>• New music, listening to and discussing new music.</li> </ul>

<b>Summer 2</b>	<b>MUSIC TECH: SOUNDS THROUGH WORDS</b>	<ul style="list-style-type: none"><li>• Music tech: Create music (using garage band) for a book of choice. Recording either the blurb or favourite passage in the book with voice.</li><li>• Continued work on reading and writing notation.</li><li>• New music, listening to and discussing new music.</li></ul>
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<b>Year 4 Key Vocabulary</b>
Aural, repeat, rhythmic, notation, notes, crochet, minim, semibreve, quaver, rest, melody, instrument, composition, notation, read music, aural, recorded, composition, instrumental, structure, mood, conductor. music technology, Garageband, recording, vocal, notation



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**MUSIC – Year 5**

<i>Half term</i>	<i>Topic title</i>	<i>Knowledge covered</i>
Autumn 1	<b>BLACK HISTORY MONTH: ETHIOPIAN SCALES</b>	<ul style="list-style-type: none"> <li>• Develop a thorough understanding of Pulse, Rhythm and being able to play in time with tempo changes.</li> <li>• Develop an understanding of notation (note names, being able to write out melodies, note lengths)</li> <li>• Black history month: Ethiopian scales. Create and perform music based on these modes.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Autumn 2	<b>ROCK BAND 1</b>	<ul style="list-style-type: none"> <li>• Form a "Band" 6-7 piece.</li> <li>• Decide what style/vibe it is to be and write a piece using all of the compositional tools already learned.</li> <li>• write out the melody of new piece using correct notation.</li> <li>• Advanced keyboard skills.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Spring 1	<b>VIKING COMPOSITION</b>	<ul style="list-style-type: none"> <li>• Composition: An understanding of compositional tools and structure.</li> <li>• Keyboard skills.</li> <li>• Compose a piece of music relevant to current class topic. Use any instrument (including own personal instruments)</li> <li>• New music, listening to and discussing new music.</li> </ul>
Spring 2	<b>ROCK BAND 2</b>	<ul style="list-style-type: none"> <li>• Continue with "Band" composition.</li> <li>• Record band composition.</li> <li>• Music tech: finish advert/begin a new composition.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Summer 1	<b>MUSIC TECH 1</b>	<ul style="list-style-type: none"> <li>• Music History: A look at early pop music.</li> <li>• Music tech: intro garage band.</li> <li>• Aural: Be able to recognise individual instruments from recorded music.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Summer 2	<b>MUSIC TECH 2</b>	<ul style="list-style-type: none"> <li>• Aural: be able to repeat/playback/sing back advanced melodic and Rhythmic exercises accurately.</li> <li>• Music tech: write and record an advertisement of a product of choice using Garage band.</li> <li>• New music, listening to and discussing new music.</li> </ul>

**Year 5 Key Vocabulary**

Pulse, rhythm, tempo, notations, quaver, crochet, minim, semibreve, rest, bar, dotted, melody, scale, mode, Composition, notation, instrumental, structure, Pop music, introduction, technology, instruments, aural, recorded.

**MUSIC – Year 6**

<i>Half term</i>	<i>Topic title</i>	<i>Knowledge covered</i>
Autumn 1	<b>BLACK HISTORY MONTH: MUSICAL ROOTS</b>	<ul style="list-style-type: none"> <li>• Develop Rhythmic precision</li> <li>• Create Rhythmic based music in groups with several different Rhythms going on at the same time.</li> <li>• Black History month: Learn “Jambo” In Swahili</li> <li>• Create a piece of music pupil led for the Jambo song.</li> <li>• New music, listening to and discussing new music.</li> </ul>
Autumn 2	<b>KEYBOARD SKILLS</b>	<ul style="list-style-type: none"> <li>• Keyboard skills.</li> <li>• Notation: a thorough understanding of writing and reading music.</li> <li>• Composition: An understanding of compositional tools and structure.</li> <li>• New music, listening to and discussing new music</li> </ul>
Spring 1	<b>MUSIC TECH 1</b>	<ul style="list-style-type: none"> <li>• Music History: A look at Jazz music/Avant-garde</li> <li>• Music Tech: development of Garage Band skills.</li> <li>• Create a piece of music with melody and rhythm (written down)</li> <li>• New music, listening to and discussing new music</li> </ul>
Spring 2	<b>MUSIC TECH 2</b>	<ul style="list-style-type: none"> <li>• Music tech: compose a ringtone.</li> <li>• Ensemble based work using rhythm and melody.</li> <li>• Advanced keyboard skills.</li> <li>• Continued work on composition.</li> <li>• New music, listening to and discussing new music</li> </ul>
Summer 1	<b>CREATIVE COMPOSITION</b>	<ul style="list-style-type: none"> <li>• Perform to class mates a piece on an instrument of your choice.</li> <li>• Continued work on notation/reading music</li> <li>• Continued work on composition.</li> <li>• New music, listening to and discussing new music</li> </ul>
Summer 2	<b>MUSIC PRODUCTION</b>	<ul style="list-style-type: none"> <li>• Music tech: create or reproduce a hit!</li> <li>• Record composition.</li> <li>• Give a speech on favourite piece of music and why.</li> <li>• New music, listening to and discussing new music</li> </ul>

<b>Year 6 Key Vocabulary</b>
Rhythm, precision, polyrhythm, notation, treble clef, bar, composition, rest, time signature, genre, style, jazz, avant-garde, melody, rhythm, notation, performance, composition, instrumental, notation composition, ensemble, rhythm, notation