

# The John Ball Curriculum

## Music

Subject lead: Luke Carter



## 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.

## KPIs and Assessment Opportunities in Music

There are three key strands in Music that children develop over time: **Listening** (including appraisal and analysis), **Performing**, and **Composing** (including notation and recording). These three elements are woven throughout the curriculum and span all the genres and styles that are covered – although aspects of these will be covered throughout the year, for assessment purposes, each term will focus on one of these strands.

They have been ordered to progress throughout the year, beginning with Listening in Autumn term, then Performing in Spring term, and finally Composing in Summer term. For each year group and for each strand, there are:

- **Key Performance Indicators** - these are objectives in line with age-related expectations that it is hoped children will achieve.
- **Assessment opportunities** – the opportunities that children will be given during that term (often but not always towards the end of the term) to demonstrate their aptitude of a particular KPI.
- **Moving onto greater depth** – what it would like if a child were able to outperform their age-related expectation with this KPI, demonstrating they are greater depth in this aspect of their musical learning.

## Skill progression in Music at John Ball School

The following table shows the progression of skills taught in Music throughout a child's time at John Ball. These are broken up into four key areas: *Performance*, *Composition*, *Transcription* and *Appraisal*. The skills across these areas were devised to ensure coverage of the quite broad overarching objectives laid out in the National Curriculum programme of study for Music at primary school.

This is slightly different for EYFS. The National Curriculum only covers Key Stages 1 and 2. The skills here therefore come from the Early Learning Goals – the two areas of the ELG that pertain specifically to Music are *Exploring and Using Media and Materials* and *Being Imaginative* (both from the *Expressive Arts and Design* section). The relevant ones are recorded here, and were useful in determining where to pitch the KS1 skills – hopefully this will ensure that the transition to Year 1 is smooth and that children are able to build directly on the ELG skills they should hopefully have achieved by the time they reach KS1.

EYFS	
Nursery	Reception
<b>Exploring and Using Media and Materials</b>	
<ul style="list-style-type: none"> <li>- To sing a few familiar songs.</li> <li>- To imitate movement in response to music.</li> <li>- To tap out simple repeated rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and learn how sounds can be changed.</li> <li>- To begin to build a repertoire of songs and dances.</li> <li>- To explore the different sounds of instruments.</li> </ul>
<b>Being Imaginative</b>	
<ul style="list-style-type: none"> <li>- To develop a preference for forms of expression.</li> <li>- To notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>- To sing to self and make up simple songs.</li> <li>- To make up simple rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>- To represent their own ideas, thoughts and feelings through DT, art, music, dance, role-play and stories.</li> <li>- To capture experiences and responses with a range of media, such as music, dance and paint or words.</li> <li>- To use what they have learnt about media and materials in original ways, thinking about uses and purposes.</li> </ul>
<p><i>The Music curriculum for EYFS is not mapped out as rigidly as it is further up the school. These objectives may not be met during timetabled Music lessons, but are taught and assessed on an ongoing basis, and often combined with other areas of the Early Years curriculum. EYFS staff are encouraged to familiarise themselves with KS1 objectives for Music such that all children are prepared for Year 1, and also to challenge Greater Depth musicians where appropriate.</i></p>	

KEY SKILL AREA	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	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.</li> <li>- Follow instructions on how and when to sing or play an instrument.</li> <li>- Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>- Take part in singing, accurately following the melody.</li> <li>- Make and control long and short sounds, using voice and instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing from memory with accurate pitch, and be able to hold a part within a round.</li> <li>- Pronounce words within a song clearly, and show control of the voice.</li> <li>- Be able to play different notes on a variety of instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a simple sung or played part within a group.</li> <li>- Perform with control and awareness of others.</li> <li>- Play notes on an instrument with care so that they are clear.</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>- Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>	<ul style="list-style-type: none"> <li>- Sing or play expressively and in tune.</li> <li>- Sing a harmony part confidently and accurately.</li> <li>- Perform with controlled breathing (voice) and skilful playing (instrument).</li> </ul>
<b>COMPOSITION</b>	<ul style="list-style-type: none"> <li>- Compose a short rhythmic phrase, e.g. a simple clapped rhythm.</li> <li>- Create a sequence of long and short vocal sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>- Select and sequence sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Use sound to create abstract effects.</li> <li>- Create repeated patterns using voice and/or a range of instruments.</li> <li>- Choose, order, combine and control sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>- Compose and perform simple melodic songs.</li> <li>- Create accompaniments for tunes, including the use of drones.</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>- 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>- Convey the relationship between the lyrics and the melody.</li> </ul>	<ul style="list-style-type: none"> <li>- Create rhythmic patterns with an awareness of timbre and duration.</li> <li>- Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>- Use digital technologies to compose, edit and refine pieces of music.</li> </ul>

KEY SKILL AREA	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>TRANSCRIPTION</b>	<ul style="list-style-type: none"> <li>- Use drawn artistic symbols to represent different components of a simple piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- Use symbols to transcribe a simple composition, and use them to support 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 in the treble clef.</li> </ul>	<ul style="list-style-type: none"> <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>- Use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
<b>APPRAISAL</b>	<ul style="list-style-type: none"> <li>- Identify the beat of a tune.</li> <li>- Describe music in terms of basic emotional vocabulary (e.g. happy, sad, angry).</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to justify personal opinions about a piece of music using the word because.</li> <li>- Recognise and begin to be able to describe changes in timbre, dynamics and pitch (although not necessarily using this vocabulary).</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate a piece of music, using appropriate musical vocabulary.</li> <li>- To listen to a piece of music quietly and reflectively to form an opinion.</li> <li>- Using abstract drawing to express thoughts and feelings about a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to use terms such as duration, timbre, pitch, beat, tempo, texture and use of silence to describe music accurately.</li> <li>- Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Independently select musical vocabulary describe and appraise music, including dynamics, timbre, duration, tempo, texture, lyrics, melody, harmony, rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe how lyrics might reflect the cultural context of music and their social meaning.</li> <li>- To write a review of a piece of music, incorporating appropriate vocabulary learned throughout KS2 to describe both facts and opinions about the piece.</li> </ul>

## Units by Year Group

The below table is an overview of what is taught each half-term in each year group. Please see the following pages for more detail on what skills and knowledge are developed in each particular unit.

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	THE AVANT-GARDE
<b>Spring 2</b>	MELODY & PITCH 2	SOUND ASSOCIATION	LATIN AMERICAN MUSIC	READ & WRITE 1	ROCK BAND 2	MUSIC TECH
<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

## MUSIC – Year 1

<i>Half term</i>	<i>Topic title</i>	<i>Knowledge covered</i>
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.

Year 1 Autumn – Listening		
KPI	Assessment opportunities	Moving on to greater depth
I can use basic vocabulary (single adjectives) to describe different sounds, and to associate feelings and emotions with sounds.	Children to be played pieces of music from a range of genres in every lesson, and encouraged to share their thoughts, feelings and opinions about what they have heard.	In addition,...  Children to be able to comment on musical narrative, and how sounds or their emotional connotations might change during the course of a piece.
Year 1 Spring – Performing		
KPI	Assessment opportunities	Moving on to greater depth
I can sing a familiar song in unison with a group, and to display an ability to make sounds correctly with percussion instruments.	- Group singing opportunities every week, learning new songs. - Children introduced to a variety of percussion instruments during this term.	In addition,...  - To sing tunelessly. - To be able to play the percussion instruments in time to a song in 4/4.
Year 1 Summer – Composing		
KPI	Assessment opportunities	Moving on to greater depth
I can begin to recognise how to read a simple “score”, using basic symbols to represent instruments.	Children to follow simple scores led by their teacher, building up to reading them independently.	In addition,...  To independently create a pattern that can be read as a score, where instruments are represented by shapes, numbers or colours.

**MUSIC – Year 2**

<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
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

Year 2 Autumn – Listening		
KPI	Assessment opportunities	Moving on to greater depth
I can describe music in full sentences using musical vocabulary.	Children to be played pieces of music from a range of genres in every lesson, and encouraged to share their thoughts, feelings and opinions about what they have heard.	In addition,...  To explain why a piece of music makes them feel a certain way, using specific references from the music.
Year 2 Spring – Performing		
KPI	Assessment opportunities	Moving on to greater depth
I can sing, clap or use a percussion instrument for basic call and response activities, using a simple rhythmic or melodic motif.	Weekly opportunities to practice call and response activities, in a variety of musical mediums.	In addition,...  To be confident in leading the class in a call and response activity, using a syncopated rhythm.
Year 2 Summer – Composing		
KPI	Assessment opportunities	Moving on to greater depth
I can participate in and contribute to the composition and whole-class performance of a “musical story” using a variety of sound effects created by instruments.	Children as a class to produce a story, and collectively incorporate sound effects into the story, building to a performance in the final week of the term.	In addition,...  To confidently and consistently contribute valid and creative ideas, but also to listen and build on those of others.

**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, rumba, tango, aural, reading, notation, crochet, minim, semibreve, bar.

Year 3 Autumn – Listening		
KPI	Assessment opportunities	Moving on to greater depth
I can discern specific instruments in a piece of music, and to begin to identify different families of instruments.	Children to be played pieces of music from a range of genres in every lesson, and encouraged to discuss instrumental families and listen to examples from each to be able to identify them.	In addition... To begin to associate certain instruments, rhythms and styles with cultural and musical traditions.
Year 3 Spring – Performing		
KPI	Assessment opportunities	Moving on to greater depth
I can work as a group to maintain a simple rhythm, while other groups are performing a different rhythm at the same time, and to be able to switch between these when instructed.	Children to work in small groups of four to practice this technique regularly, and building up to doing this in a whole class setting.	In addition... To be able to memorise or come up with more than two simple rhythms at a time, and to be able to switch between them in a group setting.
Year 3 Summer – Composing		
KPI	Assessment opportunities	Moving on to greater depth
I can compose a piece of music in which rhythm is the central feature and is inspired by a piece of literature. This should be transcribed as a graphic score.	Children given a poem, and tasked to create a rhythmic piece of music that is either inspired by the poem or composed to accompany a performance of it.	In addition... To incorporate a bassline, displaying an understanding of its functionality.

**MUSIC – Year 4**

<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
Autumn 1	<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>
Autumn 2	<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>
Spring 1	<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>
Spring 2	<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>
Summer 1	<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>
Summer 2	<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>

**Year 4 Key Vocabulary**

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

Year 4 Autumn – Listening		
KPI	Assessment opportunities	Moving on to greater depth
I can describe a piece of music with specific reference to its style and instrumentation.	Children to be played pieces of music from a range of genres in every lesson, and encouraged to discuss the style and instrumentation.	In addition... To begin to describe music in terms of structure (e.g. beginning middle and end, or AABA).
Year 4 Spring – Performing		
KPI	Assessment opportunities	Moving on to greater depth
I can perform in a small group or ensemble, and to listen and be aware of other children's parts in order to stay in time.	Children to work in groups of 3-6 to perform a piece of music with voices and / or a variety of instruments.	In addition... To begin to develop an ability to improvise in a group situation.
Year 4 Summer – Composing		
KPI	Assessment opportunities	Moving on to greater depth
I can work in a group to compose a piece of music which has a bassline, a melody, a beat and a structure (clear beginning, middle and end).	Children to compose this piece over the course of the term, and to be assessed based on the performance of this piece in the final week.	In addition... To incorporate harmony (for example using two- or three-note chords as part of the composition) or lyrics.

**MUSIC – Year 5**

<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
<b>Autumn 1</b>	<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>
<b>Autumn 2</b>	<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>
<b>Spring 1</b>	<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>
<b>Spring 2</b>	<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>
<b>Summer 1</b>	<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>
<b>Summer 2</b>	<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.

Year 5 Autumn – Listening		
KPI	Assessment opportunities	Moving on to greater depth
I can recognise cultural styles and identify the kinds of instruments that are used in certain ensembles (e.g. orchestra, jazz band).	All children to complete a research project about a piece of music of their choice, that they will present to the class, describing instrumentation / ensemble, style, cultural origin, how the music makes them feel.	In addition...  Children are able to refer to the cultural context of the piece they have chosen, and can discuss its influences and place in musical history.
Year 5 Spring – Performing		
KPI	Assessment opportunities	Moving on to greater depth
I can improvise over a group composition, using rhythmic and melodic content that relates to the composition or subject matter.	Children to have composed a piece in this term that has space for all group members to improvise at different times.	In addition...  To show a strong understanding of the subject and / or genre of the compositional brief, and improvise confidently accordingly.
Year 5 Summer – Composing		
KPI	Assessment opportunities	Moving on to greater depth
I can study Latin American music, and create a composition which incorporates many of the key features of the genre, including the clave pattern.	Children to record their composition, play it back to the class. They should also be confident to discuss their compositional choices in relation to the brief.	In addition...  To be able to include multiple Latin American rhythm patterns in their composition.

**MUSIC – Year 6**

<b>Half term</b>	<b>Topic title</b>	<b>Knowledge covered</b>
<b>Autumn 1</b>	<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>
<b>Autumn 2</b>	<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>
<b>Spring 1</b>	<b>THE AVANT-GARDE</b>	<ul style="list-style-type: none"> <li>• Music History: A look at Jazz music/Avant-garde</li> <li>• Ensemble based work using rhythm and melody.</li> <li>• Create a piece of music with melody and rhythm (graphic score)</li> <li>• New music, listening to and discussing new music</li> </ul>
<b>Spring 2</b>	<b>MUSIC TECH</b>	<ul style="list-style-type: none"> <li>• Music tech: compose a ringtone.</li> <li>• Music Tech: development of Garage Band skills.</li> <li>• Continued work on composition.</li> <li>• New music, listening to and discussing new music</li> </ul>
<b>Summer 1</b>	<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>
<b>Summer 2</b>	<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>

**Year 6 Key Vocabulary**

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

**Year 6 Autumn – Listening**

**John Ball Curriculum**  
2021/2022

KPI	Assessment opportunities	Moving on to greater depth
I can independently use a range of vocabulary that describes a piece of music from any genre.	To write a review of a video of a live performance of a piece of music of their choice, using the listening and appraisal vocabulary they have built up during KS2.	To be able to incorporate a discussion of the ways in which the live version could differ from a studio version, and about how the performance adds to the music and to the experience of the audience.
<b>Year 6 Spring – Performing</b>		
KPI	Assessment opportunities	Moving on to greater depth
I can form a band or group to perform a piece of music (either my own composition or a choice of piece I like) to perform in front of an audience.	Children given an opportunity to perform in a formal performance with their group.	To perform confidently and to a high standard, displaying excellent communication and listening to the other members of the group, and great stage presence.
<b>Year 6 Summer – Composing</b>		
KPI	Assessment opportunities	Moving on to greater depth
I can compose a piece of music to accompany a scene from film or TV using music technology which incorporates both dissonant and functional harmony.	Children shown a selection of clips from films at the start of the term that are not soundtracked. They are given the task to create a soundtrack for this clip that they will record.	The soundtrack reflects a clear understanding of the fundamentals of composition, of using music technology, and is appropriate for the clip they have chosen.

