BPJS Music Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Create and use graphic scores to explore and discuss the terms dynamics, tempo, pitch and duration. Rhythm notation- Children will begin to learn the names and values of rhythm notation.	Rhythm notation- Children will continue to learn the names and values of rhythm notation so that they can perform and record their own rhythm patterns. Scales- Children will learn what a scale is. They will learn Do-re-mi and the Kodaly hand signals that can accompany the song.	Animal compositions- Children will listen to and evaluate music from 'Carnival of animals' and 'Peter and the Wolf'. They will compose and perform their own animal inspired compositions.	African – Children will learn a song from Africa. They will listen to African drumming and examples of cyclic patterns, and use musically terminology to describe what they can hear. Children will use their knowledge of cyclic patterns and African drumming to compose a piece of music.	Music notation- Children will learn about how written music is presented on a staff. They will learn note names and read music in order to play tunes on a glockenspiel.	Children will continue their glockenspiel lessons and develop their ability to read music.
	Key vocab Graphic score, rhythm, crotchet, paired quavers, minim, rest, pitch, tempo, duration, dynamics, timbre, texture	**Key vocab** Crotchet, paired quavers, rest, scale, Kodaly, leaps, steps, in tune	**Key vocab** Melody, leaps, steps, slow(adagio), fast(allegro), steady beat, pitch, dynamics, loud (forte), quiet (piano), timbre, structure	**Key vocab** Cyclic patterns, call and response, answer phrase, rhythm, beat, accent, tempo, dynamics, structure	**Key vocab** Staff, treble clef, crotchet, paired quavers, minim, rest, bar line, repeat sign	**Key vocab** Staff, treble clef, crotchet, paired quavers, minim, rest, bar line, repeat sign, improvise, compose
	At the end of this unit, children will know -Ways to create and interpret symbols on graphic scores. -How to use the terms pitch, tempo, dynamics, timbre and texture, when describing music. -The names and values of some rhythm notation.	**At the end of this unit, children will know** -The names and values of rhythm notation. -What a scale is. -How to tunefully sing 'Do-re-mi' whilst using Kodaly hand signals.	**At the end of this unit, children will know** -How composers can create images, feelings and effects. -How to compose a piece to fit a narration and acting performance about an animal. -How to use their musical vocabulary to respond to music from 'Peter and the Wolf' and 'Carnival of Animals'	**At the end of this unit, children will know** -What a cyclic pattern is. -How cyclic patterns are use in some South Asian and African music. -How to compose a piece of music that includes cyclic patterns.	**At the end of this unit, children will know** -How to read some notes written on a staff. (E,G,B,D,F and F,A,C,E) -Some rhythm notation. (crotchet, paired quavers, minim, rest) -How to play the glockenspiel with increasing accuracy, fluency and control.	**At the end of this unit, children will know** -How to read some notes written on a staff, with increased confidence. (E,G,B,D,F and F,A,C,E) -How to read rhythm notation. (crotchet, paired quavers, minim, rest) -How to compose a tune and record it using formal music notation

Y4	The orchestra- Children will learn about different types of instruments and how they produce sound. Night on a Bare Mountain' by Modest Mussorgsky- Children will discuss and recreate the music.	Rap- Children will listen to and learn a rap. They will work together to create a class rap. Leaps and steps- Children will listen to music and describe how the melody moves. They will listen to sound signals and use instruments to work out and recall the sounds they have heard. They will become familiar with major and minor chords.	Read music- recorder. Children will continue to develop their ability to read music and they will learn to play the recorder.	Read music- recorder Children will continue to develop their ability to read music and they will learn to play more notes on the recorder.	Beatles- Children will learn a Beatles song and they will listen to 'Norwegian wood' and learn about the use of the sitar in the song. Indian Raga- Children will listen to examples of Ragas and they will follow a graphic score to perform one. Children will compose their own Raga and record it as a graphic score.	Take the A Train – Children will listen to and discuss the song. Children will use the song to compose and perform their own jazz inspired piece. They will compose in ternary form and include lyrics and improvisation.
	Key vocab Orchestra, brass, woodwind, percussion, strings, accelerando, rhythm, tempo, dynamics	**Key vocab** leaps, steps, falls, timing, major chord, minor chord,	**Key vocab** Staff, treble clef, crotchet, paired quavers, minim, rest, semi- breve, repeat sign, time signatures	**Key vocab** treble clef, crotchet, paired quavers, minim, rest, semi- breve, repeat sign, legato, staccato,	**Key vocab** Raga, sitar, Beatles, graphic score, pop music, duration, dynamics, tempo, timbre, texture, drone	**Key vocab** Improvise, scat, vocals, lyrics, instrumentalist, chorus, jazz, structure, forte, piano, allegro adagio
	At the end of this unit, children will know -Know instruments of the orchestra and how they are grouped. -How composers can create effects. -How to play a version of Night on a Bare Mountain.	**At the end of this unit, children will know** -If a melody is moving in leaps or steps. - How to use their musical ear to work out and recall the sounds they have heard. -How to identify major and minor chords.	**At the end of this unit, children will know** - How to read music written on a staff. (E,G,B,D,F and F,A,C,E) -Rhythm notation. (crotchet, paired quavers, minim, rest, semi-breve) -How to play the recorder with increasing accuracy, fluency and control.	**At the end of this unit, children will know** -How to read music written on a staff. (E,G,B,D,F and F,A,C,E) -Rhythm notation. (crotchet, paired quavers, minim, rest, semi-breve) -How to play the recorder with increasing accuracy, fluency and control.	**At the end of this unit, children will know** -About the use of the sitar in the song 'Norwegian wood' and Indian Ragas. -How to follow a graphic score. -How to compose a Raga and record it as a graphic score.	**At the end of this unit, children will know** -Features of jazz music. -How to use call and response when improvising. -How to compose jazz music. -How to write lyrics for a jazz song.

Y5	Global Music – Children will embrace the carnival atmosphere when studying samba beats. They will about call and response when African drumming.	Read music – Ukulele. Children will continue to develop their ability to read music and they will learn to play the ukulele.	Read music – Ukulele. Children will continue to develop their ability to read music and they will learn more chords on the ukulele.	Read music – Ukulele. Children will continue to develop their ability to read music and they will learn more chords on the ukulele.	The Blues- Children will listen to and compare Blues music. They will compose their own Blues.	Class band- Mission Impossible. Children will work as a class to recreate part of the 'Mission Impossible' theme tune. Children will use a range of tuned instruments.
	Key vocab Timbre, texture, structure, samba, rhythm, syncopated rhythms, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)	**Key vocab** crotchet, paired quavers, semi-breve, quaver, minim, rest, semi- breve, chord, strum, major, minor	**Key vocab** Crotchet, paired quavers, semi-breve, quaver, minim, rest, semi- breve, chord progression, major, minor	**Key vocab** Crotchet, paired quavers, semi-breve, quaver, minim, rest, semi- breve, chord progression, major, minor	**Key vocab** Blues, structure, improvise, repeat, 12 bar, scale, melody, lyrics, chords, triads	**Key vocab** Dynamics, rhythm, notes, timing, tempo, duration, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)
	At the end of this unit, children will know -About the rhythms, features and origins of samba music. -How to compose a piece of samba music.	**At the end of this unit, children will know** -Rhythm notation. (crotchet, paired quavers, semi-breve, quaver, minim, rest) -How to play the ukulele with some accuracy, fluency and control.	**At the end of this unit, children will know** -How to read tab notation for the ukulele. -How to play chords on the ukulele. -How to play the ukulele with increased accuracy and control.	**At the end of this unit, children will know** - How to play a Blues chord progression on the ukulele. -How to read tab notation for the ukulele with confidence. -How to play more chords on the ukulele. -How to play the ukulele with increased accuracy and control.	**At the end of this unit, children will know** -About the origins and style of Blues music. -How to sing and compose Blues music. -How to improvise.	**At the end of this unit, children will know** -How to perform as a band when learning to play the Mission Impossible theme. -How to play instruments with increased control and accuracy.

Y6	War time songs- Children will listen to and learn wartime songs. They will compose lyrics for a wartime song. They will create a tune and an accompaniment.	British music- Children will listen to examples of British music and note changes in style and influences.	Pentatonic scale- Children will learn about the pentatonic scale. They use the scale to compose a piece about a dragon. They will include ostinato patterns, a drone and a tune.	Dance – Use an online sequencer to compose a piece they would dance to. Humans as instruments- Children will learn and use different techniques to help them use their bodies as percussion instruments.	Read music – Ukulele. Children will learn more chords and songs on the ukulele.	Class band- James Bond. Children will work as a class ukulele band to recreate part of the 'James Bond' theme tune.
	Key vocab lyrics, percussion, melody, accompaniment, bass line, chords, dynamics, phrasing, beat, rhythm	**Key vocab** Romantic period, jazz, big band, swing, rock and roll, soul, disco, indie, hip hop, RnB, tempo, rhythm, instruments	**Key vocab** pentatonic scale, drone, ostinato, tune, melody, graphic notation, rhythm, improvise, tempo, dynamics	**Key vocab** tempo, rhythm, timing, phrasing, sequence, loop, track, texture, timbre, metre music, vocal riffs, beatboxing	**Key vocab** Crotchet, paired quavers, semi-breve, quaver, minim, rest, semi- breve, chord progression, major, minor	**Key vocab** Dynamics, rhythm, notes, timing, tempo, duration, very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)
	At the end of this unit, children will know -Know songs from WWII.	**At the end of this unit, children will know** -Music by Tchaikovsky. -About different styles of music and develop an understanding of music history.	**At the end of this unit, children will know** -Know what a pentatonic scale is. -How to compose a piece of music using the pentatonic scale, an ostinato pattern, a drone and a tune.	**At the end of this unit, children will know** -How to use an online sequencer to compose a piece of music to dance to. -What metre music is. -How to use their bodies to compose and perform a piece inspired by stomp. -How to beatbox.	**At the end of this unit, children will know** -How to read tab notation for the ukulele with confidence. -How to play chords on the ukulele. -How to play the ukulele with increased accuracy and control.	**At the end of this unit, children will know** -How to perform as a ukulele band when learning to play the James Bond theme. -How to play the ukulele with increased control and accuracy.