

## TELFORD JUNIOR SCHOOL – MUSIC CURRICULUM

Musical Element	Year 3	Year 4	Year 5	Year 6
Listening & Appraising	<p>Recognise and describe a range of musical styles (Reggae, RnB, classical etc) Begin to identify instruments and musical styles. Respond to music physically and verbally using simple music terms (fast/slow, loud /quiet) Talk about preferences.</p> <p>(Units: Mussorgsky 'Night on Bare Mountain')</p>	<p>Recognise and describe music using expanded vocabulary (e.g. dynamics, tempo, pitch) Begin comparing pieces based on structure, instrumentation and style.</p> <p>(Units: Mamma Mia, Lean on Me, Carnival of the Animals)</p>	<p>Identify musical structure (e.g. verse, chorus, bridge) Compare musical pieces across genres and traditions Discuss musical purpose and the effect on an audience. Use a broader musical vocabulary (e.g. texture, timbre)</p> <p>(Units: Living on a Prayer, Planet Suite)</p>	<p>Analyse and evaluate musical features with an increasing range of terms (e.g. ostinato, syncopation, modulation) Identify and discuss stylistic features of different genres and periods. Evaluate performance and composition critically.</p> <p>(Units: Happy, 3 little Birds)</p>
Singing	<p>Sing in tune with accurate pitch. Perform simple 4-part rounds or repeated phrases. Begin to follow a conductor's lead.</p> <p>(Units:) Christmas, Dragon Song)</p>	<p>Sing with greater control of breathing and pitch. Use clear diction. Add expression and varied dynamics. Sing 2-part songs with support.</p> <p>(Units: Mamma Mia, Christmas)</p>	<p>Sing confidently in unison, part songs and simple harmonies. Interpret lyrics expressively. Confidently maintain a part within a group.</p> <p>(Units: Living on a Prayer, Dancing in the street, Christmas)</p>	<p>Lead singing performances or take a solo part. Perform in harmony and counterpoint. Show expression, control and performance awareness. Interpret songs with expression and style.</p> <p>(Units: Happy, Christmas, 3 little Birds)</p>

<p>Playing Instruments</p>	<p>Play tuned/untuned percussion (e.g. glockenspiels, xylophones) Follow simple rhythms and play short melodic patterns. Keep a steady pulse individually and in a group.</p> <p>(Units: Glockenspiel Stage 1, Recorders)</p>	<p>Develop playing technique, coordination and control with classroom instruments. Maintain a part in an ensemble, keeping in time with others. Follow rhythmic notation and a conductor.</p> <p>(Units: Lean on Me, Carnival of the animals, Stop)</p>	<p>Read and play from simple staff notation. Explore use of chords and scales. Use a wider range of classroom and digital instruments.</p> <p>(Units: Classroom Jazz 1, Dancing in the street, planet Suite)</p>	<p>Play confidently with accuracy and fluency. Interpret dynamics and expression. Perform in an ensemble with awareness of others.</p> <p>(Units: Classroom Jazz 2)</p>
<p>Improvising</p>	<p>Improvise using 1-2 notes over a backing track. Explore rhythmic improvisation using body percussion and instruments. Respond to musical prompts and questions.</p> <p>(Units: Glockenspiel Stage 1, Connect it, Recorders)</p>	<p>Improvise using a small range (3-5 notes) Begin to understand improvisation in context (e.g. call and response) Develop short musical ideas.</p> <p>(Units: Mamma Mia)</p>	<p>Improvise confidently within a given style or scale. Combine rhythmic and melodic patterns with awareness of musical form. Improvise solos in ensemble work.</p> <p>(Units: Classroom Jazz 1)</p>	<p>Create extended improvisations with motifs and dynamics. Use improvisation to explore mood, tempo and dynamics. Use motifs and variations confidently.</p> <p>(Units: Classroom Jazz 2)</p>
<p>Composing</p>	<p>Create short rhythmic or melodic patterns using simple rhythms and pitches. Record ideas using graphic symbols or simple notation.</p>	<p>Structure simple compositions with clear sections. (e.g. ABA, call and response) Begin to use simple notation to record ideas.</p>	<p>Compose melodies and accompaniments using scales, chords. Compose with awareness of texture and timbre. Experiment with structure and layering.</p>	<p>Compose for a specific purpose or theme. Refine and develop motifs and structure. Use full notation or digital tools to record ideas.</p>

	<p>Work collaboratively to combine ideas.</p> <p>(Units: Night on Bare Mountain, Dragon Song)</p>	<p>Explore musical elements such as dynamics and texture.</p> <p>(Units: Lean on Me, Carnival of the animals)</p>	<p>Use notation or digital tools to record ideas.</p> <p>(Units: Dancing In the Street, Planet suite)</p>	<p>Use digital tools for arranging.</p> <p>(Units: Music and me)</p>
Notation	<p>Begin to use graphic and grid notation. Recognize basic notation (crotchet, minimum, rest) Understand simple pitch movement (e.g. up/down)</p> <p>(Units: Glockenspiel Stage 1, Connect it, Night on Bare Mountain, Dragon Song)</p>	<p>Read/write simple rhythms using crotchets, minims and rests. Begin reading pitch notation on stave (treble clef) Use notation for performance and composition.</p> <p>(Units: Glockenspiel Stage 2)</p>	<p>Read and perform simple melodies from staff notation. Understand time signatures (e.g. 2/4, 4/4) Notate own compositions using staff and rhythmic notation.</p> <p>(Units: Classroom Jazz 1)</p>	<p>Read complex rhythms (e.g. syncopation, dotted rhythms) Use notation to develop and refine compositions. Use standard notation for ensemble performance.</p> <p>(Units: Classroom Jazz 2)</p>
Performing	<p>Rehearse and perform short pieces concentrating on pulse and rhythm. Use dynamics for effect. Rehearse in small groups.</p> <p>(Units: Christmas, Dragon Song, Connect it, Recorders)</p>	<p>Perform ensemble pieces, maintaining dynamics and tempo. Follow conductor or group leader cues. Prepare and rehearse for informal performances.</p> <p>(Units: Christmas, Mamma Mia, Carnival of the Animals)</p>	<p>Perform solos and ensemble pieces with accuracy in pitch and rhythm. Refine performances. Use musical vocabulary to evaluate own performance.</p> <p>(Units: Fresh Prince of Bel-Air, Christmas)</p>	<p>Perform with expression, accuracy and technical control. Lead small groups or take solo roles. Reflect critically on rehearsals and performances.</p> <p>(Units: Music and Me, Christmas)</p>

<p>Musical Context &amp; Vocabulary</p>	<p>Recognise that music can express ideas and feelings. Know some composers and styles. Use basic terms (e.g. pulse, rhythm, pitch)</p> <p>(Units: Night on Bare Mountain, Connect it)</p>	<p>Learn about music from different cultures and traditions. Use a developing vocabulary (e.g. tempo, dynamics, timbre, texture) Identify key instruments and their role in the music.</p> <p>(Units: Lean On Me, Carnival of the Animals)</p>	<p>Understand historical/cultural context of pieces. Use musical terms with increasing accuracy. Describe the function of music in society.</p> <p>(Units: Dancing In The Street, Living on a Prayer, Planets)</p>	<p>Use musical vocabulary fluently and critically analyse styles. Make connections across musical periods, styles and traditions.</p> <p>(Units: 3 Little Birds, Music and Me)</p>
---	--	--	--	--