



















Music Curriculum Implementation & Impact in the Junior School

<h1 style="margin: 0;">Year 3 – Music Curriculum – Implementation & Impact</h1>		 Video  Photo  Audio Recording  Save <i>Everything to be saved in: Staff:\Music Curriculum\Evidence Juniors</i>	Evidence of Impact
Pupils Should be taught to:	Activities/Opportunities		
Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Christmas Musical (term 2) Weekly Singing Practice School Orchestra Spotlight Sparklers – Christmas Concert Learn a range of traditional folk songs and rounds HEY HO, NOBODY HOME to perform to school (3 part round with actions) Che Che Koolay I've been working on the railroad Learn sea shanties to sing at the Mousehole Café to the parents.		
Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music	What does my name rhythm sound like? What different sounds does my instrument make? Timbre/dynamics/pitch/crescendo/diminuendo Compose and record sea music including the sounds of the sea and write it as a score using symbols (term 6)		
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory	Weekly Singing Practice Call and response songs linked to Stone Age topic (term 3) Developing rhythms and rounds with clapping/tapping etc rhythms using body parts.(term 1) Listen to sea music and the sounds of the sea and recreate sounds.(term 5)		
Mu2/1.4 use and understand staff and other musical notations	Peripatetic music Lessons Conventional notation to be shown in some videos Create music scores using symbols like in cave art.(term 4)		






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<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>North Somerset ASPIRE BAND (FOC) Enjoy and discuss a piece of music each week and identify instruments/sounds within it.(1-6). The purpose of this is just to get children talking about music what they can hear, what they prefer, what they likes, what they disliked. Also to get children to listen to a wide range of styles (Not Harry)</p>	
<p>Mu2/1.6 develop an understanding of the history of music.</p>	<p><u>Study of folk music and how importance it once was.</u> <u>West Country Folk Music (From 13:05 to 16:21)</u> Why was folk music important? Who would have sung the songs? What were the songs about? How would the songs have been learnt? What songs did you learn when you were younger? ✓ Produce an information poster? Music from different cultures- Hindu music linked to celebrating Diwali Nov 7th.(term 2)</p>	










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<h3>Year 4 – Music Curriculum Coverage</h3>	 Video  Photo  Audio Recording  Save <i>Everything to be saved in: Staff:\Music Curriculum\Evidence Juniors</i>	Evidence opportunity
Pupils Should be taught to:	Activities/Opportunities	
Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Christmas Music – The Pantomime Weekly Singing Practice School Orchestra Spotlight Sparklers-Christmas Concert <ul style="list-style-type: none"> • African drumming patterns for class ensembles Four class ensembles that increase in difficulty, based on simple African cyclical patterns using call and response, improvised tunes and ostinato using the pentatonic scale. • SAMBA drumming. Building up layers of drumming 	 
Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music	<ul style="list-style-type: none"> • Habitats – The rainforest music • Powerpoint on Amazon Rainforest • Encourage students’ creativity by challenging them to recreate the sounds of the rainforest. – 	
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory	Weekly Singing Practice <ul style="list-style-type: none"> • Songs from around the world – Sung from memory with increasing accuracy – 2/3/4 parts (e.g. Tue Tue Barima Tue Tue) • A baby Sardine • How Much Wood would a woodchuck chuck • Right right right in the middle of the kitchen floor 	

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<p>Mu2/1.4 use and understand staff and other musical notations</p>	<p>Peripatetic music Lessons</p> <ul style="list-style-type: none"> • Produce Graphical Scores. Symbols and Shapes • Introduce idea of standard signs 	 
<p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>North Somerset ASPIRE BAND (FOC)</p> <ul style="list-style-type: none"> • Carnival of the Animals/Art response/Pictures and colour to reflect mood • Produce a new cover for the latest recording of Carnival of the animals • https://www.tes.com/teaching-resource/c-saint-saens-the-carnival-of-the-animals-6207930 	 
<p>Mu2/1.6 develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> • Music A Universal, Historical & International Language? • A look at the origins of music • A look at Multi Cultural Music • 	

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Year 5 – Music Curriculum Coverage		 Video  Photo  Audio Recording  Save <i>Everything to be saved in: Staff:\Music Curriculum\Evidence Juniors</i>	Evidence opportunity
Pupils Should be taught to:	Activities/Opportunities		
Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Christmas Play Weekly Singing Practice School Orchestra Spotlight Sparklers: Young Voices Concert NEC Arena <ul style="list-style-type: none"> “Infinity Begins with ‘I’” Introducing Musical Instruments “Infinity Begins with ‘I’” Pulse and Rhythm Zahele – Gum boot Dancing 	 	
Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music	<ul style="list-style-type: none"> Little Red Riding Hood – Creating an Audio Book for infants 		
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory	Weekly Singing Practice <ul style="list-style-type: none"> Clap and Click African Response Song 		
Mu2/1.4 use and understand staff and other musical notations	<ul style="list-style-type: none"> Peripatetic music Lessons Introducing Standard Note Lengths SemiBreve/Minim/Crotchet/Quaver/SemiQuaver Percussion Rhythmic playing from notation 		
Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<ul style="list-style-type: none"> Holst – “The Planets” Suite OR John Williams Film Scores 		
Mu2/1.6 develop an understanding of the history of music.	<ul style="list-style-type: none"> North Somerset Visiting Service – Music through the Ages (ish) theme Linking of – Mediaeval/Baroque/Classical/Romantic/20th Century/Modern periods broadly to Mediaeval/Tudor&Stuart/Georgian/Victorian/Modern. How did the Music reflect the society of the time? 		

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<h1 style="text-align: center;">Year 6 – Music Curriculum Coverage</h1>	<div style="display: flex; justify-content: space-around; align-items: center;">  Video  Photo  Audio Recording  Save </div> <p style="text-align: center; font-size: small;">Everything to be saved in: Staff:\Music Curriculum\Evidence Juniors</p>	Evidence opportunity
Pupils Should be taught to:	Activities/Opportunities	
Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Carol Service at St Mary’s Church, Yatton Weekly Singing Practice School Orchestra End of Key Stage Show Weston Super Mare Winter Gardens Concert (MAWS) – Instrumental/Singing Spotlight Sparklers: Young Voices Concert <ul style="list-style-type: none"> Performing own compositions 	 
Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music	BBC Ten Pieces: <ul style="list-style-type: none"> “Connect It” body percussion composition Composing repeated motifs, altering tempo and dynamics; minimalism 	 
Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory	Weekly Singing Practice BBC Ten Pieces: <ul style="list-style-type: none"> Identifying tempo and dynamics in Grieg’s “In the hall of the mountain King” Listening to instruments in “Short Ride in a Fast Machine” 	
Mu2/1.4 use and understand staff and other musical notations	Peripatetic music Lessons <ul style="list-style-type: none"> Use Symbols to represent tempo and dynamics in Grieg’s “In the Hall of the Mountain King” Using a grid to represent beats in 4 bars Learning the treble clef notation (FACE,EBGDF) 	

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Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	BBC Ten Pieces <ul style="list-style-type: none">• Grieg's "In the Hall of the Mountain King"• John Adam's "Short Ride in a fast Machine"	
Mu2/1.6 develop an understanding of the history of music.	BBC Ten Pieces <ul style="list-style-type: none">• Explored chronology of music and music eras North Somerset School Visit – The Instruments of the orchestra?	

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	Autumn	Spring	Summer
Year 3	Topic –	Topic –	Topic –
Year 4	Topic – Roman Britain Raise the Roof “The Snow Queen”	Topic – The Amazon https://www.tes.com/teaching-resource/habitats-the-rainforest-music-6130137	Topic – Ancient Egypt
Year 5	Topic – Space	Topic – Scandimania	Topic – Explosive Earth /Ancient Greece
Year 6	Topic – 2 nd World War	Topic – Mayan	Topic – Enterprise