



Jessie Younghusband School

Music Intent

At Jessie Younghusband School, our curriculum is built from the question 'What can you hear in the world around you?'. This is because we understand that the skill of listening is extremely important and permeates many curriculum subjects. We believe that if you learn to listen in music, you also develop your listening skills across the curriculum. We have committed to always giving the children the chance to listen from real life, recorded sounds, music and from performances and to use their senses to explore the world around them. We then encourage the children to use language to describe and name what they have heard.

In the background of this is our hands-on and connected approach to learning through which we will develop the different skills of music. This is also supported with our cross-curriculum approach as we can then be exploring music through other subjects, as well as using music as a way into other subjects. We give all pupils the opportunity to learn an instrument in KS2 and this is currently the Ukulele. The whole school participate in weekly singing lessons delivered by a local music specialist. This enhances our curriculum as well as providing essential skills pupils can carry into their music sessions.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point. As progress is made, less time needs to be spent on the grounding questions and we can spend time going deeper.



Perform, Listen To, Review And Evaluate Music

YEAR R (PRIOR LEARNING)

Vocab: percussion, percussion instruments, pitch, tempo, dynamics

- To sing a range of well-known nursery rhymes and songs.
- To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

YEAR 1

Vocab: accompaniment, pitch, tempo, compose

- To play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' a story together.
- To handle and play a variety of tuned and un-tuned instruments with control.
- To evaluate own music and that of others and to discuss what was good and suggest how it might be improved.
- To explore different sounds using body percussion.

YEAR 2

Vocab: beat, rhythm, timbre, musical family, notation,

- To handle and play a variety of tuned and un-tuned instruments with increased control
- To evaluate own music and that of others and discuss what was good and how it might be improved.
- To suggest instruments that make sounds like those described by the selected words & create sound pictures.
- To create long and short sounds on instruments.

YEAR 3

Vocab: eras, ukuele, score

- To create and control sounds on instruments (including tempo / speed - dynamics / volume and pitch).
- To keep in time with a steady pulse when playing instruments.
- To perform a repeated pattern to a steady pulse.
- To maintain own part with awareness of how the different parts fit together to achieve an overall effect.
- To suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it.

YEAR 4

Vocab: eras, musical dimensions, expression

- To keep in time with a steady pulse when playing instruments.
- To suggest and make improvements to work and that of others, commenting on the intended effect and how to achieve it.
- To contribute to a class performance and to rehearse together to achieve objectives.
- To suggest Ideas and preparations for performances.
- To understand what a chord is.
- To compose music in pairs - and small groups.

YEAR 5

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...).
- To analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods.
- To recognise different tempi – speeds of music.
- To explore and explain their own ideas and feelings about music using musical vocabulary.

YEAR 6

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat
- To describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord.
- To listen with concentration and some engagement to longer pieces of instrumental and vocal music.
- To develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians.

KEY STAGE 3

Vocab: inter-related dimensions, duration, dynamics, tempo, timbre, texture, structure, tonalities

- To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- To listen with increasing discrimination to a wide range of music from great composers and musicians.





Learn To Sing And To Use Their Voices

YEAR R (PRIOR LEARNING)

Vocab: percussion, percussion instruments, pitch, tempo, dynamics

- To sing a range of well-known nursery rhymes and songs.
- To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

YEAR 1

Vocab: accompaniment, pitch, tempo, dynamics, compose, improvise, genres

- To sing songs in different ways and discuss the effect.
- To chant words expressively using known words and rhymes.
- To sing the same song in different ways: loud, quiet, fast, slow.
- To play singing games in which children sing phrases alone.

YEAR 2

Vocab: beat, rhythm, timbre, musical family, notation, pentatonic scale

- To sing a song they know well - one group taps the pulse on their thighs the other group taps the rhythm with two fingers on the palm of their hands.
- To sing songs expressively increasingly in tune within a more extensive pitch.
- To be the conductor themselves, responding to a range of gestures for: start / stop, slow / fast, loud/ quiet.

YEAR 3

Vocab: eras, musical dimensions, stave, treble clef, graphic score

- To use their voices confidently to create sound effects and to explore different types of voices.
- To sing songs in different ways and discuss the effect.
- To chant words expressively using known songs & rhymes, & to chant and clap in time with a steady pulse.
- To sing in tune in a group and alone.

YEAR 4

Vocab: eras, musical dimensions, treble clef, stave, graphic score, expression

- To use their voices confidently to create sound effects.
- To explore different types of voices.
- To sing songs in different ways and discuss the effect.
- To sing words / phrases of a song in their heads (thinking voice).
- To sing with expression and to sing / play appropriate material confidently and fluently.

YEAR 5

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To create different vocal effects when singing and rapping.
- To sing songs in unison and two parts and maintain their own part when singing songs written in two parts.
- To recognise structures in known songs (identify repeated phrases).
- To sing a round in two parts - identify the melodic phrases and how they fit together.
- To rehearse with others & help achieve a high-quality performance showing an awareness of the audience.

YEAR 6

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To sing with control of pitch and sing with increased control, expression, fluency and confidence.
- To sing with clear diction, a sense of phrase and musical expression.
- To control breathing, posture and sound projection.
- To refine and improve their own and others' work in relation to the intended effect.
- To perform with awareness of audience, venue and occasion.

KEY STAGE 3

Vocab: inter-related dimensions, duration, dynamics, tempo, timbre, texture, structure, tonalities

- To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression.
- To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.





To Create And Compose Music

YEAR R (PRIOR LEARNING)

Vocab: percussion, percussion instruments, pitch, tempo, dynamics

- To sing a range of well-known nursery rhymes and songs.
- To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

YEAR 1

Vocab: accompaniment, pitch, tempo, dynamics, compose, improvise, genres

- To make own short sequence of sounds using symbols as a support.
- To make sounds and recognise how they can communicate ideas.
- To create and choose sounds in response to stimulus e.g. the fire, street scene etc.
- To suggest instruments that make sounds like those described by the selected words and create sound pictures.
- To create long and short sounds on instruments.

YEAR 2

Vocab: beat, rhythm, timbre, musical family, notation, pentatonic scale

- To listen to notes played on chime bars and match pitch with voices.
- To follow the shape of a melody when singing songs (use and follow hand / arm gestures).
- To make own short sequence of sounds using symbols as a support.
- To make sounds and recognise how they can communicate ideas.
- To create and choose sounds in response to stimulus e.g. melting materials, pouring liquids etc.

YEAR 3

Vocab: eras, musical dimensions, stave, treble clef, graphic score

- To compose sequences using notated rhythms.
- To use a variety of notations including 'graphic score' - picto-grams etc.
- To use staff notation as a support.
- To look at the music and follow each part.
- To play new pieces by ear and from simple notations.

YEAR 4

Vocab: eras, musical dimensions, treble clef, stave, graphic score, expression

- To create and control sounds on instruments (including tempo / speed-dynamics / volume and pitch).
- To select instruments and create sounds to describe visual images.
- To compose sequences using notated rhythms.
- To explain how sounds can create different intended effects.
- To recognise how the different musical elements are combined and used expressively.

YEAR 5

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To be aware of some of the basic major scales.
- To develop musical imagination through experimenting, improvising and adapting sounds.
- To create textures by combining sounds.
- To compose music to describe images.
- To create music that describes two contrasting moods.

YEAR 6

Vocab: eras, musical dimensions, treble clef, stave, graphic score, orchestral families

- To identify and play a range of basic Chords C-F-G-Am-Dm.
- To improvise - developing rhythmic and melodic material within given structures - when performing.
- To internalise sounds, then select, combine and exploit a range of different sounds to compose a sound-scape stimulated by a given topic or theme.
- To develop more complex rhythmic ideas.
- To devise rhythmic, melodic and harmonic accompaniments.

KEY STAGE 3

Vocab: inter-related dimensions, duration, dynamics, tempo, timbre, texture, structure, tonalities

- To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.
- To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.

