Music - Curriculum Plan



With exploring minds and faith; we grow and learn together

Your word is a light to my feet; a lamp to my path ~ Psalm 119 v 105



Our St James' C of E Junior School Curriculum Vision is:

Our vision is to ensure children thrive in their learning and ,with exploring minds, are actively engaged in their studies. At St James' we aim for our curriculum to provide children with skills, knowledge and personal characteristics that enable them to live their lives to the fullest. This approach is mirrored by the staff who reflect and adapt in order to develop their practice as the dedicated professionals that they are. In this way we grow and learn together as we follow the St James Way: Be Kind, Be Respectful and Always Give Your All.

| | Music | | | | | | | | | | | | |
|-----------------------------|--|---|--|--|--|--|--|--|--|--|--|--|--|
| | Aut | umn | Spr | ring | Summer | | | | | | | | |
| Lower Cycle 1 2020/21 | Ballads | Christmas - Superstar | Pentatonic melodies and composition (Theme: Chinese New Year) | Traditional instruments and improvisation (Theme: India) | Developing singing technique (Theme: The Vikings) | Singing and Performing for the end of term performance | | | | | | | |
| Lower Cycle 2 2021/22 | Body and tuned percussion (Theme: Rainforests) | Christmas- Jigsaw | Adapting and transposing motifs (Theme: Romans) | Samba and carnival sounds and instruments | Changes in pitch, tempo and dynamics (Theme: Rivers) | Singing and Performing for the end of term performance | | | | | | | |
| Upper Cycle 1 2020/21 | Dynamics, pitch and tempo (Theme: Fingal's Cave) | Singing and Performing Christmas carols and Nativity Performance Superstar | Theme and Variations – Pop Art | Baroque | Composing and performing a leaver's moving on song | Singing and Performing for the end of term performance | | | | | | | |

| | Composition notation | Singing and Performing | South and West | Blues | Composition to | Singing and Performing |
|---------|------------------------|------------------------|----------------|-------|---------------------------|------------------------|
| Upper | (Theme: Ancient Egypt) | Christmas carols and | Africa | | represent the festival of | for the end of term |
| Cycle 2 | | Nativity Performance | | | colour (theme: Holi | performance |
| 2021/22 | | , | | | festival) | |
| | | Jigsaw | | | | |

| Music National Curriculum Expectations LKS2 | | Cycle 1 | | | | | | Cycle 2 | | | | |
|--|--|---------|--|------|--------|--|--------|---------|--------|--|--------|--|
| | | Autumn | | ring | Summer | | Autumn | | Spring | | Summer | |
| play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | | | | | | | | | | | |
| improvise and compose music for a range of purposes using the inter-related dimensions of music | | | | | | | | | | | | |
| listen with attention to detail and recall sounds with increasing aural memory | | | | | | | | | | | | |
| use and understand staff and other musical notations | | | | | | | | | | | | |
| appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | | | | | | | | | |
| develop an understanding of the history of music. | | | | | | | | | | | | |

| Music National Curriculum Expectations UKS2 | | Cycle 1 | | | | | | Cycle 2 | | | | | | |
|--|--|---------|--|--------|--|--------|--|---------|--|-----|------|-----|--|--|
| | | Autumn | | Spring | | Summer | | Autumn | | ing | Sumr | mer | | |
| play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | | | | | | | | | | | | | |
| improvise and compose music for a range of purposes using the inter-related dimensions of music | | | | | | | | | | | | | | |
| listen with attention to detail and recall sounds with increasing aural memory | | | | | | | | | | | | | | |
| use and understand staff and other musical notations | | | | | | | | | | | | | | |
| appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | | | | | | | | | | | | | |
| develop an understanding of the history of music. | | | | | | | | | | | | | | |