



**Course Overviews,  
National Curriculum Links  
and  
Non-statutory Music  
Guidance** (March 2021)

**For EYFS, KS1 & KS2**

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# Music – EYFS Overview

## Percussion

Age: EYFS

During this course the pupils will explore different types of percussion. They will learn basic rhythms starting with hands and body percussion and use these techniques to create a soundscape. Using various pieces of percussion pupils will then learn how to play together and follow a conductor. They will use these instruments to play along to several different pieces of music and perform them, focusing on dynamics and tempo. Pupils will then have to create and perform a soundscape to a story line, using their percussion instruments to symbolise different moods, feelings and events. By the end of the course pupils will have a comfortable understanding of rhythm and percussion and be able to play and respond to each other within a musical ensemble.

## Singing Reception Level 1

Age: EYFS

### - Building a Foundation

During Level 1 reception will learn the importance of warming up their voices, how to stand, projecting instead of shouting and how much breath they need to sing. Pupils will also learn what call and response is and create their own call and response to be sung over an instrumental.

## Singing Reception Level 2

Age: EYFS

### - Singing as a group

Within this level pupils will focus on listening to the music and each other when singing. Pupils will sing songs with dynamic and tempo changes and learn to adapt to those changes. Pupils will learn the essential steps towards good diction and learn why it is important when people are trying to learn a song. Pupils will sing along to songs with different textures to the melody and evaluate how easy or hard they found it.

## Singing Reception Level 3

Age: EYFS

### - Learning to perform

In becoming a performer, pupils will learn about performing a song as a whole. They will look into what could happen with energy levels throughout a performance and how to treat others when performing. Pupils will learn what solos and duets are and build up to being confident enough to perform both.

## Singing Reception Level 1

Age: EYFS

### - Leading a performance

Pupils will draw on their learning from Levels 1-3 and learn how to lead a performance. Pupils will learn what a conductor does and conduct a performance of their own. Pupils will learn to make decisions about the speed and volume at which a song is performed. Pupils will also take on different roles within their final performance such as conductor, soloist, singing as a duet and action leaders.

## African Drumming

Age: EYFS

In African drumming pupils will be introduced to the Djembe drum. Lessons will focus on timing, providing pupils the opportunity to play the Djembe drum solo and as part of a larger ensemble. Tempo and pulse will be explored, and pupils will gain valuable teamwork skills in the process.

### **Class Jam**

**Age:** EYFS

During rClass Jam reception pupils will learn to play different instruments across the half term. For this course they will have the opportunity to play a mixture of five different percussive and melodic instruments. Throughout the course the class will work on listening to each other to create a better performance, confidence building on different instrumentation, playing in unison and hearing what sounds different instrumentation makes. At the start of this course pupils will focus on rhythm and pulse. Melodies will be introduced through Chime bars and Boomwhackers. With each pupil being responsible for one note, the class will slowly build up a melody to complete a short song.

### **Glockenspiels**

**Age:** EYFS

Throughout the half term pupils in EYFS will be introduced to a new instrument. They will learn about the instrument, how it's struck and how to produce the correct sound from it. Pupils will learn simple songs on the Glockenspiels, as well as how to play together as a group. This course hits many of the Early Learning Goals including listening and attention, self-confidence and self-awareness, making relationships, moving and handling, and being imaginative.

# Early Learning Goals: Prime Areas

Our educational programmes involve activities and experiences for the children as follows:

Point within Expressive Arts and Design	Levels	How this is achieved
<p><b>Being imaginative and Expressive:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Sing a range of well-known nursesey rhymes and songs.</li> <li>– Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music.</li> </ul>	<p>Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels</p>	<p>Throughout all music lessons with Junior Jam, children will be encouraged to use their voices and instruments to express themselves in different ways and create performances.</p> <p>Pupils will perform a range of songs using both instrumentation and their voice. Pupils will be encouraged to clap and move in time with the music across different courses.</p>

Point within Physical development	Levels	How this is achieved
<p><b>Fine Motor Skills:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<p>Percussion African Drumming Class Jam Glockenspiels</p>	<p>While our lessons don't directly correlate to the points to the left, playing a musical instrument can help greatly with fine motor skills.</p> <p>Throughout all lessons with Junior Jam, pupils will improve their dexterity. They will have to make both broad and detailed movements to participate in performances, as well as being aware of the space they are using. They will learn how to use equipment safely.</p>

Point within Communication and Language	Levels	How this is achieved
<p><b>Listening Attention and Understanding:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul>	<p>Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels</p>	<p>Throughout all lessons with Junior Jam, children are expected to listen to either the instructor in the room or another child within their class if they have been asked to speak.</p>

Point within Personal, Social and Emotional Development	Levels	How this is achieved
<p><b>Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulse when appropriate.</li> </ul>	Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels	Throughout all lessons with Junior Jam, children are given tasks as a whole class and sometimes are split off into pairs or small groups to complete the task. They will need to speak within their team to make sure the task is completed properly. Pupils will be asked to share instrumentations for some exercises, meaning they will have to learn about waiting their turn.
<p><b>Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reason for the rules, know right from wrong and try to behave accordingly.</li> </ul>	Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels  Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels	In most chases the instrumentation presented to the pupils will be something they have not done before. This presents a challenge of having to learn a new instrument. Our courses teach pupils to be patient when trying something new.  All of our courses come with instrumentation/lessons rules to allow pupils to have a safe, fun and engaging lesson. At the beginning of the first lesson the rules are laid out for the pupils and expectations are given. For the remaining lessons pupils are reminded of the rules and asked as a class to recall the rules back to the instructor, therefore reinforcing the knowledge and reminding anyone who may be unsure.
<p><b>Building Relationships:</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> </ul>	Percussion Singing Levels 1-4 African Drumming Class Jam Glockenspiels	Throughout all lessons with Junior Jam, children will develop respect for the people in their team, as well as gaining confidence in their own ability week by week. During some instrumentation activities pupils may be asked to share equipment and during these exercises pupils will work cooperatively and as a team. Within the singing courses pupils may be asked to wait for their own turn due to solos, duets or small group performances.



# **Course Overviews, National Curriculum Links and Non-statutory Music Guidance** (March 2021)

## **Keystage 1**



# Music – KS1 Course Overviews

## Samba Drumming

Age: KS1

Our Samba course introduces young people to the music of an exciting and different culture. The sessions teach participants about the history of Brazilian culture, Samba music and the instruments involved in Samba music. Pupils are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group. Pupils will focus on keeping time whilst playing as part of a group as well as learning the role each instrument plays within the Samba ensemble.

## Percussion

Age: KS1

Our percussion course introduces pupils to a variety of percussion instruments. Pupils will be given several different tasks and activities that introduce and develop a range of musical terminology and skills from tempo to dynamics. This course is aimed at improving pupils' confidence and rhythmic ability.

## African Drumming

Age: KS1

Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. The courses are hands-on with all participants having the opportunity to play the drums, both as part of a group and in a solo capacity.

## Song Writing with Glockenspiels Lite Level 1

Age: KS1

### – Composition with Glockenspiels

Pupils in year 1 will focus on how they can create sound with their bodies, their voices and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and look into the sounds of different instruments before creating soundscapes. Pupils will investigate body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.

## Song Writing with Glockenspiels Lite Level 2

Age: KS1

### – Lyrics and composition

Pupils within year 2 will begin to compose with purpose following briefs and guidance. In this advanced level, year 2 will begin to look at writing lyrics using rhyming words; these words will be added to word boards and be used to help create lyrics in future tasks. Pupils will create music and lyrics to non-musical stimuli such as pictures, poems and stories, as well as writing lyrics for well-known classical pieces.

### Singing Lite Level 1

Age: KS1

Pupils will learn the importance of warming up and cooling down before and after singing. They will learn how to breathe within a song without 'snatching' breath and how posture can help with our breathing. Pupils will also learn the keyword diction and see how useful it is; they will also investigate when it's used and when it's dropped and the reasons behind this.

### Singing Lite Level 2

Age: KS1

Pupils will use their knowledge from Lite Level 1 to combine their keywords into musical phrasing. Pupils will perform vocal exercises to build on their pitch matching skills and their responses to changes in dynamics and tempo within a song. Pupils will also learn more technical keywords such as crescendo and diminuendo and be taught how to perform these using visual cues. Visual cues will also be brought into performances by the leader to change tempo and overall dynamics.

### Steel Pans

Age: KS1

During this course the pupils will explore the steel pan and its origins, from the instrument it originated from to its common use within festivals and carnivals. The pupils will learn a number of different hits to perform on the steel pan and they will also take part in a number of different musical numbers. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course.

### Music Theory Lite Level 1

Age: KS1

#### - Learning the fundamentals

This is a basic introduction to Music Theory. Throughout these lessons the children will be introduced to basic musical symbols as well as learning what importance they have within music; they will be taught different styles of World music and be encouraged to ask analytical questions. The children will be shown different musical instruments commonly used nationally and internationally. Finally, basic notation is the last thing to be taught introducing the children to crotchets, minims and semibreves.

### Music Theory Lite Level 2

Age: KS1

#### - Theory for Genre

This is a continuation of Music Theory Lite Level 1. This course focuses on three main areas of music and music theory: Film Composition, Genre, and Improvisation and Creativity. Each week pupils will be tasked with analysing and responding to a film score taken from Disney's Fantasia. Pupils will then analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation, the

working parts of popular instruments as well as being given the chance to improvise using a keyboard in a specific style.

### **Keyboards Lite Level 1**

**Age:** KS1

#### **– Introduction to Keyboards**

This is an introduction to playing keyboards. Pupils will improve their keyboard skills gaining confidence in reading music, performing and composing. By working through several exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course.

### **Keyboards Lite Level 2**

**Age:** KS1

#### **– Following notation**

This is a continuation from Keyboard Lite Level 1. This course aims to improve pupils' keyboard skills and build upon the knowledge gained in Lite Level 1. The focus will be on keeping time and playing music as a duet. This course encompasses new elements of music theory such as rest notes and octaves.

### **Boomwhackers**

**Age:** KS1

This course is about learning a new instrument in a fun, creative and inventive way. Boomwhackers are a new instrument that allows the children to play in group ensembles, recreating songs or composing their own tunes. Children will get the opportunity to play in different parts of the Boomwhacker orchestra to see where they prefer to be. Every song is taught using colour coordinated notes, allowing children who struggle to read from a staff to still participate easily.

### **Ukuleles Lite Level 1**


**Age:** KS1

During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 1 pupils will be shown how to play different rhythms and songs both as a class and individually. Pupils will also use spend time within the lesson to understand the difference between pitch and rhythm.

### **Class Jam Lite Level 1**

**Age:** KS1

Class Jam, taught across Keystage 1, will build on pupils' musical skills using five different instruments: Chime bars, African Drums, Boomwhackers, Keyboards and Percussion. Pupils will have the opportunity to switch instruments each week, so they are able to feel confident in how to play all the instruments by the end of the course. Pupils on the Chime bars and keyboards will play simple, one-part melodies, pupils



playing the Boomwhackers will accompany them playing chords and pupils on percussion will play varying rhythms underneath. The course aims to have pupils playing different songs as a class orchestra. This course builds pupils' confidence in reading and following music as well as learning the important skill of listening to others when playing. These two key skills will help them in all aspects of music throughout their musical education.

# National Curriculum Links

National Curriculum points	Compliance	Actions
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Singing Lite Level 1 and Lite Level 2</p>	<p>This key national curriculum point is used in every lesson throughout the singing module. Pupils will learn a range of songs from the Junior Jam song bank. Pupils will learn key words and gain an understanding of these words through performance.</p>
	<p>Music Theory Lite Level 1</p>	<p>Throughout Learning Session 3 the pupils will work on training their ears. They will first become familiar with singing a C scale, and this is made easier by singing it to 'Do-Re-Mi'. The children will learn the song and to aid this the scale is also given hand gestures.</p>
	<p>Music Theory Lite Level 2</p>	<p>Pupils will use words to help them learn crotchet, quaver and semiquaver rhythms. Different combinations will be chanted in time to a metronome. In Learning Session 4 pupils will be tasked with writing a rap about animals in a Hip-Hop style. Pupils may use their voices expressively to improve their end-of-lesson performances.</p>
	<p>Song Writing with Glockenspiels Lite Level 1</p>	<p>During Songwriting Lite Level 1 pupils will be encouraged to use their voices throughout. They will be asked to write their own lyrics and create word boards, as well being guided through putting those lyrics to music in new and creative ways. Pupils will have the opportunity to chant or sing their song.</p>
	<p>Song Writing with Glockenspiels Lite Level 2</p>	<p>As part of the song-writing course pupils will be tasked with writing lyrics to a given melody and performing their work to the class. As well as lyrics pupils will be encouraged to create sounds relating to their song and theme.</p>
<p>African Drumming (Lite)</p>	<p>In order to learn and recall basic Djembe rhythms, pupils will learn words associated with the three main drum hits</p>	

	<p>African Drumming cont.</p> <p>Boomwhackers (Lite)</p> <p>Class Jam Lite Level 1</p>	<p>and chant them as they play. Pupils will also accompany rhythms with Swahili songs to help create performance pieces.</p> <p>Throughout the course pupils will learn to play songs with accompanying lyrics. Pupils will sing and chant the lyrics to help maintain a steady tempo and to aid with rhythm.</p> <p>Pupils will play an array of songs throughout Class Jam. When pupils become more confident with playing, they will be encouraged to sing the songs to create a more rounded performance.</p>
<p>Play tuned and untuned instruments musically.</p>	<p>Music Theory Lite Level 1</p> <p>Music Theory Lite Level 2</p> <p>Steel Pans (Lite)</p> <p>Keyboards Lite Level 1</p>	<p>Throughout Music Theory Lite Level 1 pupils are asked to put into practice what they have learnt on the keyboard. They will learn where notes are, both on the stave and how that translates to the keyboard, to be able to play them correctly. Pupils will also learn the correct fingering for this instrument.</p> <p>This course focuses on three main areas of music and theory: Film Composition, Genre, and Improvisation and Creativity. Each week pupils will be tasked with analysing and responding to a film score taken from Disney's Fantasia. Pupils will then analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation, the working parts of popular instruments as well as being given the chance to improvise using a keyboard in a specific style.</p> <p>The pupils will learn a number of different hits to perform on the steel pan and they will also take part in a number of different musical numbers. Each week they will look into and perform pieces from different genres that use the instrument and explore the different musical characteristics.</p> <p>Whilst some of the class are playing the tunes with steel pans, a selection of the class will also get the experience of playing some regional percussion instruments.</p> <p>This is an introduction to playing keyboards. Pupils will improve their keyboard skills gaining confidence in reading music, performing and composing.</p>

Keyboards Lite Level 1 cont.		By working through several exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course.
Keyboards Lite Level 2		In Lite Level 2 pupils will develop the skills covered in Lite Level 1 and be introduced to new aspects of keyboard theory and practice.
African Drumming (Lite)		Pupils are taught the basic individual strokes used when playing the Djembe and they are encouraged to put these together to play rhythms of varying complexity. This is achieved by playing 'Call & Response' rhythms with the workshop leader increasing the drum patterns' difficulty.
Samba Drumming (Lite)		Pupils are taught the basic individual strokes used when playing the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity.
Boomwhackers (Lite)		Boomwhackers are tuned percussion instruments. Pupils will learn playing techniques as well as how to read and follow basic Boomwhacker music that is denoted through colour charts.
Class Jam Lite Level 1		Within Class Jam pupils will have the opportunity to play several tuned and untuned instruments including Chime bars, Boomwhackers, Bongos, Keyboards and various pieces of percussion. Each lesson pupils will be placed in a different instrument section, meaning they have the opportunity to play everything within a half term.
Ukuleles Lite Level 1		During this course each member of the class is given a Ukulele to play. Throughout the half term they will be taught how to play an array of different songs on the instrument.
Songwriting with Glockenspiels Lite Level 1		Paired with our Songwriting courses are Glockenspiels. This gives the pupils more scope to compose as well as write lyrics. Pupils will be taught how to find different notes on the instruments and use knowledge from other levels to score their music if they are confident.

	Songwriting with Glockenspiels Lite Level 2	Paired with our Songwriting courses are Glockenspiels. This gives the pupils more scope to compose as well as write lyrics. Pupils will be taught how to find different notes on the instruments and use knowledge from other levels to score their music if they are confident.
Listen with concentration and understanding to a range of high-quality live and recorded music.	Music Theory Lite Level 1	Throughout the course pupils will listen to and learn songs to help them learn about orchestral instruments and other aspects of music theory. Each lesson also starts with an array of songs from different genres and cultures to introduce the pupils to music they may not have heard before.
	Music Theory Lite Level 2	Each week pupils will be tasked with analysing and responding to a film score taken from Disney's Fantasia. Pupils will then analyse a specific genre of music relating to an alternative score to the video clip.
	Steel Pans (Lite)	Each week pupils will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course.
	Keyboards Lite Level 1	In order to learn notation and the notes on the keyboard, pupils will listen to demonstrations led by the instructor as well as listen to and respond to peer performances.
	Keyboards Lite Level 2	Participants will listen to a range of songs before performing them, and they must analyse the songs to see how they should be played.
	Samba Drumming (Lite)	Pupils will listen and respond to examples of Brazilian music and Samba ensembles. Groups will also be required to listen to each other in order to play as an ensemble.
	African Drumming (Lite)	Pupils will listen and respond to examples of music originating from the African continent. Participants will also be required to listen and respond appropriately to each other in order to play as an ensemble, as well as listening



	<p>Singing Lite Level 1 and Lite Level 2</p> <p>Boomwhackers (Lite)</p> <p>Song Writing with Glockenspiels Lite Level 2</p> <p>Class Jam Lite Level 1</p>	<p>and appreciating smaller group performances.</p> <p>Pupils will listen to and analyse recorded music in order to develop their own oral skills. Participants will also be required to listen and respond appropriately to each other in order to sing as an ensemble, as well as listening and appreciating smaller group performances.</p> <p>Each week groups will be introduced to a new piece of music to learn and perform. Participants will listen to and analyse the recorded music before attempting to play it themselves.</p> <p>Pupils will listen to a given piece of music, focusing on the melody, in order to structure their lyrics.</p> <p>To be able to replicate the song correctly pupils must listen to the original and fully understand its musical dimensions before recreating it on their own instrumentation.</p>
<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Song Writing with Glockenspiels Lite Level 1</p> <p>Song Writing with Glockenspiels Lite Level 2</p> <p>Music Theory Lite Level 1</p> <p>Music Theory Lite Level 2</p> <p>Singing Lite Level 1 and Lite Level 2</p>	<p>Both modules encourage the pupils to experiment with different sounds using their voices and body percussion to get a desired effect or tone for their work. Workshop leaders will encourage the pupils to use diction, tempo, dynamics and texture in their work.</p> <p>As part of the song-writing process groups will have to experiment with words and syllables in order to select appropriate lyrics.</p> <p>Pupils will practise and explore the music theory elements covered using the keyboards. This will involve composition and performance elements.</p> <p>Pupils are given the opportunity to improvise using a keyboard in the specific style they have learnt about in the lesson.</p> <p>This key learning target is presented all the way through both levels of the module. In every lesson the pupils look at a different musical dimension and use it in their singing/performances.</p>



	Samba Drumming (Lite)	Pupils will be required to combine Samba drums and percussion instruments in order to play music together. Groups will need to think about pulse, timing, dynamics and tempo.
	African Drumming (Lite)	Throughout the course groups will combine rhythms to create performance pieces taking tempo and dynamics into consideration.
	Boomwhackers (Lite)	The Boomwhacker course requires groups to select and combine notes to create chords to perform and accompany melodies.
	Keyboards Lite Level 1	Throughout this course pupils will need to find notes on the keyboard to practise and perform different pieces of music.
	Keyboards Lite Level 2	In Lite Level 2 participants will develop their recognition of notated music on the keyboard as well as introducing new aspects of theory such as rest notation.
	Steel Pans (Lite)	Groups will combine notes to perform pieces of steel pan music. Pupils will experiment with performance techniques including dynamics and tempo.
	Class Jam Lite Level 1	To be able to correctly replicate the music they hear, pupils will have to listen to all the musical dimensions of the songs and understand them.
	Ukuleles Lite Level 1	During this course to be able to play certain songs, pupils will have to understand the musical dimensions in order to replicate tablature correctly.

<b>Key Stage 1</b>				
	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play tuned and untuned instruments musically.	Listen with concentration and understanding to a range of high-quality live and recorded music.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<b>Samba Drumming</b>		X	X	X
<b>African Drumming</b>	X	X	X	X
<b>Song Writing with Glockenspiels Lite Level 1</b>	X	X		X
<b>Song Writing with Glockenspiels Lite Level 2</b>	X	X	X	X
<b>Steel Pans</b>		X	X	X
<b>Music Theory Lite Level 1</b>	X	X	X	X
<b>Music Theory Lite Level 2</b>	X	X	X	X
<b>Keyboards Lite Level 1</b>		X	X	X
<b>Keyboards Lite Level 2</b>		X	X	X
<b>Boomwhackers</b>	X	X	X	X
<b>Ukuleles</b>		X		X
<b>Class Jam</b>	X	X	X	X
<b>Singing Lite Level 1</b>	X			
<b>Singing Lite Level 2</b>	X			

# KS1 Non-Statutory music guidance

## (March 2021)

We have made changes to our current music curriculum to make sure we encompass as much of the guidance as possible. Points Junior Jam cannot cover are due to them being outside of our remit, e.g., school trips to live performances.

All of the guidance has been broken down year group by year group and split into four sections: singing, listening, composing and musicianship.

### Year 1

#### Singing

Singing	Compliance	Actions
Sing simple songs, chants and rhymes (e.g., Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g., stop, start, loud or quiet) and counting in.	Singing Lite Level 1	In every singing lesson in both levels pupils will achieve this point. Pupils sing both collectively and in small ensembles. When performing the songs the pupils will perform from memory, responding to visual and verbal direction and cues. Towards the end of Lite Level 1 and throughout Lite Level 2 pupils are encouraged to count the class in after practising this skill. Pupils take on the role of the conductor and the responsibility of counting in and giving visual cues to the class.
Begin with simple songs with a very small range, mi-so (e.g., Hello, How are You) and then slightly wider (e.g., Bounce High, Bounce Low). Include pentatonic songs (e.g., Dr Knickerbocker).	Singing Lite Level 1	Throughout our singing levels pupils build a repertoire of songs that follow this guidance.
Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.	Singing Lite Level 1	Pupils will be singing a range of call and response songs throughout the half term. A range of simple pitch matching exercises will build on pupils' skills to enable them to pitch match with accuracy within a set range.
	African Drumming (Lite)	When learning about the African culture pupils learn about call and response which is integral to songs from that region. They practise this skill with a song called Che Koolay.
	Songwriting with Glockenspiels Lite Level 1	Within our Songwriting with Glockenspiels Lite Level 1 course pupils look at different methods to write songs including Call and Response.

## Listening

Listening	Compliance	Actions
Western Classical Tradition and Film.	Music Theory Lite Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Popular Music.	Singing Lite Level 1	Pupils will have the opportunity to sing through a range of popular songs within the singing module.
Musical Traditions – Style Brazil – Samba.	Samba Drumming	Within this course as well as playing traditional Samba music the pupils will have lots of opportunities to watch performances and hear music from this region.

## Composing

Composing	Compliance	Actions
Improvise simple vocal chants, using question and answer phrases.	Songwriting with Glockenspiels Lite Level 1	Pupils will learn about call and response as a lyric writing technique. During this lesson pupils will improvise 1:1 responses for calls given to them. They will also improvise calls and responses as a class – these will be in the form of questions and answer phrases.
Create musical sound effects and short sequences of sounds in response to stimuli, e.g., a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g., rainmaker) or sound-makers (e.g., rustling leaves).	Percussion (Lite)  Songwriting with Glockenspiels Lite Level 1	During the percussion module pupils create music to follow a short video and also pictures. Pupils create music to represent different moods as well as create soundscapes to depict nature.  Pupils learn what a soundscape is and create one for different given environments. Pupils will be creating soundscapes as a whole class and in small groups.
Understand the difference between creating a rhythm pattern and a pitch pattern.	Music Theory Lite Level 1	Pupils learn the difference between beat and rhythm using a song. By the end of the lesson pupils will understand beat and rhythm in its most basic form. <i>The beat stays the same, but the rhythm changes with the words.</i> Pupils will perform a clapping accompaniment to this chant to enable them to tell the difference, and for others to audibly hear the difference.

Recognise how graphic notation can represent created sounds. Explore and invent own symbols, e.g., Graphic Scores.

Songwriting with Glockenspiels  
Lite Level 1

Pupils will learn how to read and create graphic scores as a compositional technique. They will use their own graphics scores to lead the class in a short performance.

Music Theory  
Lite Level 1

Pupils will be learning about how to read basic notation; they will also learn about playing music from graphic scores as a way of interpreting music.

## Musicianship

Musicianship	Compliance	Actions
Use body percussion (e.g., clapping, tapping or walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat.	<p>Songwriting with Glockenspiels Lite Level 1</p> <p>Steel pans (Lite)</p> <p>Keyboard Lite Level 1</p>	<p>Pupils will learn about body percussion as a Songwriting/compositional technique. Pupils will learn to make music with their mouths and body parts.</p> <p>Pupils play a number of ostinati in order to get them acquainted with where the notes sit on the pans.</p> <p>Pupils play a number of ostinati in order to get them acquainted with where to find notes on the keyboard.</p>
Respond to the pulse in recorded/live music through movement and dance, e.g., Stepping (e.g., Mattachins from Capriol Suite by Warlock), Jumping (e.g., Trepak from The Nutcracker by Tchaikovsky), Walking on tiptoes (e.g., Scherzo from The Firebird Suite by Stravinsky).	Singing Lite Level 1	Pupils will learn to move to music. Pupils will move in a host of different ways to a range of music. Pupils will also have the opportunity to move how the music moves them within the lesson.
Listen to sounds in the local school environment, comparing high and low sounds.	Songwriting with Glockenspiels Lite Level 1	Pupils will learn to take inspiration from the outside world. Depending on the weather pupils will be invited outside, into the hall or common area or to listen through an open door or window. Pupils will take notes of the sounds that they hear and recreate them within their music using voice, body percussion, their instruments or a mixture of those mentioned previously.
<p>Explore percussion sounds to enhance storytelling, e.g.</p> <ul style="list-style-type: none"> <li>ascending xylophone notes to suggest Jack climbing the beanstalk.</li> <li>quiet sounds created on a rain stick/shaker to depict a shower.</li> <li>regular strong beats played on a drum to replicate menacing footsteps.</li> </ul>	<p>Percussion (Lite)</p> <p>Songwriting with Glockenspiels Lite Level 1</p>	<p>Pupils will compose music to accompany a short clip or a photo. This will mean that they will have to think about how to represent sound on their instrumentation.</p> <p>Pupils will compose music to accompany a short clip or a photo. This will mean that they will have to think about how to represent sound on their instrumentation.</p> <p>Pupils will also use sounds to represent different environments within soundscape lessons.</p>

Follow pictures and symbols to guide singing and playing, e.g., 4 dots = 4 taps on the drum.

African Drumming  
(Lite)

Pupils will clap or play along to videos depicting when they should play in 4/4 time with dots.

Samba Drumming  
(Lite)

Pupils will clap or play along to videos depicting when they should play in 4/4 time with dots.

## Year 2

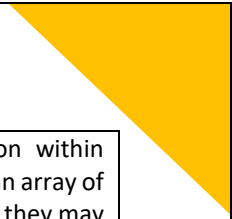
### Singing

Singing	Compliance	Actions
Sing songs regularly with a pitch range of Do-So with increasing vocal control.	Singing Lite Level 1  Singing Lite Level 2	Pupils will learn a number of popular and cinematic sounds with a Do-So pitch. Pupils will complete a number of pitch matching exercises to increase aural accuracy.  Pupils will learn a number of popular and cinematic sounds with a Do-So pitch. Pupils will complete a number of pitch matching exercises to increase aural accuracy.
Sing songs with a small pitch range (e.g., Rain, Rain Go Away), pitching accurately.	Singing Lite Level 1  Singing Lite Level 2	Pupils will sing a handpicked song with a small range to make sure pupils are singing with accuracy.  Pupils will sing a handpicked song with a small range to make sure pupils are singing with accuracy.
Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g., crescendo, decrescendo and pause).	Singing Lite Level 1  Singing Lite Level 2	Pupils will learn a different keyword each week and sing songs to help with their understanding. Pupils will learn the keywords of dynamics and tempo and take visual directions from the instructor.  Pupils will learn a different keyword each week and sing songs to help with their understanding. Pupils will learn the keyword of dynamics and take visual directions from the instructor. Pupils will also learn visual representations of crescendo (getting louder), diminuendo (getting quieter) and a crotchet rest (one beat pause).



# Listening

Listening	Compliance	Actions
Western Classical Tradition and Film.	Music Theory Lite Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
	Music Theory Lite Level 2	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Popular Music.	Singing Lite Level 1	Pupils will have the opportunity to sing through a range of popular songs within the singing module.
	Singing Lite Level 2	Pupils will have the opportunity to sing through a range of popular songs within the singing module.
	Music Theory Lite Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
	Music Theory Lite Level 2	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions – Style Brazil – Samba.	Samba Drumming (Lite)	Within this course, as well as playing traditional Samba music, the pupils will have lots of opportunities to watch performances and hear music from this region.



Musical Traditions – Style Indonesia – Gamelan	Music Theory Lite Level 1	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
	Music Theory Lite Level 2	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>

# Musicianship

<b>Beat and Pulse</b>	<b>Compliance</b>	<b>Actions</b>
Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Singing Lite Level 1  Singing Lite Level 2	Pupils learn about tempo as part of their keywords. Pupils will sing songs to demonstrate and solidify this knowledge.  Pupils learn about tempo as part of their keywords. Pupils will sing songs to demonstrate and solidify this knowledge.
Mark the beat of a listening piece (e.g., Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.	Music Theory Lite Level 1  Music Theory Lite Level 2	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. Pupils will be asked to clap along to the beat of the music to increase their ability to be in time with the music.  At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. Pupils will be asked to clap along to the beat of the music to increase their ability to be in time with the music.
Walk in time to the beat of a piece of music or song (e.g., La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.	Singing Lite Level 1  Singing Lite Level 2	Pupils will learn to move to music. Pupils will move in a host of different ways to a range of music. Pupils will also have the opportunity to move how the music moves them within the lesson.  Pupils will learn to move to music. Pupils will move in a host of different ways to a range of music. Pupils will also have the opportunity to move how the music moves them within the lesson.
Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	Music Theory Lite Level 2	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. Pupils will be asked to clap along to the song on the strong beat of the bar.

Identify the beat groupings in familiar music that they sing regularly and listen to, e.g., Maple Leaf Rag by Joplin /The Elephant from Carnival of the Animals by Saint-Saëns	Singing Lite 2	Pupils will listen to a variety of music and be asked to pick out the rhythm that they hear. More advanced pupils may be able to pick out the strong beats of a bar without prompts.
	Music Theory Lite Level 2	Pupils will listen to a variety of music and be asked to pick out the rhythm that they hear. More advanced pupils may be able to pick out the strong beats of a bar without prompts.
<b>Rhythm</b>	<b>Compliance</b>	<b>Actions</b>
Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.	African Drumming (Lite)	Pupils play a number of copy and create exercises to get them familiar with the different hits on the Djembes. This is also done so that pupils can create rhythms for their other classmates to solidify their learning.
	Samba Drumming (Lite)	Pupils play a number of copy and create exercises to get them familiar with the different hits on the Samba drums and percussion.
	Ukuleles Lite Level 1	Pupils play a number of copy and create exercises so they can get to grips with their new playing techniques for their instrument.
Create rhythms using word phrases as a starting point (e.g., Hel-lo Si-mon or Can you come and play?).	Singing Lite Level 1	During the course pupils look at chanting/speaking to the beat. They do this using simple phrases that are given to them by the instructor or created together as a class. Pupils do this to learn about diction and to gain better understanding of syllabic timing.
	Singing Lite Level 2	During the course pupils look at chanting/speaking to the beat. They do this using simple phrases that are given to them by the instructor or created together as a class. Pupils do this to learn about diction and to gain better understanding of syllabic timing.
Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.	Music Theory Lite Level 1	When pupils are presented with a piece of music on a stave, they are first asked to clap the timings so that they understand how it goes.
	Music Theory Lite Level 2	When pupils are presented with a piece of music on a stave, they are first asked to clap the timings so that they understand how it goes.
	Keyboards Lite Level 1	Pupils are given notation in the form of syllabic words to represent timings. Pupils are then asked to view these

	Keyboard Lite Level 2	notes on a staff and continue clapping to get the rhythms.  When pupils are presented with a piece of music on a staff, they are first asked to clap the timings so that they understand how it goes.
Create and perform their own chanted rhythm patterns with the same stick notation.	Music Theory Lite Level 1	After the pupils learn about crotchets, quavers and rests, the pupils will create simple notated stick rhythms for others within the class to clap back or perform on their instrumentation.
<b>Pitch</b>	<b>Compliance</b>	<b>Actions</b>
Play a range of singing games based on the cuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.	Singing Lite Level 1  Singing Lite Level 2	Within every singing lesson the pupils will be asked to do singing games to help them with pitch matching and pitch accuracy when singing.  Within every singing lesson the pupils will be asked to do singing games to help them with pitch matching and pitch accuracy when singing. More advanced pupils will also be asked to complete interval games.
Sing short phrases independently within a singing game or short song.	Singing Lite Level 1  Singing Lite Level 2	During every singing lesson the pupils have the opportunity to sing parts of the song solo or in small groups depending on their confidence. During most singing courses you will see pupils gain confidence in performing on their own and so most pupils sing independently by the end of the course.  During every singing lesson the pupils have the opportunity to sing parts of the song solo or in small groups depending on their confidence. During most singing courses you will see pupils gain confidence in performing on their own and so most pupils sing independently by the end of the course.
Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).	Music Theory Lite Level 1  Music Theory Lite Level 2	During listening time at the beginning of every Music Theory lesson pupils will be asked to perform tasks like this in their starter tasks.  During listening time at the beginning of every Music Theory lesson pupils will be asked to perform tasks like this in their starter tasks

Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:




Songwriting with  
Glockenspiels  
Lite Level 2

Within Songwriting Lite Level 2 pupils will learn how to score their compositions in different ways including graphic scores and dotted notations. Pupils will gain an understanding of graphic scores and dotted notation before they begin composing.

## Composing

Composing	Compliance	Actions
Create music in response to a non-musical stimulus (e.g., a storm, a car race or a rocket launch).	Percussion  Songwriting with Glockenspiels Lite Level 2	Pupils compose music to a range of different stimuli including photos and videos.  Pupils compose lyrics and music to range of non-musical stimuli such as stories, photos and videos.
Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.	Songwriting with Glockenspiels Lite Level 2	When pupils are learning about how to score music without using notation, they will compose short phrases. These will then be paired with others in the class to create question and answer phrases.
Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Songwriting with Glockenspiels Lite Level 2	Pupils will compose their own music using dotted notation and graphic scores to denote pitch, and stick notation to represent rhythm.
Use music technology, if available, to capture, change and combine sounds.	iJam within iMedia	While this isn't something we can cover within our music lessons, we do cover this within our iMedia course. iJam is a course dedicated to teaching pupils about music technology and has them combining pre-existing loops, as well as self-composed sounds, to create their own song.



**Course Overviews, National  
Curriculum Links and Non-  
statutory Music Guidance (March  
2021)**

**Keystage 2**



# Music – KS2 Course Overview

## Samba Drumming

Age: KS2

Our Samba Drumming course is designed to introduce young people to the music of an exciting and different culture. The sessions teach participants a little bit of the history of Brazilian culture, Samba music and what instruments are used and how to play the basic hits and rhythms. Participants will master the techniques used to play every instrument within the Samba band including drums and other percussion instruments. Groups will focus on playing together as a *bateria* (rhythm section) and learn various 'breaks' as part of a final performance piece.

## Singing Level 1

Age: KS2

### - Controlling our voices

Pupils in Keystage 2 will learn a number of keywords that will help them control their voice, their pitch and their breathing. Whereas in lower levels pupils have been taught the keywords and how they affect your singing, Keystage 2 pupils will be taught how the keywords link together to help with the overall sound and precision of singing. Pupils will learn about different techniques that songs use to keep them interesting such as verses, choruses, and call and response.

## Singing Level 2

Age: Y4+5+6

### - Vocal Placement

From Level 1 'Controlling our voices' pupils know the fundamentals of best singing practice; this level moves on to different types of songs singers can perform such as rounds and partner songs. Pupils will learn to listen to each other when they are singing but must also learn the hard skill of singing something different to the group next to them. This may sound simple, but it is a hard skill to master. Pupils will learn about harmonies and listen to some examples before trying a simple three-part harmony within their classes. Pupils will also learn about voice classification and what their own vocal range is.

## Singing Level 3

Age: Y5+6

### - Singing through time

Singing Level 3 will focus on pupils singing pieces from different genres following a musical timeline. Singing songs from different musical periods will give pupils an insight into music popular at that time and different characteristics that were utilised within that musical era. It will also help broaden their knowledge and develop an understanding of the history of music.

## Singing Level 4

Age: Y6

### - Becoming a choir

The focus will be on pupils' stage etiquette, singing as a group, the roles within a choir and singing in parts. This will be the first time the pupils will be singing in harmony. Pupils will practise singing in parts together and singing out of parts to get them used to listening to others whilst focusing on their own melody line. This is a very hard skill but with practice can be achieved.

### **African Drumming**

**Age:** KS2

Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the Djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. Participants will focus on developing their timekeeping through playing different rhythms and polyrhythms as a group and as a solo performer. KS2 sessions will also concentrate on advanced performance techniques that will enhance their playing as well as building stamina and confidence.

### **Song Writing with Glockenspiels Level 1**

**Age:** Y3

#### **- The basics**

Over this course year 3 classes will learn lots of different techniques to make writing a song a simple process. They will choose their own theme and target market and will compose a song to a brief of their own creation. Alongside this the class will look at building their musical lexicon with a musical dictionary that they will add to every week. Pupils will learn different methods to create interest within their songs, such as call and response and echo phrasing. They will also analyse and rewrite songs and be encouraged to draw upon their English reading and writing skills throughout the process.

### **Song Writing with Glockenspiels Level 2**

**Age:** Y4

#### **- Music and the moving image**

Music and the moving image course focuses on year 4 pupils creating music for non-musical stimuli. Pupils will explore musical components by composing music to create a specific mood – this will be done through composing to a short, animated clip. Pupils will create music using graphic scores and create their own graphic scores for others to play. Pupils will be taught to create keys for their scores and choose to use one or not, so others can interpret their music the correct way or leave their piece open to interpretation. Pupils will compose music on their instruments in pairs, as well as working on whole-class compositions.

### **Song Writing with Glockenspiels Level 3**

**Age:** Y5

#### **- Lyric writing**

Within year 5 pupils will focus on how to write lyrics to existing music. Pupils will write lyrics to a piece of music 'The Lark Ascending' without knowing any information about the piece other than what it sounds like. When finished, pupils will look at the poem that inspired the music to see if they interpreted the themes the same way. Pupils will also learn different techniques to help write lyrics such as word boards and how to improve vocal melodies using dot notation. Pupils will learn what 'ternary form' is and why people compose/write songs in this style.

### **Song Writing with Glockenspiels Level 4**

**Age:** Y6

#### **- Becoming an artist: EP release**

During Level 4 year 6 pupils will take a look at the music industry and what happens when a song has been written. Pupils will be given a brief at the beginning of the course to write a single for their new EP. Pupils will be taught what an EP is, be asked to create a band name, name their song, think of a theme for their EP and song and learn about press releases. Alongside creating their brand pupils will learn about key points of the music industry.

### **Steel Pans**

**Age:** KS2

During this course the pupils will explore the steel pan and its origins. The pupils will learn a number of different hits to perform on the steel pan and accompanying percussion instruments. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course. As well as developing their aural skills, participants will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically.

### **Music Theory Level 1**

**Age:** KS2

#### **- Building on the fundamentals**

This is an introduction to reading and playing music. Pupils will learn basic keyboard skills to help them understand how to play notes and chords. By working through a number of exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble clef and perform a song to the class.

### **Music Theory Level 2**

**Age:** KS2

#### **- Musical timelines**

Throughout this course the pupils will be looking at six key genres from the past 400 years: Classical; Jazz; Motown and Soul; 80's and Britpop; Present day and World. The pupils will get to listen to and analyse examples of music from these musical movements and compare them to the music that went before. At the end of every lesson the pupils will either compose music in the style of a chosen genre or recreate a famous piece of music from that time.

### **Music Theory Level 3**

**Age:** KS2

#### **- Building a Foundation**

In Level 3 pupils will learn about key signatures, scales and chord construction. The course will initially start with an introduction to key signatures using the circle of fifths to help establish the sharps and flats within a given key. Pupils will then use this knowledge to construct chords within a specific key signature and analyse common chord progressions used in classical and modern music.

### Keyboards Level 1

Age: KS2

#### - Becoming a Pianist

This is an introduction to playing keyboards. Pupils will improve their keyboard skills gaining confidence in reading music, performing and improvising. By working through several exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course.

### Keyboards Level 2

Age: KS2

#### - Playing with two hands

This is a continuation from Keyboards Level 1. Pupils will improve their keyboard skills gaining further knowledge and confidence in reading written notation as well as improving their ability to play solo and as a duo. This course encompasses new elements of music theory and aims to get pupils comfortable with reading music and playing with two hands together.

### Boomwhackers

Age: KS2

This course is about learning a new instrument in a fun, creative and inventive way. Children will get the opportunity to play in different parts of the Boomwhackers' orchestra to see where they prefer to be. Every song is taught using colour coordinated notes, allowing children who struggle to read from a stave to still participate easily. KS2 pupils will be encouraged to use their music theory knowledge to read the notated music and write and record compositions. Advanced groups will be given the opportunity to play multiple Boomwhackers at the same time, allowing pupils to construct chords and improve harmony.

### Dhol Drums

Age: KS2

Our Dhol drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants the history of the Dhol, how the drums are made, information about the countries themselves and how to play the basic hits and *Chaals*. The courses are hands-on with all participants having the opportunity to play the drums, both as part of the group and in a solo capacity.

### Ukuleles Level 1

Age: KS2

During this course, pupils will learn to play the Ukulele. Pupils will learn the correct names of the different parts of the instrument and the notation values of the strings. Pupils will be shown how to correctly hold the instrument, the correct playing technique when plucking and strumming the strings, and how to hold down the strings correctly on the neck to change the pitch. Keystage 1 pupils will be shown how to play different rhythms and songs both as a class and individually. Pupils will also spend time within the lesson to understand the difference between pitch and rhythm. Keystage 2 pupils will learn different playing techniques such as stumming chords and holding down multiple strings to make playing a succession of notes easier. Pupils will also learn how to read tablature music and use this method to play some popular pieces of music.

### **Class Jam Level 1**

**Age:** Lower KS2

Level 1 Class Jam will be taught to pupils in lower Keystage 2. This course involves pupils building on their musical skills using a range of melodic and percussive instruments. Pupils will play Chime bars, African drums, Boomwhackers, Keyboards and accompany them with both vocal and instrumental percussion to recreate famous popular songs. With custom-made backing tracks to play along to, pupils will be able to swap instruments and experiment with playing melody, rhythm and accompaniment whilst improving their ability to perform within an ensemble.

### **Class Jam Level 2**

**Age:** Upper KS2

Level 2 Class Jam will be taught to pupils in upper Keystage 2. This course takes pupils' musical knowledge and directs it into creating a dynamic musical performance. Pupils will play Chime bars, African drums, Boomwhackers, Keyboards and accompany them with both vocal and instrumental percussion to recreate famous popular songs. They will learn how dynamics, harmony and melody are used to convey emotions and themes within music and become confident in performing on multiple instruments within an ensemble performance.

# National Curriculum Links

National curriculum point	Compliance	Actions
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	Singing (across every level)	This national curriculum point is taught throughout every level of our singing courses. The four levels explore pitch matching, accuracy, vocal fluidity between ranges, vocal control and expression within commercial, and musical theatre songs.
	Singing Level 2	Within Level 2 pupils also learn about their own personal vocal ranges and the interior working within them that make singing possible.
	Singing Level 4	Within Level 4 pupils also learn about their own personal vocal ranges and the interior working within them that make singing possible. Pupils will also learn more within this course about singing as a choir. This will be the first time they are being asked to sing in harmony parts making listening to the group crucial.
	Steel Pans	During this course the pupils will learn a number of different hits to perform on the steel pan. Each week they will be introduced to a new genre that uses the instrument and be tasked with learning a piece in that genre. Each piece will increase in difficulty and require pupils to play the tuned steel pans with accuracy and speed. The performances will vary between solo and larger ensembles.
	Song Writing with Glockenspiels Level 1	Pupils will learn about accuracy when performing someone else's song. They will also have to perform vocal lines they have written themselves with control and expression. Within this course pupils will also be composing on the Glockenspiel where they will be taught about expression, accuracy and fluency when performing.
	Song Writing with Glockenspiels Level 2	Within this course pupils will be composing on the Glockenspiel where they will be taught about expression, accuracy and fluency when performing.

	Song Writing with Glockenspiels Level 3	<p>Having built up their confidence in composing and performing music in Song Writing Levels 1 and 2, as well as in our other music courses, pupils will perform their compositions with increased control and expression, as Level 3 focuses on lyrics.</p> <p>Within this course pupils will also be composing on the Glockenspiel where they will be taught about expression, accuracy and fluency when performing.</p>
	Song Writing with Glockenspiels Level 4	<p>Within Songwriting Level 4 pupils will compose their own music ready for release. It will be a short piece to fulfil a brief. If there is time within a lesson, pupils will be able to perform their work in a showcase.</p>
	Music Theory Level 1	<p>During this module the pupils will get the opportunity to recreate songs, as well as compose their own melodies to given chords using a keyboard.</p>
	Music Theory Level 2	<p>During Level 2 pupils will get to listen to and analyse examples of music from the past 400 years. At the end of every lesson the pupils will either compose music in the style of a chosen genre or recreate a famous piece of music from that era.</p>
	Music Theory Level 3	<p>Participants will learn about sharps and flats and how these determine key signatures. Using this knowledge pupils will then construct chords on a keyboard and learn a common chord progression.</p>
	Keyboards Level 1	<p>Pupils will improve their keyboard skills through performing and improvising. By working through several exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble and bass clef. As the course progresses pupils will become more fluent at reading music and finding the corresponding notes on the keyboard. This will result in confident and fluid performances.</p>
	Keyboards Level 2	<p>Keyboard Level 2 develops skills learnt in Level 1 and introduces new areas of music notation and language. Pupils will focus on tempo and BPM which will require them to play pieces at different speeds improving their accuracy.</p>

	African Drumming	Throughout the African Drumming course pupils will need to recall rhythms and playing techniques to perform. Vocal chants and songs will be sung to accompany the rhythms. Drummers will be able to express themselves through use of other musical elements such as dynamics.
	Samba Drumming	Participants will work towards performing a final piece that will require pupils to play accurately as part of a large ensemble.
	Boomwhackers	Classes will be split into smaller groups to form a Boomwhacker orchestra. Each section will have their own musical responsibilities within the orchestra and must perform with accuracy and control.
	Dhol Drums	Pupils will be given the chance to play the Dhol drum as a solo musician and as a duet. As pupils build their confidence and skills more of them will be given the chance to play the Dhol drum solo.
	Ukuleles Level 1	During the Ukulele course pupils will, as a group, learn about playing as part of a large ensemble. Pupils will need to listen to each other in order to stay in time and play the chosen rhythm or song correctly.
	Class Jam Level 1 and Level 2	In Class Jam pupils have the opportunity to play lots of different instruments throughout the course. With each pupil playing a different role within the class orchestra they need to learn about expression to be able to stay in their designated role. Pupils will be taught how to play/strike each instrument correctly as well as other key playing dimensions. Pupils will also learn about playing in an ensemble and learn to listen to each other when performing to play cohesively.
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Singing Level 3	When pupils learn about the genre Jazz, they will be asked to perform a number of scattening exercises.
	Song Writing with Glockenspiels Level 1	Throughout the song-writing course pupils will be tasked with composing original material based on a brief.
	Song Writing with Glockenspiels Level 2	In Song Writing Level 2, pupils will be tasked with scoring music for the moving image. Pupils will have to create their own music, whilst thinking about how the



		inter-related dimensions affect how the listener will feel.
	Song Writing with Glockenspiels Level 3	Pupils will be asked to create vocal melodies for their lyrics once written. To get the desired effect, before performing, pupils will have to think about how the inter-related dimensions of their music affect the listeners' interpretation.
	Music Theory Level 1	During this module the pupils will get the opportunity to recreate songs, as well as compose their own melodies to given chords.
	Music Theory Level 2	Pupils will be required to put their music theory into practice through playing a variety of different pieces of music on the keyboard.
	Keyboards Level 1	In Keyboards Level 1 pupils will be asked to improvise and perform to a backing track using specific notes.
	Keyboards Level 2	In Level 2 more advanced pupils will be given the chance to compose chords to add to melodies.
	African Drumming	In Learning Session 3 pupils will focus on increasing confidence in performance by improvising solos whilst the rest of the class accompany them.
	Samba Drumming	In Samba, more advanced groups will be asked to compose their own Samba breaks using words to accompany rhythms.
	Dhol Drums	At times throughout the Dhol drum course, pupils will be required to improvise rhythms as solos.
	Boomwhackers	As part of the Boomwhacker course, pupils will play as an ensemble and be given the opportunity to improvise solos and compose chords to accompany melodies.
	Steel Pans	As well as learning to play different pieces of steel pan music, groups will also be tasked with creating their own melodies and chords in different genres.
	Ukuleles Level 1	During the Ukulele course pupils will be required to improvise rhythms and melodies on their instruments in order to

		understand the sounds and playing technique of the instrument better.
Listen with attention to detail and recall sounds with increasing aural memory.	Singing (across every level)	Pupils will have to recall the inter-related dimensions of music, within a song as well as listening with enough attention to learn the song. In addition, singers will also have to listen to each other with increasing attention if they are using polyrhythms, polyphonic melodies and ' <i>a cappella</i> ' performances.
	Steel Pans	During this course the pupils will learn a number of different hits to perform on the steel pan and they will also take part in a number of different musical numbers. Each week they will investigate a different genre that uses the instrument – these pieces will increase in difficulty.
	Music Theory Level 1	As pupils' understanding of keyboard notation grows so will their aural ability. Pupils will be able to hear wrong notes in the music and correct their playing.
	Music Theory Level 2	In Level 2 pupils will develop their aural skills and begin to find patterns in music to help them learn new pieces. As the participants' ability to find the notes on the keyboard increases so will their ability to hear nuances and spot repeating patterns in the music.
	Music Theory Level 3	Pupils will be required to draw upon skills covered in previous music theory courses and apply these in order to play chords on the keyboard and follow key signatures.
	Keyboards Level 1	Pupils will have to recall the inter-related dimensions of music, within a song as well as listening with enough attention to learn the song, whilst being aided with a score.
	Keyboards Level 2	Pupils will need to use the skills covered in Level 1 to play through more advanced keyboard pieces. Groups will listen to and respond to performances from the instructor and each other.
	Boomwhackers	As pupils learn to play more pieces, they will develop aural skills and the ability to recognise the pitches produced by the differently coloured Boomwhackers.
Dhol Drums	Singing traditional 'Chaals' will increase pupils' ability to recall rhythms and	



	Music Theory Level 3	In this course pupils will increase their understanding of written music notation, learning how to read sharps and flats on the staff and how these determine the key signature a piece is written in.
	Keyboards Level 1	By working through several exercises looking at notation, timing and rhythm, pupils will learn how to read music in the treble and bass clef as well as perform a variety of pieces throughout the course.
	Keyboards Level 2	In Level 2 participants will continue developing their skill of reading notes on the staff by learning and performing new pieces of music.
	Dhol Drums	The Dhol drum course involves reading traditional 'Chaal' rhythms which can be noted using traditional music notation or in a chart form using words to replace notes.
	Boomwhackers	Boomwhacker music will be notated using note letters and solfège (do, re, mi, etc.), with each colour coordinated to the corresponding coloured Boomwhacker. Pupils will learn note names and develop aural skills through playing and singing solfège syllables.
	Steel Pans	Participants will learn musical scales and songs from the Steel Pan song bank. Songs will be notated using note letters.
	Ukuleles	Pupils will learn tablature during this course. This is the only instrument offered by Junior Jam that uses tablature and allows pupils to see music written in different ways other than on a conventional staff.
	Class Jam Level 1 and Level 2	Pupils will see notation notated slightly differently within the Class Jam levels. Pupils will view a full class score and play their parts from a certain section. Pupils will play along to a score video running in time with the music they are playing to allow for smooth interpretations of the piece.
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Singing (across every level)	Pupils will listen to and analyse different pieces of music in order to perform them as a class. With each piece they will also learn a little about the artist and the origins of the song.

Singing Level 3		Specifically within Level 3, pupils sing songs from different musical eras, subjecting them to different styles than they would usually listen to.
Steel Pans		During this course the pupils will learn about the different styles of traditional Caribbean music such as Soca, Reggae, Calypso and Mambo.
Music Theory Level 2		The pupils will get to listen to and analyse, using the inter-related dimensions of music, examples of music from the past 400 years. The periods the class will be covering are: Classical; Jazz; Motown and Soul; 80's and Britpop; World and Present day. The World music module will look at instrumentation from around the globe as well as different styles from each country, such as Japanese Rock and Mongolian Throat singing.
Music Theory Level 3		Participants will listen to various pieces of music from different centuries, analysing the key signature and chord progressions.
Keyboards Level 1		Each week participants will be tasked with learning, practising and performing a piece of keyboard music. During performances pupils will be encouraged to listen subjectively and provide feedback.
Keyboards Level 2		As participants' keyboard skills increase so will the keyboard pieces' level of difficulty. Chords will be introduced into the bass clef and pupils will be asked to perform as a duet as well as solo. Each week the instructor will demonstrate a piece of music allowing pupils to listen and analyse before trying to play it themselves.
African Drumming		During the African drumming course, participants will develop aural skills by listening to each other play and through listening to various traditional African performances.
Samba Drumming		Participants will be introduced to the music of Brazil and South America. Pupils will listen to examples which will help them when it comes to performing and composing Samba rhythms.
Dhol Drums		Dhol drumming will introduce participants to music originating from the Punjab area of South Asia. Classes will listen with the

		view to imitating the sounds and rhythms heard in the recorded music.
Develop an understanding of the history of music.	Singing Level 3	Specifically within Level 3, pupils sing songs from different musical eras, subjecting them to different styles than they would usually listen to.
	Music Theory Level 2	The pupils will get to listen to and analyse, using the inter-related dimensions of music, examples of music from the past 400 years. The periods the class will be covering are: Classical; Jazz; Motown and Soul; 80's and Britpop; World and Present day.
	Music Theory Level 3	Participants will listen to various pieces of music from different centuries, analysing the key signature and chord progressions favoured by composers from different eras.
	Song Writing with Glockenspiels Level 2	Participants will listen to a selection of music composed for film taken from different decades throughout the twentieth century.
	Song Writing with Glockenspiels Level 4	Pupils will gain a different insight into the world of music in Level 4 and learn about the history of the music industry.

Key Stage 2

	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.
Samba Drumming	X	X			X	
African Drumming	X	X	X		X	
Dhol Drumming	X	X	X	X	X	
Steel pans	X	X	X	X	X	
Boomwhackers	X	X	X	X		
Ukuleles	X	X	X	X		
Class Jam Level 1	X			X		
Class Jam Level 2	X			X		
Singing Level 1	X		X		X	
Singing Level 2	X		X		X	
Singing Level 3	X		X		X	X
Singing Level 4	X		X		X	
Keyboards Level 1	X	X	X	X	X	
Keyboards Level 2	X	X	X	X	X	
Music Theory Level 1	X	X	X	X		
Music Theory Level 2	X	X	X	X	X	X
Music Theory Level 3	X	X	X	X	X	X
Songwriting with Glockenspiels Level 1	X	X	X			
Songwriting with Glockenspiels Level 2	X	X				X
Songwriting with Glockenspiels Level 3	X	X	X			
Songwriting with Glockenspiels Level 4	X	X				X

# KS2 Non-Statutory Music Guidance

## (March 2021)

We have made changes to our current music curriculum to make sure we encompass as much of the guidance as possible. Points Junior Jam cannot cover are due to them being out of our remit, e.g., school trips to live performances.

All of the guidance has been broken down year group by year group and split into four main sections: singing, listening, composing and performance.

### Year 3

#### Singing

Singing	Compliance	Actions
Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g., Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.	Singing Level 1	Every instructor has the option to choose the songs they sing with every class as everyone's voice is different. Our instructors choose from a Junior Jam song bank to ensure the songs they are singing within your lessons are appropriate. Every song within the song bank has been vetted by the head of department before being added. Within the Level 1 song bank there is a folder with specific songs for year 3 that focuses on a Do-So pitch range. These songs will be sung with different inter-related musical dimensions.
Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Singing Level 1	Within year 3 lessons our instructors will ask pupils to clap along with the song before they begin singing it. When learning about the inter-related musical dimensions of the songs we are singing, pupils spend a whole lesson on singing songs with different tempos. They will be asked to note the changes in tempo within the songs both within this lesson and from then on in future lessons.
Perform actions confidently and in time to a range of action songs (e.g., Heads and Shoulders).	Singing Level 1	With every song sung by year 3, instructors will set actions along with the songs to help pupils retain the lyrics. By the end of the course pupils will be performing them with confidence and in time with the song they are performing. Pupils will have the opportunity to perform in the larger class ensemble, small groups and solos.



# Listening

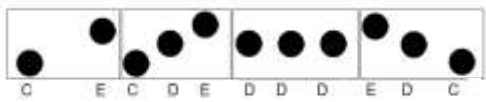
Listening	Compliance	Actions
Western Classical Tradition and Film	Music Theory Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Popular Music	Music Theory Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
	Singing Level 1	Within the singing course pupils will sing a mixture of commercial and musical theatre songs from popular culture.
	Class Jam Level 1	Pupils will play a number of pieces spanning past decades of popular culture.
Musical Traditions Country – Brazil Style – Samba	Samba Drumming	Within this course, as well as playing traditional Samba music, the pupils will have lots of opportunities to watch performances and hear music from this region.
Musical Traditions Country – Indonesia Style – Gamelan	Music Theory Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions Country – India Style – Indian Classical	Music Theory Level 1	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
	Dhol Drumming	Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.

## Composing

Compose	Compliance	Actions
Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	Singing Level 1	Exercises like this are done throughout the vocal warmups to increase pupils' knowledge of Solfège.
	Music Theory Level 1	Pupils create their own melodies to a given chord structure to compose their own piece of two-handed music.
	Keyboards Level 1	Pupils compose their own melodies within Keyboards Level 1 to different briefs set within the lesson.
Compose song accompaniments on untuned percussion using known rhythms and note values.	Class Jam Level 1	Pupils will compose their own rhythms on untuned percussion to popular songs played by the rest of the class.
	Steel Pans	Pupils compose their own percussive accompaniment to the songs played by half the class on the pans.
	Samba Drumming	Within Samba drumming the pupils have an array of untuned percussion to complete their Bateria. They will use this percussion to compose different grooves within the lessons.

Improvise	Compliance	Actions
<p>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range.</p>	<p>African Drumming</p> <p>Samba Drumming</p> <p>Dhol Drums</p> <p>Boomwhackers</p> <p>Ukuleles Level 1</p> <p>Class Jam Level 1</p>	<p>In Learning Session 3 pupils will focus on increasing confidence in performance by improvising solos whilst the rest of the class accompany.</p> <p>In Samba, more advanced groups will be asked to compose their own Samba breaks using words to accompany rhythms.</p> <p>At times throughout the Dhol drum course, pupils will be required to improvise rhythms as solos.</p> <p>As part of the Boomwhacker course, pupils will play as an ensemble and be given the opportunity to improvise solos and compose chords to accompany melodies.</p> <p>During the Ukulele course pupils will be required to improvise rhythms and melodies on their instruments in order to understand the sounds and playing technique of the instrument better.</p> <p>Within Class Jam Level 1, when on percussion instruments, pupils will be asked to perform improvised instrumental passages.</p>
<p>Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Singing Level 1</p> <p>Song Writing with Glockenspiels Level 1</p> <p>Class Jam Level 1</p>	<p>Pupils are shown what is the introduction, verse and chorus within a song. Within Level 1 they become familiar with recognising where the introduction finishes and the verse starts.</p> <p>Pupils are asked to write a song and are taken through the structure of a song before beginning. Pupils also discuss what happens within instrumental songs and how that differs from a pop structure. Pupils will learn that Songwriting can be influenced by anything and everything around them.</p> <p>Pupils play through a number of popular songs within this course. They are made aware of what is the introduction, the verse and the chorus. Pupils are asked to identify these within the piece of music as the course progresses.</p>

# Performance

Performance	Compliance	Actions
<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C-E/do-mi) as a whole class or in small groups (e.g., trios and quartets).</p>	<p>Songwriting with Glockenspiels Level 1</p> <p>Steel Pans</p> <p>Keyboards Level 1</p> <p>Ukuleles Level 1</p> <p>Boomwhackers</p>	<p>During the course of Songwriting, to be able to compose on the instrumentation, the pupils will need to learn how to play them. They will be taught the correct playing technique as well as how to identify the notes of the chromatic scale.</p> <p>Pupils will play their compositions to the class in regular showcases.</p> <p>Pupils learn how to play the steel pans and learn the names for the notations. Pupils will play and perform songs from a range of Caribbean influences.</p> <p>Pupils will learn to play a number of songs with a simple melody to get pupils acquainted with the correct fingering and playing techniques. Pupils will learn to read notes from a stave in treble clef.</p> <p>Pupils will play and perform simple songs following stave and tab notation.</p> <p>Pupils will play and perform simple songs following stave and tab notation.</p>
<p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</p> 	<p>Music Theory Level 1</p>	<p>Pupils will see that they are able to understand the notes on a stave without the stave notations. Pupils will play short phrases comprised of dots within a Do-Mi Range.</p>
<p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds such as allegro and adagio, fast and slow. Extend to question and answer phrases.</p>	<p>Singing Level 1</p>	<p>Pupils will copy a short passage of melody within vocal warmups and reply in a call and response fashion. More advanced pupils will move on to question and answer phrasing.</p>

<b>Reading notation</b>	<b>Compliance</b>	<b>Actions</b>
<p>Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p>	<p>Music Theory Level 1</p> <p>Keyboard Level 1</p>	<p>Pupils will learn how to read treble clef. They will learn two mnemonics to remember both the notes on the line and the notes in-between. Pupils will learn to read notes and play the corresponding key on a keyboard.</p> <p>Pupils will learn how to read treble clef and play the corresponding keys on the instruments. They will learn two mnemonics to remember both the notes on the line and the notes in-between.</p>
<p>Introduce and understand the differences between crotchets and paired quavers.</p>	<p>Music Theory Level 1</p> <p>Keyboard Level 1</p>	<p>Pupils learn different notation within the course. They are introduced to the following:</p> <ul style="list-style-type: none"> <li>• Crotchets</li> <li>• Minims</li> <li>• Semibreves</li> <li>• Quavers</li> </ul> <p>They will learn the value of these notes in British standard (e.g., crotchet = 1 beat rather than ¼ note).</p> <p>Pupils learn different notation within the course. They are introduced to the following:</p> <ul style="list-style-type: none"> <li>• Crotchets</li> <li>• Minims</li> <li>• Semibreves</li> <li>• Quavers</li> </ul> <p>They will learn the value of these notes in British standard (e.g., crotchet = 1 beat rather than ¼ note).</p>
<p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>African Drumming</p> <p>Singing Level 1</p>	<p>Pupils do a number of call and response chants to given rhythms. These rhythms are interchangeable, so pupils need to listen to the rhythms to know how to respond. Pupils will respond aurally and on their Djembe, so they will be assigning each syllable of the phrase a beat.</p> <p>Pupils complete syllabic chants as part of their warmups for the lessons.</p>

## Year 4

### Singing

<b>Singing</b>	<b>Compliance</b>	<b>Actions</b>
Continue to sing a broad range of unison songs with the range of an octave (do–do) (e.g., One More Day – a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	Singing Level 1	Pupils learn about the inter-related dimensions of music within their singing lessons. One of these being Dynamics. Pupils will learn about louds and quiet with Y4+ learning about Crescendo (getting louder) and Diminuendo (getting quieter). Pupils will do pitch matching exercises to gain accuracy withing singing. Pupils will sing a range of songs within and exceeding the Do-Do range.
	Singing Level 2	Within Level 2 pupils continue to sing songs within and exceeding a Do-Do range. Pupils will look at singing with more accuracy. They will learn about the anatomical factors of singing and use this knowledge to gain accuracy when pitching their voice.
Sing rounds and partner songs in different time signatures (2, 3 and 4-time) (e.g., Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g., Hear the Wind).	Singing Level 2	Within Level 2 pupils will begin to sing in rounds and learn some of the pitfalls that can occur when singing in a round. Pupils will learn to listen to each other when they are singing to avoid clashes in timing or phrasing throughout the song. Pupils will also learn songs with different time signatures and listen to the aural differences. Pupils will begin to examine what key signatures are and what purpose they have. Pupils will be introduced to different voices within a choir and sing a very simple song using harmony.

# Listening

Listening	Compliance	Actions
Western Classical Tradition and Film	<p>Music Theory Level 1 and Level 2</p> <p>Music Theory Level 2</p> <p>Song Writing with Glockenspiels Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 1 pupils are exposed to the work of 15 classical composers, ranging from the 1600's to the present day.</p> <p>Pupils within Songwriting Level 2 will be creating music for the moving image. They will look at soundtracks and what instrumentation and inter-related dimensions of music are used to give off certain tones.</p> <p>Pupils will also look at the use of leitmotifs and soundtrack dissonance within films.</p>
Popular Music	<p>Music Theory Level 1 and Level 2</p> <p>Music Theory Level 2</p> <p>Singing Level 1 and Level 2</p> <p>Class Jam Level 1</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In a lesson:</p> <ul style="list-style-type: none"> <li>• Two pupils will look at Jazz and will listen to the work of 11 Jazz artists and musicians.</li> <li>• Three pupils will learn about Motown and Soul, listening and analysing work from ten artists and groups.</li> <li>• Four pupils will learn about bands from the 80's, Boybands and Girl bands from the 90's and Brit Pop.</li> </ul> <p>Within the singing course pupils will sing a mixture of commercial and musical theatre songs from popular culture.</p> <p>Pupils will play a number of pieces spanning past decades of popular culture.</p>

<p>Musical Traditions Country – Brazil Style – Samba</p>	<p>Music Theory Level 1 and Level 2</p> <p>Samba Drumming</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>Within this course as well as playing traditional Samba music the pupils will have lots of opportunities to watch performances and hear music from this region.</p>
<p>Musical Traditions Country – Indonesia Style – Gamelan</p>	<p>Music Theory Level 1 and Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – India Style – Indian Classical</p>	<p>Music Theory Level 1 and Level 2</p> <p>Music Theory Level 2</p> <p>Dhol Drumming</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 5 pupils learn about World music. Pupils listen to Sitar and Tablas from India and hear them in traditional Indian music.</p> <p>Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.</p>
<p>Musical Traditions Country – Punjab/UK Style – Bhangra</p>	<p>Music Theory Level 1 and Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – Trinidad Style – Calypso</p>	<p>Music Theory Level 1 and Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>



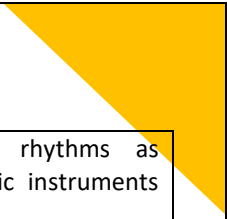
	Steel Pans	Within this course as well as playing traditional steel pan music including Reggae, Mambo and Calypso, pupils will have lots of opportunities to watch performances and hear music from this region.
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## Performance

Instrumental Performance	Compliance	Actions
<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</p>	<p>Music Theory Level 1 and Level 2</p>	<p>Taught for one half term per academic year. Pupils will have access to the keyboards for half a term while learning about notation, musical history and theory. Pupils will learn where notes are situated on the keyboard and how to play different songs.</p>
	<p>Keyboards Level 1 and Level 2</p>	<p>Taught for one half term per academic year. Pupils learn songs using treble and bass clef. Pupils learn how to read notes on both staves and what the black keys are for on a keyboard. Pupils learn how to play chords and use them during a song.</p>
	<p>Steel Pans</p>	<p>Taught for one half term per academic year. Throughout the half term pupils learn to play the steel pans and a number of percussion instruments.</p>
	<p>African Drums</p>	<p>Taught for one half term per academic year. African drums are taught through different strikes and rhythmic phrases that can be played.</p>
	<p>Samba Drums</p>	<p>Taught for one half term per academic year. Samba drums are taught through different hits and rhythmic phrases that can be played. During this course pupils also learn a myriad of other percussion instrumentation to create their bateria.</p>
	<p>Dhol Drumming</p>	<p>Taught for one half term per academic year. Dhol drums are taught through different strikes and Chaal phrases that can be played.</p>
	<p>Ukuleles</p>	<p>Taught for one or two half term(s) per academic year. Pupils will learn different playing techniques for this instrument. Pupils will play melody and accompaniment pieces within lessons.</p>
	<p>Boomwhackers</p>	<p>Taught for one half term per academic year. Pupils learn to play the Boomwhackers and see how they can be used as accompaniment, or as melodic instruments.</p>
	<p>Class Jam Level 1</p>	<p>Taught for one half term per two academic years. Pupils learn a number of instruments including Chime bars, Keyboards, Glockenspiels</p>

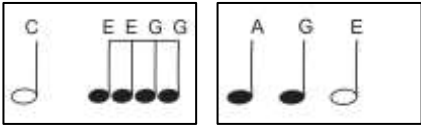
		and percussion while playing and learning a number of popular songs to play as a class ensemble.
Play and perform melodies following staff notation using a small range (e.g., Middle C-G/do-so) as a whole class or in small groups.	Music Theory Level 1	Within Level 1 pupils are asked to put their new knowledge of scoring and notation into practice and compose a short melody to accompany some pre-given major and minor chords. Depending on the length of the lessons and the half term, pupils may swap work and play compositions by other groups.
	Music Theory Level 1 and Level 2	Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Keyboards Level 1 and Level 2	Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Steel Pans	Pupils will learn a number of melodies on the steel pans to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Ukuleles	Pupils will learn a number of melodies on the ukulele to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.
	Boomwhackers	Pupils will be responsible for a note within a melody line when playing as a large ensemble. When playing as a smaller group pupils may have two or three notes that they are responsible for playing.
	Class Jam Level 1	Pupils use tuned instruments throughout the course to create the melody lines to popular pieces. Pupils follow stave notation and perform in small instrumentation groups and as a larger class ensemble.
	Songwriting with Glockenspiels Level 2	When pupils compose their pieces, they will be asked to score their work. Depending on the length of the lessons and the half term, pupils may swap work and play compositions by other groups.

Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).	Music Theory Level 1  Keyboards Level 1 and Level 2	Pupils will copy short phrases in copy and play exercises. This will help with their aural memory and also help them solidify their abilities on the instrumentation.  Pupils will copy short phrases in copy and play exercises. This will help with their aural memory and also help them solidify their abilities on the instrumentation.
<b>Reading notation</b>	<b>Compliance</b>	<b>Actions</b>
Introduce and understand the differences between minims, crotchets, paired quavers and rests.	Music Theory Level 1  Keyboards Level 1 and Level 2	During the course, the pupils will learn how to play crotchets, minims, paired quavers and rests. The pupils will learn these notations in look and rhythm. Pupils will clap and play a number of short phrases to get them familiar with these notations.  During the course, the pupils will learn how to play crotchets, minims, paired quavers and rests. The pupils will learn these notations in look and rhythm. Pupils will clap and play a number of short phrases to get them familiar with these notations.
Read and perform pitch notation within a defined range (e.g., C-G/do-so).	Music Theory Level 1 and Level 2  Keyboards Level 1 and Level 2  Steel Pans	Within Music Theory pupils are taught a range of songs to help them play and read music with confidence.  Within Keyboards pupils are taught a range of songs to help them play and read music with confidence.  Within Steel Pans pupils are taught a range of songs to help them play and read music with confidence.
Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	African Drumming  Samba Drumming  Dhol Drumming  Class Jam Level 1	Pupils learn a number of rhythms from the keynote presentations. Pupils follow these rhythms to create polyrhythms within the ensemble.  Pupils learn a number of rhythms from the keynote presentations. Pupils follow these rhythms to create polyrhythms within the ensemble.  Pupils learn a number of rhythms from the keynote presentations. Pupils follow these rhythms to create polyrhythms within the ensemble.  Pupils learn a number of rhythms from the keynote presentations. Pupils follow these rhythms to create polyrhythms within the ensemble.



		ensemble. Pupils use these rhythms as accompaniment for the melodic instruments within the piece.
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# Composing

<b>Improvise</b>	<b>Compliance</b>	<b>Actions</b>
Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).	Songwriting with Glockenspiels Level 2	Pupils most improved within the lessons can compose music to different short briefs. Composing to briefs means that pupils will have to think about the feelings or events they wish to convey using the inter-related dimensions of music.
Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.	Songwriting with Glockenspiels Level 2	Pupils will have to make decisions to suit briefs or stimuli when composing. Pupils will have to think about structure when composing to stimuli with movement such as a story or video clip.
<b>Compose</b>	<b>Compliance</b>	<b>Actions</b>
Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of five pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.	Songwriting with Glockenspiels Level 2  Singing Level 1 and Level 2	Pupils will score their pieces using the correct notation and rhythms to achieve their final piece.  Within singing pupils will be shown rhythmic notation and be asked to sing what they see, either to a melody or one steady note. Pupils will be able to compose their own sequences as they get more comfortable with rhythmic scoring.
Arrange individual notation cards of known note values (e.g., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.  	African Drumming    Class Jam Level 1	Pupils are given a range of different notation cards that they can arrange how they see fit. This can either be done in small groups or as a whole class depending on musical ability.  Within Class Jam pupils are given a rhythm booklet with a number of different rhythms inside. When a group is placed on percussion for a specific piece, they are asked to select and arrange those rhythms to accompany the piece.
Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.	Songwriting with Glockenspiels Level 2	As pupils will be writing for moving and still images, they will need to think about the mood they wish to create. Pupils will be taught about word painting and soundtrack dissonance as an extra aid to composing.
Introduce major and minor chords.	Music Theory Level 1	Pupils are introduced to the chords, before being asked to aurally identify major and minor variations. Pupils are show how to construct a chord on a keyboard and have playing practice with both major and minor. Towards the end of the course the pupils take part in a composition task where they must choose three major chords and compose a short melodic hook over the top. This task is then repeated with minor chords.

	Keyboards Level 2	Pupils are introduced to chords written within bass clef. As they are learning a new clef, that they have never read before within a Junior Jam lesson, the lesson concentrates on teaching them how to read the chords, rather than identifying them.
Capture and record creative ideas using any of: graphic symbols /rhythm notation and time signatures/staff notation/technology.	Songwriting with Glockenspiels Level 2  Music Theory Level 1	Pupils are given a choice of how to notate their music from what they have learnt throughout this course and others taught to them by Junior Jam.  When pupils are asked to score their final projects, able pupils are given the option to score on a stave and use proper markings.

## Year 5

### Singing

<b>Singing</b>	<b>Compliance</b>	<b>Actions</b>
Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.	Singing Level 1 and 2  Level 3	Instructors choose songs from a premade song bank. This song bank is comprised of a range of songs spanning a wide repertoire of genres.  During Level 3 pupils sing a different genre each week. Pupils learn about different singing styles and how they relate to the inter-related dimensions of music. Pupils will learn key characteristics of the piece, e.g., vocal hooks and melisma. Each week the class will sing a different song to represent that genre or musical era.
Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Singing Level 1, Level 2 and Level 3  Singing Level 2 and Level 3	Throughout the singing course pupils will sing songs with different structures, the most common of these being Pop.  Within the course pupils will have the opportunity to sing more complex songs such as three-part rounds and partner songs.



# Listening

Listening	Compliance	Actions
Western Classical Tradition and Film	<p>Music Theory Level 1, Level 2 and Level 3</p> <p>Music Theory Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 1 pupils are exposed to the work of 15 classical composers, ranging from the 1600's to the present day.</p>
Popular Music	<p>Music Theory Level 1, Level 2 and Level 3</p> <p>Music Theory Level 2</p> <p>Singing Level 1, Level 2 and Level 3</p> <p>Class Jam Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In a lesson:</p> <ul style="list-style-type: none"> <li>• Two pupils will look at Jazz and will listen to the work of 11 Jazz artists and musicians.</li> <li>• Three pupils will learn about Motown and Soul listening and analyse work from ten artists and groups.</li> <li>• Four pupils will learn about bands from the 80's, Boybands and Girl bands from the 90's and Brit Pop.</li> </ul> <p>Most of the songs sung within a singing lesson would be classed under the umbrella of popular music.</p> <p>During Class Jam pupils recreate popular songs from 1960's soul to twenty-first century Pop.</p>
Musical Traditions Country – Brazil Style – Samba	<p>Music Theory Level 1, Level 2 and Level 3</p> <p>Samba Drumming</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>Within this course, as well as playing traditional Samba music, the pupils will have lots of</p>

		opportunities to watch performances and hear music from this region.
Musical Traditions Country – Indonesia Style – Gamelan	Music Theory Level 1, Level 2 and Level 3	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions Country – India Style – Indian Classical	Music Theory Level 1, Level 2 and Level 3  Music Theory Level 2  Dhol Drumming	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.  In Level 2 pupils explore a different genre per lesson. In Lesson 5 pupils learn about World music. Pupils listen to Sitar and Tablas from India and hear them in traditional Indian music.  Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.
Musical Traditions Country – Punjab/UK Style – Bhangra	Music Theory Level 1, Level 2 and Level 3	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions Country – Trinidad Style – Calypso	Music Theory Level 1, Level 2 and Level 3  Steel Pans	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.  Within this course, as well as playing traditional steel pan music including Reggae, Mambo and Calypso, pupils will have lots of opportunities to watch performances and hear music from this region.

<p>Musical Traditions Country – Nigeria Style – Drumming</p>	<p>Music Theory Level 1, Level 2 and Level 3</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – South Africa Style – Choral</p>	<p>Music Theory Level 1, Level 2 and Level 3</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>

## Composing

<b>Improvise</b>	<b>Compliance</b>	<b>Actions</b>
Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	Music Theory Level 3	Pupils will learn about drones as a musical component and look at bagpipes as a famous instrument that has a built-in drone. Pupils will be shown that a drone can be reproduced on different instrumentation even if it's not built in. Pupils will be taught to aurally identify a drone within a piece of music.
Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.	Samba Drumming	Pupils are taught what a groove is in Samba drumming. Once this is taught the pupils enter the groove on their instruments and perform a short piece that is improved within the groove. The instructor will give different dynamic and tempo gestures for the ensemble to react to.
<b>Compose</b>	<b>Compliance</b>	<b>Actions</b>
Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.	Music Theory Level 3  Boomwhackers	Pupils will be given cards with different chord progressions on; these will then be mixed and matched to create short phrases. Pupils will compose in major and relative minors. The key that they will work in will depend on the experience of the pupils.  Pupils are taught about chords and how they are constructed, and then play a range of chords within the scale of C and play a 12-bar blues.
Working in pairs, compose a short ternary piece.	Songwriting with Glockenspiels Level 3  Music Theory Level 3	Pupils will be taught to label pieces of music and identify their form from the labels. Pupils will have most likely been composing in ternary form without knowing it using an A-B-A structure (verse and chorus); pupils will listen to pieces with this form and identify the changes in the sections.  Pupils will learn about different forms and compose a short piece in ternary form. Pupils will learn about different structures and how to label pieces.

<p>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</p>	<p>Songwriting with Glockenspiels Level 3</p>	<p>Pupils will write lyrics to pieces of music. Their words will have to fit the emotion of the song. This brings the class onto learning about interpretation, where one person might feel something different from a piece of music, so their words might be harsher or softer depending on their feelings.</p>
<p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> <li>• Graphic Symbols</li> <li>• Rhythm notation and time signatures</li> <li>• Staff notation</li> <li>• Technology</li> </ul>	<p>Music Theory Level 3</p> <p>iJam (within our iMedia Course)</p>	<p>To demonstrate their learning at the end of the course, pupils will score a short piece of music. This will either be music composed as a class which the pupils can interpret or a self-composed piece. Pupils will give the piece a time signature, write it out in full notated and rhythmic notation, as well as include graphic scores to outline the phrasing of the piece.</p> <p>While this isn't something we can accommodate within our music lessons, if you have computing with Junior Jam your pupils will do a music production level called iJam where they create their own music using technology.</p>

## Performance

Instrumental Performance	Compliance	Actions
<p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</p>	<p>Music Theory Level 1</p>	<p>Within Level 1 pupils are asked to put their new knowledge of scoring and notation into practice and compose a short melody to accompany some pre-given major and minor chords. Depending on the length of the lessons and the half term, pupils may swap work and play compositions by other groups.</p>
	<p>Music Theory Level 1 and Level 2</p>	<p>Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.</p>
	<p>Keyboards Level 1 and Level 2</p>	<p>Pupils will learn a number of melodies on the keyboard to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.</p>
	<p>Steel Pans</p>	<p>Pupils will learn a number of melodies on the steel pans to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.</p>
	<p>Ukuleles</p>	<p>Pupils will learn a number of melodies on the ukulele to solidify their knowledge of the lesson. If pupils are confident, they will have the opportunity to play their pieces back to the class.</p>
	<p>Boomwhackers</p>	<p>Pupils will be responsible for a note within a melody line when playing as a large ensemble. When playing as a smaller group, pupils may have two or three notes that they are responsible for playing.</p>
	<p>Class Jam Level 1</p>	<p>Pupils use tuned instruments throughout the course to create the melody lines to popular pieces. Pupils follow staff notation and perform in small instrumentation groups and as a larger class ensemble.</p>
<p>Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g., Yellow Submarine by The Beatles).</p>	<p>Music Theory Level 1</p>	<p>Pupils learn about the construction of major and minor chords within music. They play a number of different chords and practise the fingering for them before composing a short piece using what they have learnt as accompaniment.</p>
	<p>Keyboards Level 2</p>	<p>Pupils learn about triads and what they look like on the staff. Pupils learn about reading triads</p>

	Boomwhackers	<p>within the bass clef, as this is most likely where they will be shown on a piece of music. Pupils play pieces of music using their new skill of playing with both hands.</p> <p>Pupils learn about triads and how to play them as a group. With small groups of pupils have them play the same notes – three small groups must play together to achieve the chord. Within the lesson the pupils play through a simple 12-bar blues.</p>
Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	Class Jam Level 2	<p>Pupils in Class Jam get the opportunity to play a number of different instruments including:</p> <ul style="list-style-type: none"> <li>• Keyboards</li> <li>• Boomwhackers</li> <li>• Chime bars</li> <li>• African Drums</li> <li>• Percussion</li> </ul> <p>They have the opportunity to swap throughout the half term, so they experience melodic and percussive instrumentation. Pupils play a wide repertoire of music from 1960's soul music to twenty-first century Pop.</p>
Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Music Theory Level 3	Pupils will do ear training as starters in class, building from copying phrases aurally to playing them on keyboards.
<b>Reading notation</b>	<b>Compliance</b>	<b>Actions</b>
Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Music Theory Level 3	Pupils have already been taught about crotchets, crotchet rests and pair quavers within Level 1. Level 3 will introduce pupils to paired semiquavers, semibreves and minims. They will explore all of the rhythmic notation and implement them within their playing and stave reading tasks.
Understand the differences between 2/4, 3/4 and 4/4 time signatures.	Music Theory Level 3	Pupils will have already looked into key signatures and their use. During this course they will learn what they mean and the differences between 2/4, 3/4 and 4/4 time. Higher ability pupils will learn to spot this visually as well as aurally.
Read and perform pitch notation within an octave (e.g., C–C'/do–do).	Music Theory Level 1, Level 2 and Level 3  Steel Pans	<p>During all levels of Music Theory pupils are asked to play pieces. These pieces increase with difficulty throughout the course and end on a range of C-C or greater.</p> <p>Pupils play a wide range of songs within the steel pan lessons. As these songs are focused on the genre, a lot of them span a full scale. As the pans are in the key of F and have one octave of notes, they play music spanning the range G-G.</p>

	<p>Boomwhackers</p> <p>Keyboards Level 1 and Level 2</p>	<p>Pupils play a range of pieces within the Boomwhacker course. As the Boomwhackers are C-C in pitch, all of the songs they play span this range.</p> <p>During all levels of keyboards pupils are asked to play pieces. These pieces increase with difficulty throughout the course and end on a range of C-C or greater.</p>
<p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>	<p>African Drumming</p>	<p>Pupils are asked to play a number of different rhythms for the visuals they see on the keynote. Pupils are shown pairs of phrases and are asked to arrange them to create their own rhythmic compositions.</p>



## Year 6

### Singing

<b>Singing</b>	<b>Compliance</b>	<b>Actions</b>
Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Singing Level 4	While all singing levels include a broad range of songs, within Level 4 pupils focus on singing as a group. They look at singing in harmonies both in and out of parts, pupils perform with phrasing that they have carved out themselves and they also sing with greater accuracy and style.
Continue to sing three- and four-part rounds (e.g., Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e., no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.	Singing Level 4	Pupils will continue to sing rounds with multiple parts and are introduced to singing in harmonies. Pupils sing both in and out of parts to develop the hard skill of listening to your ensemble while concentrating on what you are singing.
Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	Singing Level 4  All Junior Jam musical activities	While we cannot control what happens in assemblies and performance opportunities within schools, our instructors conduct their pupils like a choir within Level 4. Pupils are introduced to stage etiquette and how to behave when performing.  Instructors may ask heads of schools, head teachers or class teachers if they would like to come and view an end of half term performance to show what the pupils have been achieving.

# Listening

Listening	Compliance	Actions
Western Classical Tradition and Film	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p> <p>Music Theory Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In Lesson 1 pupils are exposed to the work of 15 classical composers, ranging from the 1600's to the present day.</p>
Popular Music	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p> <p>Music Theory Level 2</p> <p>Singing Level 1, Level 2, Level 3 and Level 4</p> <p>Class Jam Level 2</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>In Level 2 pupils explore a different genre per lesson. In a lesson:</p> <ul style="list-style-type: none"> <li>• Two pupils will look at Jazz and will listen to the work of 11 Jazz artists and musicians.</li> <li>• Three pupils will learn about Motown and Soul listening and analysing work from ten artists and groups.</li> <li>• Four pupils will learn about bands from the 80's, Boybands and Girl bands from the 90's and Brit Pop.</li> </ul> <p>Most of the songs sung within a singing lesson would be classed under the umbrella of popular music.</p> <p>During Class Jam pupils recreate popular songs from 1960's soul to twenty-first century Pop.</p>
Musical Traditions Country – Brazil Style – Samba	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p> <p>Samba Drumming</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before.</p> <p>The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p> <p>Within this course, as well as playing traditional Samba music, the pupils will have lots of</p>

		opportunities to watch performances and hear music from this region.
Musical Traditions Country – Indonesia Style – Gamelan	Music Theory Level 1, Level 2, Level 3 and Level 4	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions Country – India Style – Indian Classical	Music Theory Level 1, Level 2, Level 3 and Level 4  Music Theory Level 2  Dhol Drumming	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.  In Level 2 pupils explore a different genre per lesson. In Lesson 5 pupils learn about World music. Pupils listen to Sitar and Tablas from India and hear them in traditional Indian music.  Within this course, as well as playing traditional Dhol Music and Chaals, the pupils will have lots of opportunities to watch performances and hear music from this region.
Musical Traditions Country – Punjab/UK Style – Bhangra	Music Theory Level 1, Level 2, Level 3 and Level 4	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.
Musical Traditions Country – Trinidad Style – Calypso	Music Theory Level 1, Level 2, Level 3 and Level 4  Steel Pans	At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.  Within this course as well as playing traditional steel pan music including Reggae, Mambo and Calypso, pupils will have lots of opportunities to watch performances and hear music from this region.

<p>Musical Traditions Country – Nigeria Style – Drumming</p>	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – South Africa Style – Choral</p>	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – Middle East/England/Poland Style – Folk</p>	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>
<p>Musical Traditions Country – Argentina Style – Tango</p>	<p>Music Theory Level 1, Level 2, Level 3 and Level 4</p>	<p>At the beginning of every lesson within Music Theory pupils will listen to an array of music to introduce them to music they may not have heard before. The pupils will have a task to complete while they are listening, either from the lesson itself or to do with the music they are listening to.</p>

# Composing

<b>Improvise</b>	<b>Compliance</b>	<b>Actions</b>
<i>Extend improvisation skills through working in small groups to:</i>		
Create music with multiple sections that include repetition and contrast.	Songwriting with Glockenspiels Level 4	Pupils writing their own music will do so in a selected form. The decision on form will either be given to the class by the instructor or they will be able to choose as a class (this choice will be made depending on the ability of the class).
Use chord changes as part of an improvised sequence.	Music Theory Level 4	Continuing their learning from other music theory levels, pupils will be able to compose/improvise a short piece with chord changes throughout the accompaniment.
Extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape.	Music Theory Level 4	Pupils will add to the piece mentioned in the above row and add melodic parts to this piece. Pupils will also be asked to perform improvised solos over a consistent beat.
<b>Compose</b>	<b>Compliance</b>	<b>Actions</b>
Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	Songwriting with Glockenspiels Level 4	Pupils will be asked to compose their own single ready for release. To achieve this, they will have to create a melody to be sung or played on the Glockenspiel. As it is being composed for release, pupils will have to compose their music with interesting phrasing and using the inter-related dimensions of music. This melody will be given a chordal accompaniment.
Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument.	Music Theory Level 4	Pupils will be asked to compose a melody from paired phrases in G major and E minor on their keyboards. This melody will also have a chordal accompaniment composed should there be time within the lesson.
Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	N/A	As Junior Jam do not have a say over the software or availability of a school's computer suite, we are unable to provide support within this area.

## Performance

<b>Instrumental Performance</b>	<b>Compliance</b>	<b>Actions</b>
Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP).	<p>Music Theory Level 3 and Level 4</p> <p>Songwriting with Glockenspiels Level 4</p>	<p>Throughout this course pupils will be looking at scores and what different markings mean. Pupils have been taught from Level 1 about dynamic markings and so should be able to play the pieces within Level 3 with confidence.</p> <p>When pupils compose their own pieces, they will be asked to add dynamic markings to the piece so when other pupils are asked to play it, they can do so with the correct phrasing.</p> <p>Pupils are also asked to play compositions from other groups taking note of the score direction where noted.</p>
Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do).	Music Theory Level 2, Level 3 and Level 4	Since learning the notes on the staff in Level 1 the pupils will continue to develop reading notes on the staff.
Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations.	<p>Keyboards Level 2</p> <p>African Drumming</p>	<p>Pupils will be given pieces of music to play and confidently be able to identify how to play these pieces rhythmically on the piano.</p> <p>Pupils will be given rhythmic notation cards to play in a large ensemble. These will consist of different note durations and rhythms.</p>
Read and play from notation a 4-bar phrase, confidently identifying note names and durations.	Music Theory Level 4	<p>Pupils will be given longer phrases to play and identify.</p> <p>Pupils will be asked to identify the name of the notes and clap the rhythm of the 4-bar phrases before going on to playing them within the lessons.</p>