



Brookland Junior School

Music Curriculum Overview

Intent

At Brookland Junior School we aim to **foster children's understanding and enjoyment of music** through involvement in **performing, composing, listening and appraising** across a range of historical periods, genres, styles and traditions, including the work of great composers. We believe music in the curriculum should be an enriching and **broadening experience**, building progressively on musical skills and enhancing the life of the school community. We aim to foster a **life long love of music** by exposing and engaging children in diverse musical experiences which celebrate and respect the rich variety of backgrounds we have in the community. **Music is a powerful context for developing Brookland Learning Skills and appreciating the Brookland Values.**

"To be a good musician you have to have determination and resilience and like performing and practising. You need to be confident to perform in front of other people, remember what you are singing or playing and be expressive and creative."

We believe **music should promote the sense of being part of a team**, whilst recognising the children's individual achievements. The music curriculum progressively develops through the identification of key skills and knowledge to allow critical engagement with music, and opportunity to compose and listen with deepening reflection and discrimination.

At Brookland Junior School we aim alongside the National curriculum to:

- Develop aesthetic sensitivity, creative ability and musical talents in all our children, including those who are musically gifted.
- Provide a wide range of musical experiences.
- Develop all pupils' skills, knowledge and understanding in performing, composing, listening and appraising.
- Develop all pupils' understanding of how music can take a variety of forms and that music can reflect other times and places.
- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others.
- Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Develop pupils' independence, self-esteem, motivation and empathy with others and the ability to work with them.
- Encourage the contribution of children of diverse cultural heritage to the curriculum and creative life of the school, to the benefit of all.
- Develop the children's knowledge, skills and understanding of concepts in music by regularly revisiting to aid memory and building progressively across the key stage
- Inclusion is at the heart of our teaching. We welcome ensure access and opportunity for all child, tailoring our teaching through visual cues, scaffolds, sensory-friendly spaces, and peersupport, ensuring all learners can confidently perform, create, and belong.

Music Knowledge (substantive knowledge): Key vocabulary children learn, including the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure), formal notations, and historical periods or genres like Reggae, Rock, or World War II music.

Music Skills (Disciplinary knowledge): the practical application of how students act and think like musicians through specific skill threads: playing and performing instruments (like recorders, ukuleles, and glockenspiels), composing and improvising melodies, singing in ensembles, and critically appraising works.

Implementation

The Brookland music curriculum ensures **students sing, listen, play, compose perform and evaluate through the identification of key skills** in each year group. The elements of music are taught in classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed building on the experiences in Brookland infant and Nursey school.

The children have access to a music room with a wide range of musical instruments from African drums to ukuleles. The interactive music platforms of **Charanga, Sing Up and the computer program Garageband provide structure and variety to units and lessons.**

Where relevant **music lessons are linked to cross-curricula topics** to provide further depth and context to a unit of work. In year 5, for example, pupils learn to play Samba music with the Barnet based BEAT musicians which links with our geography unit on the Amazon. The music The Planets is explored in our science unit on Space and music from World War II provides a link with history.

Recap and retrieval activities systematically placed at the start of every lessons and unit, allow key opportunities for pupils to learn more and remember more over time. Double half term unit blocks of learning instruments ensure deeper encounters with instruments and allow pupils to master skills and knowledge taught.

Our music vocabulary progression map ensures music specific technical vocabulary is championed and taught throughout the curriculum, with 3 key words identified and focused in on for each lesson. Fast-paced recap and retrieval activities are systematically spaced into the curriculum at the start of every unit and the start of every lesson to ensure the learning is remembered.

Further enrichment of music activities and events occur throughout the year. There are **weekly singing assemblies**, the pupils often include **singing in their class assemblies**. All pupils learn to play the ukulele, glockenspiel and samba drums. Pupils have the opportunity to learn an instrument with specialist teachers, they can join the orchestra who regularly perform to the school or recently have created videos to share with the school community. A Rock School for the upper school also operates as a club who perform each term to the school. There is an **active school choir who practise each week and perform in the local community** such as the lighting of the Christmas tree in East Finchley, the St Jude's Festival, Barnet Music Festival and Cherry Tree Woods festival. They therefore have the opportunity to showcase learning and develop as performers within the community.

Impact

Music develops an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, and **express themselves in different ways as they choose- either as listener, creator or performer.**

Through access to a varied curriculum, **students are able to reflect and discover areas of strength, as well as areas they might like to improve upon which we like to call a star and a wish.** Half termly assessments and self-evaluations against the identified key skills and knowledge within the units of work, end of year judgements and written report statements at the end of the year show the progress and achievements of the pupils across the key stage.

Music also provides a platform for the development of the Brookland learning skills and growth of Brookland values. **Students feel a sense of achievement, grow in self-confidence, show determination to succeed, develop a greater interaction with and awareness of others, listen carefully and evaluate and self-reflect to produce work of greater quality.**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Three Little Birds (Reggae music) Begin to listen to and recall sounds with increasing aural memory. Find the pulse within the context of different songs/music with ease.	Christmas Unit Singing in the community Sing songs with multiple parts with increasing confidence.	Recorder Play and perform in solo or ensemble contexts with confidence.	Recorder Develop an understanding of formal, written notation which includes letter names for notes	Weather compositions Listening to Vivaldi and the Four Seasons. Listen with direction to a range of high quality music. Explain understanding that composition is when a composer writes down and records a musical idea.	I want to be in a band (Rock Music) Confidently recognise a range of musical instruments. Develop an understanding that improvisation is when a composer makes up a tune within boundaries.
Year 4	Harvest (Assembly production) (Song based unit) Sing as part of an ensemble with confidence and precision. Listen and recall sounds with increasing aural memory Play and perform in solo or ensemble contexts with increasing confidence.	Painting with Sound Use musical language to appraise a piece or style of music. Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Develop an understanding of formal, written notation which includes crotchets for a beat	Glockenspiel Begin to use and understand formal, written notation which includes letter names for notes.	Glockenspiel Confidently recognise a range of musical instruments and the different sounds they make. Develop an understanding of formal, written notation which includes crotchets for a beat Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.	Tell a Story Through Song Confidently recognise a range of musical instruments and the different sounds they make. Develop an understanding of formal, written notation which includes crotchets for a beat Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.	French songs Confidently recognise and explore a range of musical styles and traditions and know the basic style indicators
Year 5	The Highwayman	Space Holst The Planets	Ukulele Course and Tutankhamun song		Samba music – taught by Barnet Music services.	

	Compose complex rhythms from an increasing aural memory. Improvise with increasing confidence using own voice, rhythms and pitch.	John Williams Listen with attention to detail and recall sounds with increasing aural memory. Play and perform in solo and ensemble contexts, with some accuracy, control and fluency.	Sing as part of an ensemble with increasing confidence and precision. Use and understand staff and other musical notations which includes letter notes and dotted crotchets. Play and perform in solo and ensemble contexts, with some accuracy, control and fluency		Develop an increasing understanding of the history and context of music. Discover and understand how pulse, rhythm and pitch work together. Play and perform in solo and ensemble contexts, with some accuracy, control and fluency	
Year 6	Music from WWII Sing as part of an ensemble with full confidence and precision Develop a deeper understanding of the history and context of music. Appropriately discuss the dimensions of music and recognise them in music heard.	Composing music inspired by The Sea Deepen an understanding and use of formal, written notation which includes major and minor chords and graphic scores Improvise and compose music for a range of purposes using the inter-related dimensions of music	Indian Tal Play and perform in solo and ensemble contexts with increasing accuracy and control, fluency and expression. Create a simple composition and record using formal notation.	Keyboard Play and perform in solo and ensemble contexts with increasing accuracy and control, fluency and expression. Deepen an understanding and use of formal, written notation which includes major and minor chords and graphic scores Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and	Garageband Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Year 6 Musical Production Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. Sing as part of an ensemble with full confidence and precision

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AIMS/INTENT From the National Curriculum

KEY SKILLS and KNOWLEDGE THREADS FOR YEAR 3			
Playing and Performing	Composing and Improvising	Appraising (listen, review and evaluate)	Singing
Confidently recognise a range of musical instruments Find the pulse within the context of different song/music with ease Play and perform in solo or ensemble contexts with confidence. Develop an understanding of formal, written notation which includes letter names for notes.	Explain understanding that improvisation is when a composer makes a tune within boundaries Develop an understanding that composition is when a composer writes down and records a musical idea.	Listen with direction to high quality music Begin to listen to recall sounds with increasing aural memory.	Sing songs with multiple parts with increasing confidence.
KEY SKILL and KNOWLEDGE THREADS FOR YEAR 4			
Playing and Performing	Composing and Improvising	Appraising (listen, review and evaluate)	Singing
Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. Develop an understanding of formal, written notation which includes minims and quavers.	Play and perform in solo or ensemble contexts with increasing confidence. Confidently recognise and explore a range of musical styles and traditions and know the basic style indicators	Listen and recall sounds with increasing aural memory Use musical language to appraise a piece or style of music. Confidently recognise a range of musical instruments and the different sounds they make.	Sing as part of an ensemble with confidence and precision.

KEY SKILLS and KNOWLEDGE THREADS FOR YEAR 5			
Playing and Performing	Composing and Improvising	Appraising (listen, review and evaluate)	Singing
Play and perform in solo and ensemble contexts, with some accuracy, control and fluency Use and understand staff and other musical notations which includes crotchets for a beat	Discover and understand how pulse, rhythm and pitch work together. Compose complex rhythms from an increasing aural memory. Improvise with increasing confidence using own voice, rhythms and pitch.	Develop an increasing understanding of the history and context of music. Listen with attention to detail and recall sounds with increasing aural memory.	Sing as part of an ensemble with increasing confidence and precision.
KEY SKILLS and KNOWLEDGE THREADS FOR YEAR 6			
Playing and Performing	Composing and Improvising	Appraising (listen, review and evaluate)	Singing
Play and perform in solo and ensemble contexts with increasing accuracy and control, fluency and expression.	Deepen an understanding and use of formal, written notation which includes major and minor chords and graphic scores Create a simple composition and record using formal notation. Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Develop a deeper understanding of the history and context of music. Appropriately discuss the dimensions of music and recognise them in music heard. Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians.	Sing as part of an ensemble with full confidence and precision