

**EVERY  
CHILD**

Belonging  
Nurture  
Safety



**EVERY  
CHANCE**

Opportunities  
Inclusive  
Adapt



**EVERY  
DAY**

Understanding  
Consistent  
Ambitious



# **Music at Shirley Junior School**



**KINDNESS.  
RESPECT.  
INTEGRITY.**

# VISION

An SJS Musician will develop a life-long love of music through an engaging and inspiring curriculum. Our children develop an appreciation of music from a wide range of times, places and cultures as they move up through the school. They have an understanding of the elements that all music is based on; rhythm, pitch, dynamics, texture, structure, timbre and tempo and these skills and understanding are built systematically to ensure progression. Children's imagination, creativity and self-confidence are developed through participation in a wide range of musical activities including singing, listening and responding, composing and improvisation.

# Key Concepts

Singing



*SJS musicians know that music is made to be enjoyed by ourselves and others. Performing is a key part of sharing and experiencing music.*

Performing



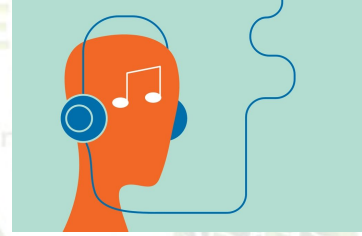
Listening & Responding

Composing



## Listening & Responding

# Listening and Responding



- Every week, children are introduced to a new genre of music. They hear a new song in the genre every day and have the opportunity to respond at the end of the week on Google Forms
- They get the chance to use musical terminology and articulate what it is they enjoy/do not enjoy about each style of music as well as what instruments they can hear, and key features of the style



## MUSIC GENRES CALENDAR 2022-23

A Song a Day to play in Class or Assembly  
~ Music Appreciation and Education ~



AUGUST 11, 2022

(There may be many songs and artists for which genre may be up for debate – no problem – feel free to amend to your own choices).  
[www.watseeducation.com](http://www.watseeducation.com)

A	B	C	D	E	F
Timestamp	This week's genre was	What did you think of the style?	What did you like about the music? Why?	What did you not like about the music? Why?	What instruments do you think you could hear?
9/21/2022 22:10	Very calming	10 to travel	What the first piece of music was scary but also heroic at the end and the second song was really calm and the third made me feel like I was in a fantasy world so like you are in a rush	It was so quiet at the start	Violin and trumpet also drums
9/22/2022 15:43	Pop	8 I think	I used that sometimes it's high and sometimes it's low because then it is not too much of one	There wasn't anything I didn't like about the song because it was all good for me	Keyboard
9/22/2022 15:51	Pop	8 I like that I can sing along	I can sing along and I love Ed Sheeran	Nothing	Keyboard
9/22/2022 16:17	Pop	10		I didn't like the beat because the pitch was high and low but like at the same time	Guitar piano drums
9/22/2022 16:30	Pop	10	It has a good beat and makes me start moving around and dancing	Nothing that I didn't like	It depends on which song you are talking about. In the song we listened to today, I could hear an electric guitar I think.
9/22/2022 16:54	Pop	10 I like the beat		Nothing	Piano
9/22/2022 17:19	Pop	7 the beat	2 I have no clue how it was good	It is not the case of any other music because it was a bit like my little nothing	Noise
9/22/2022 17:26	Pop	10	It has a nice melody and comes in different forms	Nothing	piano, guitar
9/22/2022 17:28	Pop	10	It has a soft voice	It had a big gap in it so there is no voice just music	guitars, saxophone and drums
9/22/2022 17:31	Pop	10	It has lots of forms	nothing	drums, saxophones and guitars
10/20/2023 13:14	Pop	10	It had a soft voice	It had a big gap in it so no words just music	drums

### Weekly Music Reflection

Answer the following questions to reflect on the type of music we have been listening to at school this week!

This week's genre was

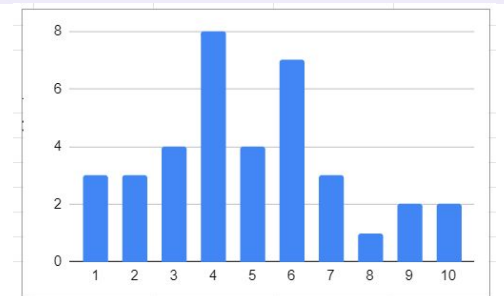
Short-answer text

Required ☒

What did you think of the style? \*

1 2 3 4 5 6 7 8 9 10

Not for me ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ I loved it!



# Singing

- SJS Musicians have singing opportunities every week. We teach singing in year group singing lessons, focusing on year group skills across a broad range of songs. All year groups have opportunities to perform across the year.
- Singing lessons focus on the skills of singing as well as the value of warming up the voice.
- We cover technique, posture, expression and control.


## Singing

SJS Singing Assembly Structure

	Vocal Warm-up	Skill-Building	Application			
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3	Action song: Heads and Shoulders	Traditional Japanese folk song: Kaeru No Uta <a href="https://www.youtube.com/watch?v=UlaVC3ZQxi0">https://www.youtube.com/watch?v=UlaVC3ZQxi0</a>	2 Part Round: Hey Hol Nobody Home <a href="https://www.youtube.com/watch?v=QNpN3PmC4cA">https://www.youtube.com/watch?v=QNpN3PmC4cA</a>	Traditional: Skye Boat Song <a href="https://www.youtube.com/watch?v=FW0SG1fMGE0">https://www.youtube.com/watch?v=FW0SG1fMGE0</a> (Sing up version?)	3 Part Round: Ah! Poor Bird <a href="https://www.youtube.com/watch?v=5gFpgMMMod5g">https://www.youtube.com/watch?v=5gFpgMMMod5g</a>	Traditional: Si si si <a href="https://www.youtube.com/watch?v=0RGCEf66GDg">https://www.youtube.com/watch?v=0RGCEf66GDg</a>
Year 4	Round: Calypso <a href="https://www.youtube.com/watch?v=zOLTvVwDeE">https://www.youtube.com/watch?v=zOLTvVwDeE</a>	Traditional Ghanain: Nanuma <a href="https://www.youtube.com/watch?v=e4719k_qulO">https://www.youtube.com/watch?v=e4719k_qulO</a>	Sing and sign: Like a Roman <a href="https://www.youtube.com/watch?v=IYdooFmJf6o">https://www.youtube.com/watch?v=IYdooFmJf6o</a>	Servant King: <a href="https://www.youtube.com/watch?v=GrQILEO4D5s">https://www.youtube.com/watch?v=GrQILEO4D5s</a>	Sing for Pleasure: Lost in Space <a href="https://www.youtube.com/watch?v=IMdbXgPqL7OK">https://www.youtube.com/watch?v=IMdbXgPqL7OK</a> (The is the MMC recommendation - can choose differently)	Sing for Pleasure: (Select song)
Year 5	3 Part Round: Row Row Row Your Boat <a href="https://www.youtube.com/watch?v=JitHbA6MDbl">https://www.youtube.com/watch?v=JitHbA6MDbl</a>	Traditional Ugandan: Dipidu <a href="https://www.youtube.com/watch?v=iD7Rn0HoE6c">https://www.youtube.com/watch?v=iD7Rn0HoE6c</a>	Traditional Caribbean: Four White Horses <a href="https://www.youtube.com/watch?v=1AXbo5ToawA">https://www.youtube.com/watch?v=1AXbo5ToawA</a>	Folk song: Rocky Mountain <a href="https://www.youtube.com/watch?v=XUJWDA5Y0Hs">https://www.youtube.com/watch?v=XUJWDA5Y0Hs</a>	Action: High Low Chicka Low <a href="https://www.youtube.com/watch?v=cckK5e2Hj6M">https://www.youtube.com/watch?v=cckK5e2Hj6M</a>	Traditional: Danny Boy <a href="https://www.youtube.com/watch?v=FhGerXvMvkc">https://www.youtube.com/watch?v=FhGerXvMvkc</a>
Year 6	3 Part Round: Calypso <a href="https://www.youtube.com/watch?v=zOLTvVwDeE">https://www.youtube.com/watch?v=zOLTvVwDeE</a>	Traditional South African: Siyahamba <a href="https://www.youtube.com/watch?v=BBqWVV5R_Qs">https://www.youtube.com/watch?v=BBqWVV5R_Qs</a>	4 Part Round, Traditional Ghanain: Senwa de dende <a href="https://www.youtube.com/watch?v=UxIM-WQc7vE">https://www.youtube.com/watch?v=UxIM-WQc7vE</a>	National Anthem: God Save the King <a href="https://www.youtube.com/watch?v=i8K5Atos-dk&amp;t=49s">https://www.youtube.com/watch?v=i8K5Atos-dk&amp;t=49s</a>	Sing up: One Moment, One People <a href="https://www.youtube.com/watch?v=ckNmB9S0hvl">https://www.youtube.com/watch?v=ckNmB9S0hvl</a>	Sing up: We go together <a href="https://www.youtube.com/watch?v=UPh8sGvUmxg">https://www.youtube.com/watch?v=UPh8sGvUmxg</a>



### Singing at SJS

Click  title

In a singing assembly we:

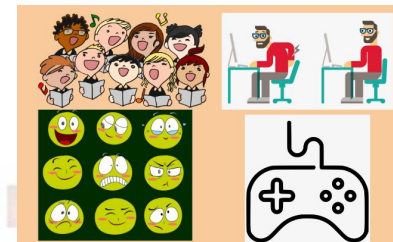
Warm up our voices



Learn a new skill through a song







Perform together





# Singing

Singing	Year 3	Year 4	Year 5	Year 6
Song types and context	<p>Sing a widening range of unison songs with a pitch range of do-so</p> <p>Perform actions confidently and in time to a range of action songs</p> <p>Perform as a choir in school assemblies</p>	<p>Continue to sing a wide range of unison songs with the range of an octave (do - do)</p> <p>Sing rounds and partner songs in different time signatures (2/3/4 time)</p> <p>Perform as a choir in school assemblies</p>	<p>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.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir.</p> <p>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</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>

<b>Technique</b> 	Warm up the voice before singing	Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony	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.	Make choices on phrasing, dynamics and expression for a song
<b>Expression</b> 	Perform forte and piano	Pitch the voice accurately and follow directions for getting louder (crescendo) and quieter (decrescendo)	Sing staccato (short) and legato (smooth) words and phrases where appropriate	Sing with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style
<b>Posture</b> 	<p>Stand with feet a shoulder-width apart</p> <p>Shoulders low and back</p>	Head facing forward, 'held up by a string'	Knees comfortable and loose (not locked)	Chest/abdomen should be flat and firm, in an expandable position
<b>Control</b> 	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes	Take a breath at the end of each phrase	Take deep breaths before singing piano (soft) parts	Practise holding a pitch whilst moving from loud to soft without changing the tone or tuning

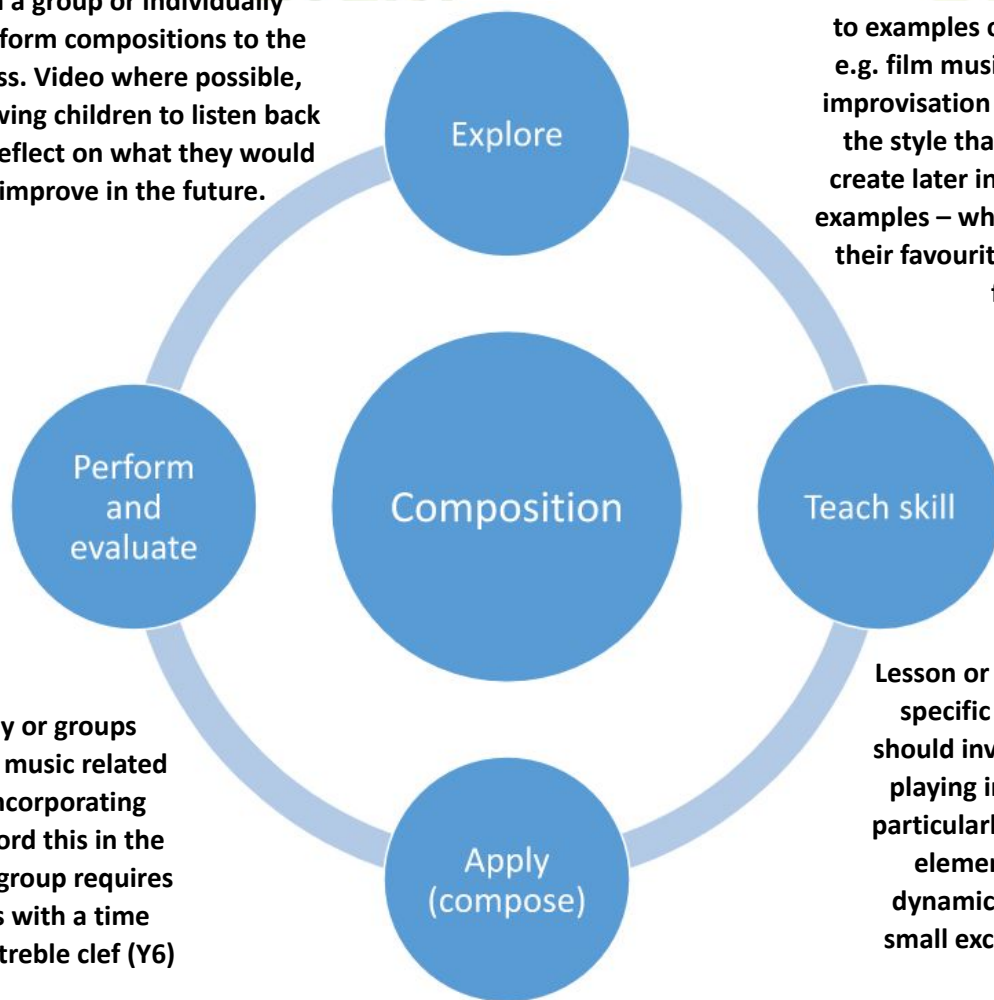
# Composing



In a group or individually perform compositions to the class. Video where possible, allowing children to listen back on reflect on what they would improve in the future.

Give children the opportunity to listen to examples of the stylistic feature – e.g. film music with motifs (Y5), jazz improvisation (Y6). Expose children to the style that they will be trying to create later in the cycle. Evaluate the examples – what do they like? Which is their favourite? What makes it their favourite?

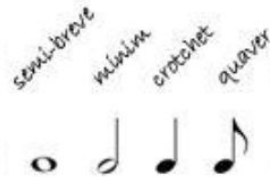
Either individually or groups compose a piece of music related to their project, incorporating their new skill. Record this in the way that their year group requires e.g. graphic scores with a time signature (Y5), on a treble clef (Y6)



Lesson or lessons introducing the specific skill of that unit. This should involve the children trying playing instruments or singing, particularly if the skill is a musical element such as rhythm or dynamics. Children compose a small excerpt making use of the skill.

# Composition Progression

## Composition Progression

	Y3	Y4	Y5	Y6
<b>Structure</b>	<ul style="list-style-type: none"> <li>Create <b>layers</b> of rhythms using un-tuned percussion</li> </ul>	<ul style="list-style-type: none"> <li><b>Improvisation</b> through Inter Music</li> </ul>	<ul style="list-style-type: none"> <li><b>Motifs</b> (writing a musical phrase to represent a character or mood)</li> </ul>	<ul style="list-style-type: none"> <li>Compose in a <b>form</b>=</li> <li>Ternary, <b>binary</b>, theme and variations</li> </ul>
<b>Recording Notation</b>	<ul style="list-style-type: none"> <li>Recognise and understand the <b>note values</b> of <b>crotchet, quaver, minim</b> and <b>semibreve</b></li> </ul> 	<ul style="list-style-type: none"> <li>Reading music notation</li> <li><b>Understanding of pitch</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Time signatures</b> (4/4 and 3/4)</li> <li>Use graphic music charts with a time signature to notate ideas</li> <li><b>Tempo</b> (largo, andante, allegro)</li> <li><b>Rests</b></li> </ul>	<ul style="list-style-type: none"> <li>Record musical ideas on <b>treble clef</b> staves within a time signature, combining tempo, rhythm and pitch</li> </ul>
<b>New Techniques for their Tool Kit</b>	<ul style="list-style-type: none"> <li><b>Dynamics</b> – Forte = loud, Piano = soft</li> <li>Rhythm (crotchet, quaver, minim and semibreve)</li> <li>Playing an instrument</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch</b></li> <li><b>Melody</b></li> <li>Treble clef</li> </ul>	<ul style="list-style-type: none"> <li>Time signature</li> <li><b>Tempo</b></li> <li><b>Rests</b></li> <li>Leitmotif</li> </ul>	<ul style="list-style-type: none"> <li><b>Form</b></li> <li>Timbre</li> <li>Sonority</li> </ul>





Composing	Year 3	Year 4	Year 5	Year 6
Critical Listening (exploring)				
Compositional techniques	<p>Create <b>rising and falling phrases</b> using just three notes (do, re, mi)</p> <p>Compose <b>song accompaniments</b> on untuned percussion using known rhythms and note values</p> <p><b>Rhythm:</b> Use crotchets, paired quavers, minims</p> <p><b>Staves/lines/spaces:</b> read and play "do, re, mi" (C, D, E). Range of a third.</p> <p><b>Dynamics:</b> loud (forte), piano (soft)</p> <p><b>Tempo:</b> Fast (allegro), slow (adagio)</p>	<p>Combine known rhythmic notation with letter names to create short <b>pentatonic phrases</b> using a limited range of 5 pitches suitable for the instruments being learnt</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Explore developing knowledge of musical components by <b>composing music to create a specific mood</b>, for example creating music to accompany a short film clip</p> <p>Introduce <b>major and minor chords</b></p> <p><b>Dynamics:</b> loud (forte), piano (soft), getting louder (crescendo), getting quieter (decrescendo)</p> <p><b>Tempo:</b> Fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)</p>	<p>Compose <b>melodies made from pairs of phrases</b> in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with <b>rhythmic or chordal accompaniment</b></p> <p>Working in pairs, compose a short <b>ternary piece</b></p> <p>Use chords to compose music to <b>evoke a specific atmosphere, mood or environment</b>. 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><b>Dynamics:</b> loud (forte), piano (soft), getting louder (crescendo), getting quieter (decrescendo)</p> <p><b>Tempo:</b> Fast (allegro), slow (adagio), getting faster (accelerando), getting slower (rallentando)</p> <p><b>Staves/lines/spaces:</b> read</p>	<p>Plan and compose an 8- or 16-beat <b>melodic phrase</b> using the <b>pentatonic scale</b> (e.g. C, D, E, G, A) and <b>incorporate rhythmic variety and interest</b>. Play this melody on available tuned percussion and/or orchestral instruments.</p> <p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Compose a <b>ternary piece</b>; use <b>available music software/apps</b> to create and record it, discussing how musical contrasts are achieved</p>



# Overview of music teaching

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Healthy Me!	Southampton Through Time	Let it Shine!	Walk Like an Egyptian	Firework Maker's Daughter	Shirley Cruises
Year 4 In2 Music	In2 Music	Ticket to Ride In2 Music	In2 Music	In2 Music	In2 Music	In2 Music
Year 5	Space Roamers	A Kingdom United?	There is no Planet B!	Boy at the Back of the Class	The Power of Water	All the Fun of the Fair
Year 6	Secret Spitfires	A Fair Winter for All?	Wolves		Equal Rights	It's a Wrap!

Green = Composing

Blue = Listening and Responding

Listening and singing happen weekly throughout the school (see singing and listening overviews)



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# Choir

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