



Long Term Plan

Junior Jam Music at OJS

Expressing ourselves using instruments, singing, rhythms and melodies

Vision

Vision for Music

At Oatlands Junior School, the high-quality Music Curriculum aims to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

OJS Curriculum Threads

Our curriculum vision is based upon our knowledge of our pupils and community. Our three curriculum threads are:

- Promote Equality and Diversity
- Provoke Curiosity
- Embed Safe Behaviours



These threads are woven through each subject, alongside individual subject pedagogy, to ensure our learners benefit from a purposeful curriculum.

Fundamental British Values

- Democracy
- Rule of Law
- Individual Liberty
- Respect and Tolerance

The Music curriculum is inclusive and promotes respect, tolerance and appreciation of equality and diversity through their pedagogical approaches (see Curriculum Handbook). Children are taught about a range of composers and artists from different walks of life along with music and traditions from across the world, developing lively, enquiring minds. Links to Spiritual, Moral, Social and Cultural & FBV are made in Year Group OJS Passports and the wider curriculum offer in Music.

National Curriculum Aims

The national curriculum for Music aims to ensure that all pupils:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Planning and Resources

At OJS, a specialist music teacher from JuniorJam delivers learning to pupils using samba drums, ukuleles, glockenspiels and keyboards. Each half-term focuses on a new instrument to deliver the key learning specified in the National Curriculum. Children are given opportunities to listen, appraise and perform music from across 6 diverse genres over the past 400 years.

Wider Offer

























Music is a key part of our school ethos at OJS. Outside of the pupils' timetabled music lessons each week, we have a wide range of additional opportunities: individual Encore instrumental lessons, music afterschool clubs, choir, upper and lower school singing assemblies once a week and whole-class violin lessons in Year 3. The musical talent of our pupils is something we keenly celebrate, encouraging pupils to perform to their class, school and wider community in school assemblies, especially during key celebrations across the year, including Christmas. We also encourage our musicians to take part in wider opportunities in our local area, including the Harrogate Competitive festival for Music.

Pupil Voice Groups

The new Arts Committee is formed each year, whereby pupils which are passionate about the arts can apply to become a member. This dedicated team of pupils support in communicating the musical and artistic talent in their classrooms to our teaching staff and help in promoting the wider opportunities that are available in school and across our local area. This committee, as well as the School Council and our House Captains, gather pupil feedback about music when monitoring and evaluating our music curriculum offer.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy
- JuniorJam Key Knowledge Organisers

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																
Year 3	<p>Music Theory with Keyboards LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will understand how scales are constructed and will begin to read stave notation, by visually identifying the notes C, D and E on the treble clef stave. ●Pupils will gain confidence in performing their own rhythmic and melodic ideas. ●Pupils will begin to understand expression within music and how indicative musical features can reflect emotion <p>Key Vocabulary</p> <p>Genre Rhythm Major Minor</p> <p>Wider Offer</p>	<p>Samba Drumming LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can explain the origins of Samba music. ●Pupils can perform basic rhythms on each Samba instrument. ●Pupils can play the intro break and groove on multiple instruments. ●Pupils can follow the conductor to play Samba music with confidence. <p>Key Vocabulary</p> <p>Rhythm Ostinato Break Samba Conductor Bateria Começar Pare Groove</p>	<p>Ukuleles LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know that the Ukulele is an example of a string instrument. ●Pupils understand that Ukulele music can be written down using tablature or staff notation. ●Pupils can play a C Major chord. ●Pupils can correctly hold a Ukulele. <p>Key Vocabulary</p> <p>Strumming Pitch Fret Tablature Chord Strings</p> <p>Wider Offer</p> <p>-Ukulele afterschool club -Choir -Individual Peripatetic lessons</p>	<p>Song writing with Glockenspiels LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know the difference between a singer and a songwriter. ●Pupils know how to create a soundscape. ●Pupils can explain what plagiarism is. ●Pupils can explain what a melody is. <p>Key Vocabulary</p> <p>Songwriter Soundscape Theme Target market Plagiarism Melody Structure Lyrics</p> <p>Wider Offer</p> <p>-Glockenspiel afterschool club -Choir</p>	<p>Keyboards LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can find and play a C, D and E notes with their right hand. ●Pupils can play from C to G with their left hand. ●Pupils know where the time signature is placed on a piece of notated music. ●Pupils can play a piece of music while keeping a steady pulse. <p>Key Vocabulary</p> <table border="1"> <tr> <td></td> <td><i>Crotchet (1 Beat)</i></td> </tr> <tr> <td></td> <td><i>Minim (2 Beats)</i></td> </tr> <tr> <td></td> <td><i>Semibreve (4 Beats)</i></td> </tr> <tr> <td></td> <td><i>Piano (Quiet)</i></td> </tr> <tr> <td></td> <td><i>Forte (Loud)</i></td> </tr> <tr> <td></td> <td><i>Flat</i></td> </tr> <tr> <td></td> <td><i>Sharp</i></td> </tr> <tr> <td></td> <td><i>4 Beats in a bar</i></td> </tr> </table>		<i>Crotchet (1 Beat)</i>		<i>Minim (2 Beats)</i>		<i>Semibreve (4 Beats)</i>		<i>Piano (Quiet)</i>		<i>Forte (Loud)</i>		<i>Flat</i>		<i>Sharp</i>		<i>4 Beats in a bar</i>	<p>Singing LI</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can sing songs on pitch. ●Pupils can explain what pitch matching is. ●Pupils know how good posture can improve singing. ●Pupils understand why breathing in the right place is important while singing. ●Pupils can sing in a two-part round. ●Pupils understand what a time signature is. ●Pupils can sing songs in 3/4 and 4/4 time signatures. ●Pupils can name the anatomical factors that affect the singing voice. <p>Key Vocabulary</p> <p>Warmup Cool down Vocal chords</p>
	<i>Crotchet (1 Beat)</i>																					
	<i>Minim (2 Beats)</i>																					
	<i>Semibreve (4 Beats)</i>																					
	<i>Piano (Quiet)</i>																					
	<i>Forte (Loud)</i>																					
	<i>Flat</i>																					
	<i>Sharp</i>																					
	<i>4 Beats in a bar</i>																					

-Keyboard afterschool club
-Choir
-Individual Peripatetic lessons

Curriculum Threads



Tempo

Wider Offer

-Samba Drums afterschool club
-Choir
-Individual Peripatetic lessons
-Opportunities to perform in Christmas music assembly

Curriculum Threads



Fundamental British Values

Discussions around **Respect and Tolerance**, learning about traditions and beliefs of other cultures.

Curriculum Threads



-Individual Peripatetic lessons
-Performance opportunities at Harrogate Competitive Festival

Curriculum Threads



Wider Offer

-Keyboard afterschool club
-Choir
-Individual Peripatetic lessons

Curriculum Threads





























Pitch
Posture
Breathing
Pitch-matching

Wider Offer

-Singing afterschool club
-Choir
-Individual Peripatetic lessons
-Performance opportunities in summer assemblies

Curriculum Threads



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																
Year 4	<p>Music Theory with Keyboards L2</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will learn the basics of music theory in order to create effective improvisations and compositions. ●Pupils will understand more complex rhythmic notation. Pupils will be able to visually identify the notes C, D, E, F and G on the treble clef stave. Pupils will start following stave notation to play simple melodies <p>Key Vocabulary</p> <p>Stave Melody Dynamics Tempo Compose Drone</p> <p>Wider Offer</p>	<p>Samba Drumming L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can play groove rhythm to a steady pulse within a small group. <p>Key Vocabulary</p> <p>Rhythm Ostinato Break Samba Conductor Bateria Começar Pare Groove Tempo</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Samba Drums afterschool club -Choir -Individual Peripatetic lessons -Opportunities to perform in Christmas music assembly 	<p>Ukuleles L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can play an A Minor chord. <p>Key Vocabulary</p> <p>Strumming Pitch Fret Tablature Chord Strings</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Ukulele afterschool club -Choir -Individual Peripatetic lessons <p>Curriculum Threads</p> 	<p>Songwriting with Glockenspiels L2</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know what a graphic score is. <p>Key Vocabulary</p> <p>Soundtrack Dissonance Leitmotif</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Glockenspiel afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival <p>Curriculum Threads</p> 	<p>Keyboards L2</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils know where all the notes are on a treble clef stave. ●Pupils can recognise all the notes on a treble and bass clef. ●Pupils know what a chord is. ●Pupils can count a 3/4 time signature. ●Pupils can explain how BPM relates to tempo. <p>Key Vocabulary</p> <table border="1"> <tr> <td></td> <td>Crotchet (1 Beat)</td> </tr> <tr> <td></td> <td>Minim (2 Beats)</td> </tr> <tr> <td></td> <td>Semibreve (4 Beats)</td> </tr> <tr> <td></td> <td>Piano (Quiet)</td> </tr> <tr> <td></td> <td>Forte (Loud)</td> </tr> <tr> <td></td> <td>Flat</td> </tr> <tr> <td></td> <td>Sharp</td> </tr> <tr> <td></td> <td>4 Beats in a bar</td> </tr> </table> <p>Wider Offer</p>		Crotchet (1 Beat)		Minim (2 Beats)		Semibreve (4 Beats)		Piano (Quiet)		Forte (Loud)		Flat		Sharp		4 Beats in a bar	<p>Singing L2</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils understand what diction is. ●Pupils understand the role of the conductor. <p>Key Vocabulary</p> <p>Round Time signature Tone Vocal register Bass Baritone Tenor Alto Soprano</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Singing afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies <p>Curriculum Threads</p>
	Crotchet (1 Beat)																					
	Minim (2 Beats)																					
	Semibreve (4 Beats)																					
	Piano (Quiet)																					
	Forte (Loud)																					
	Flat																					
	Sharp																					
	4 Beats in a bar																					

-Keyboard afterschool club
-Choir
-Individual Peripatetic lessons

Curriculum Threads



Curriculum Threads



Fundamental British Values
Discussions around **Respect and Tolerance**, learning about traditions and beliefs of other cultures.

Fundamental British Values
Discussions around **Individual Liberty**. All people have the right to express themselves as they choose and how they can do it in Music by composing their own piece of music.







































Fundamental British Values
Discussions around **Individual Liberty**. All people have the right to express themselves as they choose and how they can do it in Music by performing at Harrogate Competitive Festival or in the afterschool club.

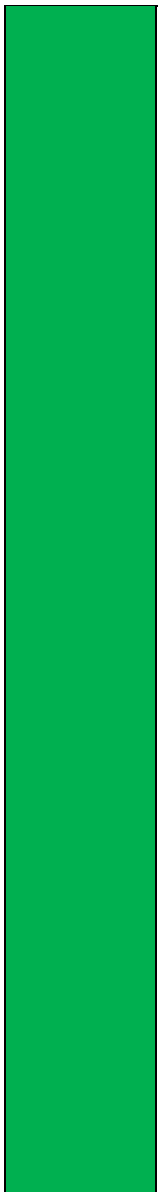




-Keyboard afterschool club
-Choir
-Individual Peripatetic lessons

Curriculum Threads



Fundamental British Values
Discussions around **The Rule o**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																						
Year 5	<p>Music Theory with Keyboards L3</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will learn how to read stave notation on the treble stave from middle C – C. ●Pupils will put this into practice through learning musical phrases and songs using keyboards. ●Pupils will learn how to become well-rounded musicians through developing their aural skills and improvisational skills. ●Pupils will understand how to perform as an ensemble and will develop their understanding of the traditional orchestra. <p>Key Vocabulary Pentatonic Improvisation</p> <p>Wider Offer</p>	<p>Samba Drumming L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can lead the class using the Portuguese words for start (começar) and stop (pare). ●Pupils can copy and repeat more complex rhythms demonstrated by the instructor. <p>Key Vocabulary Rhythm Ostinato Break Samba Conductor Bateria Começar Pare Groove Tempo</p> <p>Wider Offer -Samba Drums afterschool club</p>	<p>Ukuleles L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils are able to read and play a piece of tablature on one string. ●Pupils can aurally identify the difference between a rhythm and a lead Ukulele part. <p>Key Vocabulary Chord progression Strumming pattern Slide Hammer on</p> <p>Wider Offer -Ukulele afterschool club -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p>  	<p>Songwriting with Glockenspiels L3</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can define theme and target market. ●Pupils can create a word board. <p>Key Vocabulary Theme Hook</p> <p>Wider Offer -Glockenspiel afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival</p> <p>Curriculum Threads</p>   	<p>Keyboards L3</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can switch between playing crotchets, minims and semibreves confidently. ●Pupils know that black keys produce sharp and flat notes. ●Pupils can recognise and count two different rest notations. ●Pupils can compose a two-bar melody/phrase. <p>Key Vocabulary</p> <table border="1"> <tr> <td></td> <td>Crotchet (1 Beat)</td> </tr> <tr> <td></td> <td>Minim (2 Beats)</td> </tr> <tr> <td></td> <td>Semibreve (4 Beats)</td> </tr> <tr> <td></td> <td>Piano (Quiet)</td> </tr> <tr> <td></td> <td>Forte (Loud)</td> </tr> <tr> <td></td> <td>Flat</td> </tr> <tr> <td></td> <td>Sharp</td> </tr> <tr> <td></td> <td>Rest (1 Beat)</td> </tr> <tr> <td></td> <td>Rest (2 Beats)</td> </tr> <tr> <td></td> <td>Rest (3 Beats)</td> </tr> <tr> <td></td> <td>Rest (4 Beats)</td> </tr> </table>		Crotchet (1 Beat)		Minim (2 Beats)		Semibreve (4 Beats)		Piano (Quiet)		Forte (Loud)		Flat		Sharp		Rest (1 Beat)		Rest (2 Beats)		Rest (3 Beats)		Rest (4 Beats)	<p>Singing L3</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can sing examples of both bad and good diction. ●Pupils can explain what characterisation is. ●Pupils are able to conduct in 4/4 and 3/4. 7. Pupils can sing a cappella as a class. ●Pupils understand and recognise different styles of singing. ●Pupils can differentiate between and correctly name the different styles of singing. ●Pupils can perform simple improvisation. ●Pupils can sing an a cappella song in unison. ●Pupils can sing a five-note pentatonic scale. ●Pupils can use projection techniques in their performances.
	Crotchet (1 Beat)																											
	Minim (2 Beats)																											
	Semibreve (4 Beats)																											
	Piano (Quiet)																											
	Forte (Loud)																											
	Flat																											
	Sharp																											
	Rest (1 Beat)																											
	Rest (2 Beats)																											
	Rest (3 Beats)																											
	Rest (4 Beats)																											

	<p>-Keyboard afterschool club -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<p>-Choir -Individual Peripatetic lessons -Opportunities to perform in Christmas music assembly</p> <p>Curriculum Threads</p>  <p>Fundamental British Values Discussions around Respect and Tolerance, learning about traditions and beliefs of other cultures.</p>			<p>Wider Offer -Keyboard afterschool club -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<p>●Pupils can recite lyrics at a fast tempo in a rap style.</p> <p>Key Vocabulary Vocal projection Riffs and runs Scat Characterisation Accent</p> <p>Wider Offer -Singing afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies</p> <p>Curriculum Threads</p> 

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Music Theory with Keyboards L4</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will further understand how music can be notated to represent pitch and rhythm. ●Pupils will understand how to read more complex rhythmic ideas and will be able to play music from stave notation within a range of C – C with confidence. ●Pupils will know the key features of both classical and jazz genres and understand how music has evolved across time. <p>Key Vocabulary</p> <p>Melody Accompaniment Stave notation Triads Timbre</p>	<p>Samba Drumming L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can play different rhythms on every instrument without changing tempo. ●Pupils can lead the Bateria confidently using phrases, hand signals and rhythms. ●Pupils can compose two-part patterns for two samba instruments to play simultaneously. <p>Key Vocabulary</p> <p>Rhythm Ostinato Break Samba Conductor Bateria Começar Pare Groove Tempo</p>	<p>Ukuleles L1</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can play a song on a Ukulele with some mistakes. ●Pupils know how to play three or more chords on a Ukulele. ●Pupils can play a song reading the tablature and using the correct stave notation. <p>Key Vocabulary</p> <p>Chord progression Strumming pattern Slide Hammer on</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Ukulele afterschool club -Choir -Individual Peripatetic lessons <p>Curriculum Threads</p>	<p>Song writing with Glockenspiels L4</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ● Pupils can write lyrics to fit a theme. ● Pupils understand simple vocal techniques. ●Pupils can write a press release. <p>Key Vocabulary</p> <p>Demo Artist image Music Producer Pres Release Record Label</p> <p>Wider Offer</p> <ul style="list-style-type: none"> -Glockenspiel afterschool club -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival 	<p>Keyboards L4</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils can find and name the black keys on a keyboard. ●Pupils can play a piece of music fluently using the correct fingering. ●Pupils can notate their own piece of music and play it. ●Pupils can play the same piece of music at two different tempos. ●Pupils can compose a four-bar piece of music and notate it on the treble clef stave. ●Pupils can play a piece of music using both hands fluently and with the correct fingering. ●Pupils can notate a piece of music with a treble clef and bass clef parts. 	<p>Singing L4</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> ●Pupils will be able to aurally identify the beat within a song and move to the beat. ●Pupils can use dynamics to create a more interesting and expressive performance. ●Pupils can explain three-part breathing. ●Pupils can explain the difference between melody and harmony. ●Pupils can explain what a vocal range is. ●Pupils can name different types of vocal register. ●Pupils can write and perform their own rap verse. ●Pupils can sing an a cappella song in a group in two or three-part harmony.

Aural skills

Wider Offer

- Keyboard afterschool club
- Choir
- Individual Peripatetic lessons

Curriculum Threads



Wider Offer

- Samba Drums afterschool club
- Choir
- Individual Peripatetic lessons
- Opportunities to perform in Christmas music assembly

Curriculum Threads

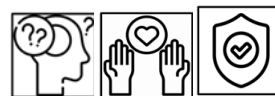


Fundamental British Values

Discussions around **Respect and Tolerance**, learning about traditions and beliefs of other cultures.



Curriculum Threads



Key Vocabulary

	<i>Crotchet (1 Beat)</i>
	<i>Minim (2 Beats)</i>
	<i>Semibreve (4 Beats)</i>
<i>p</i>	<i>Piano (Quiet)</i>
<i>f</i>	<i>Forte (Loud)</i>
<i>b</i>	<i>Flat</i>
<i>#</i>	<i>Sharp</i>
	<i>Rest (1 Beat)</i>
	<i>Rest (2 Beats)</i>
	<i>Rest (3 Beats)</i>
	<i>Rest (4 Beats)</i>

Wider Offer

- Keyboard afterschool club
- Choir
- Individual Peripatetic lessons

Curriculum Threads



- Pupils can improvise over a chord sequence using the pentatonic scale.

Key Vocabulary

Unison
Canon
Harmony

Wider Offer

- Singing afterschool club
- Choir
- Individual Peripatetic lessons
- Performance opportunities in summer assemblies

Curriculum Threads

