



Long Term Plan Music at OJS

The organisation of sounds in order to express ourselves.

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 each year group delivers learning to pupils using carefully adapted lessons using the new SingUp Music Scheme. Each half-term focuses on a new style of music to deliver the key learning specified in the National Curriculum. Children are given opportunities to listen, appraise and perform music from a broad and diverse range of genres from across the world and across history.

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.

Links to other documents:

- Curriculum Handbook
- OJS Passport
- Teaching and Learning Policy
- Assessment and Reporting policy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>I've Been to Harlem</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Compose a pentatonic ostinato. • Sing a call-and-response song in groups, holding long notes confidently. • Play melodic and rhythmic accompaniments to a song. • Listen and identify where notes in the melody of the song go down and up. <p>Key Vocabulary Pitch shape, ostinato, round, pentatonic, call-and-response</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<p>Nao Chariya De Mingulay Boat Song</p> <p>Sound Symmetry</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Begin to develop an understanding and appreciation of music from different musical traditions. • Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. • Understand that a folk song is music that belongs to the people of a particular place • Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment. • Sing 	<p>Latin Dance (Classroom Percussion)</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Compose a 4-beat rhythm pattern to play during instrumental sections. • Working in small groups, sing a call-and-response song with an invented drone accompaniment. • Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. • Play a one-note part contributing to the chords accompanying the verses. • Listen to a range of Cuban pieces, understanding influences on the music and recognising 	<p>'March' from The nutcracker</p> <p>From a railway carriage</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Develop active listening skills by responding to musical themes through movement. • Understand the structure of rondo form (A-B-A-C-A). • Develop a sense of beat and rhythmic pattern through movement. • Experience call-and-response patterns through moving with a partner. • Explore ways to create word-based pieces of music. • Explore ways to communicate atmosphere and effect. 	<p>Just three notes</p> <p>Samba with Sérgio</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Invent simple patterns using rhythms and notes C-D-E. • Compose music, structuring short ideas into a bigger piece. • Notate, read, follow and create a 'score'. • Recognise and copy rhythms and pitches C-D-E. • Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instrument. • Perform vocal percussion as part of a group. • Move in time with the beat of the music. 	<p>Fly with the stars (Classroom percussion)</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance. • Sing solo or in a pair in call-and-response style. • Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song. <p>Key Vocabulary Samba, carnival, fanfare, call-and-response, beat, percussion, word rhythms, music and community. Minor and major chords (A minor, C</p>

by improvising simple melodies and rhythms.

- Identify how the pitch and melody of a song has been developed using symmetry

Key Vocabulary

Bengali/Scottish folk songs, comparing songs from different parts of the world, beat, tempo, 3/4, 4/4.

Structure (symmetry and pattern in melody, ternary form), melody, accompaniment.

Wider Offer

-Choir
-Individual Peripatetic lessons
-Opportunities to perform in Christmas music assembly

Curriculum Threads



some of its musical features.

Key Vocabulary

Salsa, beat, clave rhythm, timbre, chords, rhythm pattern

Wider Offer

club
-Choir
-Individual Peripatetic lessons

Curriculum Threads



• Listen and compare how different composers have approached creating word-based compositions.

Key Vocabulary

Rondo structure, beat, higher/lower, staccato, call-and-response, romantic ballet music Structure (repetition, round, pattern), texture (layers, unison), timbre beat, classical music.

Wider Offer

-Choir
-Individual Peripatetic lessons
-Performance opportunities at Harrogate Competitive Festival

Curriculum Threads



• Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns that you can freely express yourself at Carnival).

Key Vocabulary

Pitch (notes C-D-E), durations (crotchet, quaver, semiquaver, crotchet rest), rhythm patterns, structure, minimalism, score, dot notation.

Wider Offer

-Choir
-Individual Peripatetic lessons

Curriculum Threads


major), chord, dot notation, durations (crotchet, quavers, crotchet rest), progression snapshot 3.





Wider Offer

-Choir
-Individual Peripatetic lessons
-Performance opportunities in summer assemblies

Curriculum Threads



		Fundamental British Values Discussions around Respect and Tolerance , learning about traditions and beliefs of other cultures.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	This little light of mine Key learning objectives: <ul style="list-style-type: none"> • Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). • Sing in a Gospel style with expression and dynamics. • Play a bass part and rhythm ostinato along with This little light of mine. • Sing Part 1 of a partner song rhythmically. • Listen and move in time to songs in a Gospel style. 	The Pink Panther theme Composing with colour Key learning objectives: <ul style="list-style-type: none"> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments. • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre) 	The doot doot song (Classroom percussion) Key learning objectives: <ul style="list-style-type: none"> • ‘Doodle’ with voices over the chords in the song. • Sing swung rhythms lightly and accurately. • Learn a part on tuned percussion and play as part of a whole-class performance. • Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. 	Fanfare for the common man Spain Key learning objectives: <ul style="list-style-type: none"> • Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms. • Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary. 	Global pentatonics The horse in motion Key learning objectives: <ul style="list-style-type: none"> • Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. Key Vocabulary	Favourite song (Classroom percussion) Key learning objectives: <ul style="list-style-type: none"> • Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of

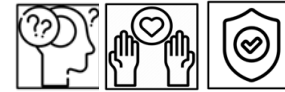
<p>Key Vocabulary Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Structure musical ideas into a composition. • Create and read graphic scores. • Understand that instruments can be used individually and in combination to create different effects of timbre and texture. <p>Key Vocabulary Timbre, tempo, rhythm, dynamics, atmosphere rhythm, texture, suite, graphic score.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Opportunities to perform in Christmas music assembly</p> <p>Curriculum Threads</p>	<ul style="list-style-type: none"> • Listen and identify similarities and differences between acoustic guitar styles <p>Key Vocabulary Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p>  <p>Fundamental British Values Discussions around Individual Liberty. All people have the right to express</p>	<ul style="list-style-type: none"> • Invent a melody. • Fit two patterns together. • Structure musical ideas into compositions. • Play repeating rhythmic patterns. • Count musically <p>Key Vocabulary Fanfare, timbre, dynamics, texture, silence. habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival</p> <p>Curriculum Threads</p>	<p>Pentatonic scale, different music traditions and cultures, graphic/dot notation. Graphic score, orchestration, ostinatos, dynamics</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<p>music in a folk/folk-rock style.</p> <p>Key Vocabulary Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies</p> <p>Curriculum Threads</p>  <p>Fundamental British Values Discussions around The Rule of Law, learning about the role of the conductor who ensures that everyone plays their part and</p>
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**Fundamental
British Values**

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

themselves as they
choose and how they
can do it in Music by
composing their own
piece of music.

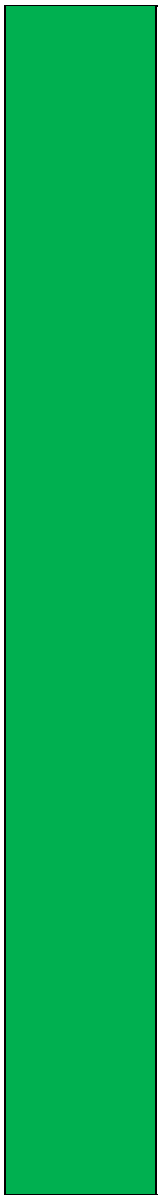















**Fundamental
British Values**

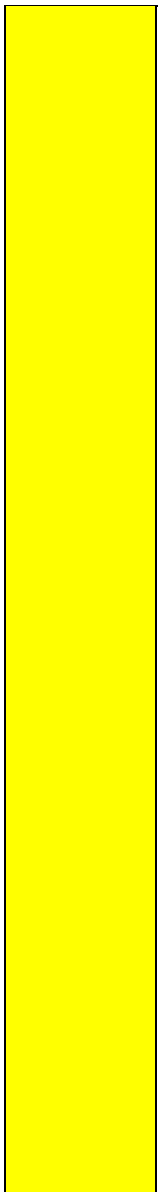

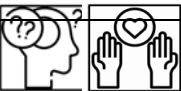




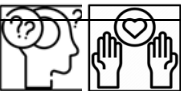
Discussions around
Individual Liberty.
All people have the
right to express
themselves as they
choose and how they
can do it in Music by
performing at
Harrogate Competitive
Festival or in the
afterschool club.

checks if everyone
follows the rules.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>What shall we do with the drunken sailor?</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Play bass notes, chords, or rhythms to accompany singing. • Sing in unison while playing an instrumental beat (untuned). • Keep the beat playing a 'cup' game. • Talk about the purpose of sea shanties and describe some of the features using music vocabulary <p>Key Vocabulary</p>	<p>Why we sing</p> <p>Introduction to songwriting</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Develop and practise techniques for singing and performing in a Gospel style. • Recognise individual instruments and voices by ear. • Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. • Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) <p>Key Vocabulary</p>	<p>Madina tun nabi</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Improvise freely over a drone. • Sing a song in two parts with expression and an understanding of its origins. • Sing a round and accompany themselves with a beat. • Play a drone and chords to accompany singing. • Listen and copy back simple rhythmic and melodic patterns. <p>Key Vocabulary Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones.</p> <p>Wider Offer -Choir</p>	<p>Building a groove</p> <p>Época</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. • Identify drum patterns, basslines, and riffs and play them using body percussion and voices. • Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. • Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each 	<p>Balinese gamelan</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Compose a kecak piece as part of a group. • Sing/chant a part within a kecak performance. • Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. • Listen and match vocal and instrumental sounds to each other, and to notation. <p>Key Vocabulary Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles).</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p>	<p>Composing in ternary form</p> <p>Kisne banaaya</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. • Notate ideas to form a simple score to play from. • Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. • Understand and recognise ternary form. • Compose a simple accompaniment using tuned instruments.

	<p>Sea shanties, beat, rhythm, chords, bass, dot notation</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p>  	<p>Gospel music, instruments, structure, texture, vocal decoration. Structure (verse/chorus), hook, lyric writing, melody.</p> <p>Wider Offer -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>-Individual Peripatetic lessons</p> <p>Curriculum Threads</p>  	<p>part through movement.</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the history of Argentine Tango. <p>Key Vocabulary Beat, rhythm, basslines, riffs. Texture, articulation, rhythm, tango.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival</p> <p>Curriculum Threads</p>   	<p>Curriculum Threads</p>  	<ul style="list-style-type: none"> • Create and perform their own class arrangement. • Sing and play the melody of Kisne banaaya. • Sing in a 4-part round accompanied with a pitched ostinato. <p>Key Vocabulary Structure (ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music. Melody, accompaniment, four-part singing in a round.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies</p> <p>Curriculum Threads</p>  
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Hey, Mr Miller</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> •Compose a syncopated melody using the notes of the C Major Scale. •Sing a syncopated melody accurately and in tune. •Sing and play a class arrangement of the song with a good sense of ensemble. •Listen to historical recordings of big band swing and describe features of the music using musical vocabulary. <p>Key Vocabulary Swing Rhythm Accompaniment Stave notation Triads Timbre Aural skills</p> <p>Wider Offer -Choir</p>	<p>Shadows</p> <p>Composing for protest!</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Explore the influences on an artist by comparing pieces of music from different genres. • Identify features of timbre, instrumentation, and expression in an extract of recorded music. • Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. • Create a shadow movement piece in response to music. •Create their own song lyrics. 	<p>Dona nobis pacem</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. • Sing a round accurately and in a legato style. • Sing a chorus in two-part harmony with dancing on the beat. • Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). <p>Key Vocabulary Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest,</p>	<p>You to me are everything</p> <p>Twinkle variations</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. • Learn some simple choreography to accompany a disco song. • Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. •Create variations using a wide variety of composing techniques. • Improvise on top of a repeating bassline. 	<p>Race!</p> <p>Exploring identity through song</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Create an accompaniment. • Create an extended melody with four distinct phrases. • Experiment with harmony. • Structure ideas into a full soundtrack. •Identify ways songwriters convey meaning: through lyrics, the music, and the performance. • Understand different ways that rhymes work in songs. • Identify different elements of a song's structure. • Understand the concept of identity and how you can express that in songs. 	<p>Ame sau vala tara bal</p> <p>Key learning objectives:</p> <ul style="list-style-type: none"> • Create a rhythmic piece for drums and percussion instruments. • Sing the chorus of Throw, catch in three-part harmony with dancing. • Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. • Demonstrate coordination and keeping a steady beat by dancing to bhangra music. <p>Key Vocabulary Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles</p>

	<p>-Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<ul style="list-style-type: none"> • Fit their lyrics to a pulse, creating a chant. • Write a melody and sing it. • Structure their ideas into a complete song. <p>Key Vocabulary Artists, influences, , musical genres (country, electronic dance music, rock, classical, soul). Lyrics, melody, steady beat, tempo, ostinato, coda.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Opportunities to perform in Christmas music assembly</p> <p>Curriculum Threads</p> 	<p>quavers, minim, dotted minim, dotted crotchet), sacred vocal music, singing in harmony.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<ul style="list-style-type: none"> • Decipher a graphic score. • Play Twinkle, twinkle, little star. <p>Key Vocabulary 1970s soul music, comparing cover versions. Composing tool, theme and variations form, passacaglia, improvisation.</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities at Harrogate Competitive Festival</p> <p>Curriculum Threads</p> 	<p>Key Vocabulary Composition, accompaniment. Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems</p> <p>Wider Offer -Choir -Individual Peripatetic lessons</p> <p>Curriculum Threads</p> 	<p>comparison (bhangra, Bollywood, Indian classical).</p> <p>Wider Offer -Choir -Individual Peripatetic lessons -Performance opportunities in summer assemblies</p> <p>Curriculum Threads</p> 
						

		<p>Fundamental British Values Discussions around Respect and Tolerance, learning about traditions and beliefs of other cultures.</p>				
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