



# Ranvilles Junior School – our Music Pathway

Be you  
Explore  
Excel

Unit Title		National Curriculum music subject content						National Curriculum Music Subject Content
		MS1	MS2	MS3	MS4	MS5	MS6	
Year 3	Autumn 1 Context: <b>Ballads</b> ★	✓	✓	✓		✓		<p><b>All of our National Curriculum Objectives come under four strands:</b></p> <ul style="list-style-type: none"> <li>• <b>Performing</b></li> <li>• <b>Composition</b></li> <li>• <b>Listening</b></li> <li>• <b>History of Music</b></li> </ul> <p><b>Units all have inter-related dimensions of music.</b></p> <p><b>Below are the Music Statements illustrating full coverage of the National Curriculum.</b></p> <p><b>MS1: Performing</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p><b>MS2: Composition</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><b>MS3: Listening</b> Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p><b>MS4: Performing and Composition</b> Listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>MS5: Listening and History of Music</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p><b>MS6: History of Music</b> Develop an understanding of the history of music.</p>
	Autumn 2 Context: <b>Developing singing</b>	✓	✓	✓	✓	✓		
	Spring 1 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Spring 2 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Summer 1 Context: <b>Improvisation</b> ★	✓	✓	✓	✓	✓	✓	
	Summer 2 Context: <b>Pentatonic Melodies and Composition</b>	✓	✓	✓	✓			
Year 4	Autumn 1 Context: <b>Samba and Carnival Sound</b> ★	✓	✓	✓		✓	✓	
	Autumn 2 Context: <b>Percussion</b>	✓	✓	✓		✓		
	Spring 1 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Spring 2 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Summer 1 Context: <b>Adapting and Transposing Motifs</b>	✓	✓	✓	✓	✓		
	Summer 2 Context: <b>Changes in pitch, tempo and dynamics</b> ★	✓	✓	✓	✓	✓		
Year 5	Autumn 1 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Autumn 2 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Spring 1 Context: <b>Blues</b>	✓	✓	✓	✓	✓	✓	
	Spring 2 Context: <b>Composition Notation</b>	✓	✓	✓	✓	✓		
	Summer 1 Context: <b>South and West African music</b>	✓	✓	✓	✓	✓	✓	
	Summer 2 Context: <b>Composition for the Festival of Colour</b>	✓	✓	✓		✓		
Year 6	Autumn 1 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Autumn 2 Context: <b>Ukulele</b>	✓	✓	✓	✓			
	Spring 1 Context: <b>Baroque</b>	✓	✓	✓	✓	✓	✓	
	Spring 2 Context: <b>Dynamics, pitch and tempo</b>	✓	✓			✓		
	Summer 1 Context: <b>Theme and Variations</b>	✓	✓	✓	✓	✓	✓	
	Summer 2 Context: <b>Composing and Performing (singing)</b> ★	✓	✓	✓		✓		

★ **Ambitious Learners**


Every half term, the children participate in the Ranvilles SMSC 'Big Debate', which brings together threads from different curriculum subjects to create a line of enquiry, which, when evaluated by the children, strengthens and connects the children's knowledge and understanding. This star represents topics that would make a significant contribution to the 'Big Debate'.



<b>Focus</b> The contextual focus for the pupils' learning.		<b>Purpose</b> The importance of the topic in our curriculum.	<b>Our SMSC 'Big Debate' Links</b> <i>The purple 'Ambitious Learners' star illustrates where there are planned focus links to support the children's knowledge and understanding in exploring 'The Big Debate'.</i>			
<b>Autumn 1</b> Context: <b>Ballads</b>		In order to develop the children's knowledge and understanding of ballad music by telling a story through song, before retelling and writing their own story through song verse and performing fluently and accurately.	<b>Making a difference as an individual is more important than as a team.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To use musical vocabulary to explain the stylistic features of a ballad.	To explore how actions can impact performance.	To plan a musical structure inspired by a story.	To create lyrics that match a melody.	To show awareness of style, structure and features to perform a ballad.	-	
<b>Autumn 2</b> Context: <b>Developing singing techniques</b>		In order to develop the children's knowledge of reading musical symbols and notation, before performing song inspired by Viking traditions confidently.	<b>Making a positive contribution in the world is your responsibility, not mine.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To sing in time with others. Context: Introduction to the Vikings	To sing in time with others. Context: signing like a Viking	To recognise simple rhythmic notation by ear and by sight.	To use simple rhythmic notation to compose a Viking battle song.	To perform music with confidence and discipline.	-	
<b>Spring 1</b> Context: <b>Ukulele – introduction and skills.</b>		In order to introduce facilitate all children learning how to play a musical instrument. The purpose of this unit is to introduce children to a ukulele and begin to play simple melodies.	<b>What we have achieved in this century is more significant than the past.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre.	To identify a range of related instruments by name; ukulele, banjo, guitar	To identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns	To identify, use and understand getting louder and quieter / faster and slower in finer gradations	To identify the use and purpose of different layers in music heard, created and performed	To develop understanding of conventional structures including binary and ternary, introductions and codas.	
<b>Spring 2</b> Context: <b>Ukulele – consolidation &amp; application.</b>		Using the knowledge gained in Spring 1, the purpose of this unit is for children to consolidate their understanding of pitch, dynamics, texture and structure whilst playing the ukulele with more complex melodies.	<b>What is more important, physical, social, emotional or mental well-being?</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre.	To identify a range of related instruments by name; ukulele, banjo, guitar	To identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns	To identify, use and understand getting louder and quieter / faster and slower in finer gradations	To identify the use and purpose of different layers in music heard, created and performed	To develop understanding of conventional structures including binary and ternary, introductions and codas.	
<b>Summer 1</b> Context: <b>Improvisation and Traditional Instruments</b>		In order to develop the children's knowledge and understanding of traditional Indian music, through technical features such as the tal and drone, before singing and playing in a group with accuracy and timing.	<b>Embracing diversity enhances understanding and appreciation of the world.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To explain an opinion of Indian music	To be able to improvise using given notes	To be able to improvise using given notes	To create a piece of music using a drone, rag and tal	To perform a piece of music using musical notation	-	
<b>Summer 2</b> Context: <b>Pentatonic Melodies and Composition</b>		In order to explore pentatonic melodies, through listening, writing and performing a group composition.	<b>I'm Ok – You're OK! Differences are good.</b>			
<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
To learn about the music used to celebrate the Chinese New Year festival	To play a pentatonic melody	To write and perform a pentatonic melody	To perform a group composition	To perform a piece of music as a group	-	

Year 3




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<b>Year 4</b>	<u>Autumn 1</u> Context: <b>Samba and Carnival Sound</b>	In order to develop the children's cultural knowledge and understanding of samba music, playing their rhythm in time with their peers and developing confidence and accuracy.	<b>Identity and self-worth are influenced more by change than by context and culture.</b>				
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To recognise and identify the main features of samba music.	To understand and play syncopated rhythms.	To play syncopated rhythms as part of a group.	To compose a basic rhythmic break.	To perform rhythmic breaks within the samba piece.	-	
	<u>Autumn 2</u> Context: <b>Body and Tuned Percussion</b>	In order to develop the children's knowledge and understanding of musical structure, before creating and performing music where melodies have been layered to concurrently.		<b>Being powerful is more important than being different.</b>			
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To identify structure and texture in music.	To use body percussion.	To create musical rhythms using body percussion.	To create simple tunes.	To build and improve a composition.	-	
	<u>Spring 1</u> Context: <b>Ukulele – introduction and skills.</b>	In order to introduce facilitate all children learning how to play a musical instrument. The purpose of this unit is to build on their knowledge of playing the ukulele in Year 3 and combine song for the first time.		<b>Keeping safe spiritually, mentally and emotionally is all our responsibility physically and online.</b>			
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing and play in unison and in parts.	To develop instrumental skills and techniques.	To develop rehearsal and practice routines and strategies in preparation for a performance.		To use rhythmic notation and basic stave notation when appropriate		
	<u>Spring 2</u> Context: <b>Ukulele – consolidation &amp; application.</b>	Using the knowledge gained in Spring 1, the purpose of this unit is for children to consolidate their understanding of pitch, dynamics, texture and structure whilst playing the ukulele in harmony with more complex melodies.		<b>We have the right to learn from our mistakes without being judged.</b>			
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.	To identify a range of related instruments by family and name.	To identify melodic shape and explore different scale patterns including pentatonic, major and minor.	To explore how to use dynamics and tempi for expressive effect.	To identify and use different types of texture including solo, unison, ostinato, parts and simple harmony.	To develop understanding of extended conventional structures including rondo and identify the more subtle development of musical ideas.	
	<u>Summer 1</u> Context: <b>Adapting and Transposing Motifs</b>	In order to develop the children's knowledge and understanding of song, by creating and performing a musical motif and performing as a group.		<b>Our behaviour should always positively reflect how we value others.</b>			
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing in tune and in time	To understand what a musical motif is	To compose and notate a motif	To develop and transpose a musical motif	To combine and perform different versions of a musical motif	-	
	<u>Summer 2</u> Context: <b>Changes in pitch, tempo and dynamics</b>	In order to develop the children's singing skills, through singing in harmony, performing a vocal ostinato in time with each other, before composing and performing their own ostinatos.		<b>We are all responsible for our environment and natural world to ensure lives are impacted positively.</b>			
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing in two parts using expression and dynamics	To recognise key elements of music	To perform a vocal ostinato	To create and perform an ostinato	To improve and perform a piece of music based around ostinatos	-	



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Year 5	<u>Autumn 1</u> Context: <b>Ukulele – introduction and skills.</b>		In order to facilitate all children learning how to play a musical instrument. The purpose of this unit is to build on their knowledge of playing the ukulele in harmony with their peers to perform to the school community.		<b>Belonging – we should all be free to move between countries.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing and play separately and simultaneously	To develop instrumental skills and techniques. Context: posture, tapping, plucking and strumming.	To develop effective decision making to develop creative responses to music.	To develop rehearsal and practice routines in preparation for a performance.	Use rhythmic notation/basic stave notation.	<b>Final performance in front of the school.</b>	
	<u>Autumn 2</u> Context: <b>Ukulele – consolidation &amp; application.</b>		Using the knowledge gained in Autumn 1, the purpose of this unit is for children to consolidate their understanding of pitch, dynamics, texture and structure whilst playing the ukulele in harmony with more complex and expressive structures.		<b>Being remembered for making a difference is more important than making a difference.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To identify and begin to understand more complex rhythm patterns and metres.	To identify instruments in the wider family of those being learnt.	To explore and recognise a range of different scale patterns including, pentatonic, major and minor and could extend to raga, modes and chromatic.	Understand how a wide range of dynamics and a range of tempi can be used precisely and manipulated for expressive effect.	To extend the use of simple harmony to include consonant and dissonant clusters or notes and simple chords as accompaniments.	To explore and use a wider range of developmental structures and expressive structures.	
	<u>Spring 1</u> Context: <b>Blues</b>		In order to expose the children to Blue music, where they are able to identify key features and concepts, before playing the twelve-bar blues correctly.		<b>Making a difference to the world is critical for the future.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To know the key features of Blues music	To play the first line of the 12-bar Blues	To be able to play the 12-bar Blues	To be able to play the Blues scale	To be able to improvise with notes from the Blues scale	-	
	<u>Spring 2</u> Context: <b>Composition Notation</b>		In order to build on the children's knowledge from adapting and transposing motifs in Year 4, children now explore non-standard notation in the context of Ancient Egyptians to compose and perform with confidence.		<b>The voice of a child is as important and valuable as that of an adult.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing with accuracy, fluency, control, and expression.	To explore and use different forms of notation	To understand note length	To read simple pitch notation	To use hieroglyphs and stave notation to write a piece of music	-	
	<u>Summer 1</u> Context: <b>South and West African music</b>		In order to explore music from another culture, notably Shosholozza's cappella, before using their voice and drums to create and perform a piece of music inspired by this culture.		<b>Being financially safe is just as important as being emotionally safe.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To sing a traditional African song unaccompanied	To use tuned percussion to play a chord progression	To use vocals or tuned percussion to perform a piece of music as an ensemble	To play call and response rhythms using percussion instruments	To create an eight beat break to play within a performance	-	
	<u>Summer 2</u> Context: <b>Composition for the Festival of Colour</b> 		In order to develop knowledge and understanding of how music can be reflected in colour, and vice-versa, before composing and performing their own piece of music inspired by colour.		<b>Learning together and from our mistakes leads to significant personal growth.</b>		
	<b>Step 1</b>	<b>Step 2</b>	<b>Step 3</b>	<b>Step 4</b>	<b>Step 5</b>	<b>Step 6</b>	
	To understand that music can be represented with colours	To represent a piece of music as a graphic score	To create a vocal composition based on a picture	To create a piece of music inspired by a single colour	To work as a group to perform a piece of music	-	





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<b>Year 6</b>	<u>Autumn 1</u> Context: <b>Ukulele – introduction and skills.</b>		In order to ensure a rich and confident understanding for all children learning how to play a musical instrument. The purpose of this unit is to build on their knowledge of playing the ukulele in harmony using an increasing complex range of musical structures.		<b>It is important that some personal information is in the public domain.</b>		
	<b>Step 1</b> To identify and understand more complex rhythm patterns and metres.	<b>Step 2</b> To identify instruments in the wider family of those being learnt.	<b>Step 3</b> To explore recognise and identify a range of different scale patterns including, pentatonic, major and minor, and how they influence music.	<b>Step 4</b> To understand how a wide range of dynamics and a range of tempi can be precisely used and manipulated for expressive effect.	<b>Step 5</b> To use simple harmony including chords with greater awareness and understanding.	<b>Step 6</b> To understand and use a wider range of developmental structures.	
	<u>Autumn 2</u> Context: <b>Ukulele – consolidation &amp; application.</b>		Using the knowledge gained in Autumn 1, the purpose of this unit is for children to consolidate their understanding of pitch, dynamics, texture and structure whilst playing the ukulele in harmony with more complex and expressive structures.		<b>Change always has a positive impact.</b>		
	<b>Step 1</b> To identify and understand more complex rhythm patterns and metres.	<b>Step 2</b> To identify instruments in the wider family of those being learnt.	<b>Step 3</b> To explore recognise and identify a range of different scale patterns including, pentatonic, major and minor, and how they influence music.	<b>Step 4</b> To understand how a wide range of dynamics and a range of tempi can be precisely used and manipulated for expressive effect.	<b>Step 5</b> To use simple harmony including chords with greater awareness and understanding.	<b>Step 6</b> To understand and use a wider range of developmental structures.	
	<u>Spring 1</u> Context: <b>Baroque</b>		In order to explore and learn about opera, inspired by Monteverdi, before beginning to apply their knowledge and understanding of operatic music to perform.		<b>It is possible to break the cycle of injustice.</b>		
	<b>Step 1</b> To understand the importance of Monteverdi in the history of opera.	<b>Step 2</b> To read and play a canon from staff notation.	<b>Step 3</b> To demonstrate an understanding of Baroque music features when composing.	<b>Step 4</b> To combine knowledge of staff notation and aural awareness to play a fugue.	<b>Step 5</b> To apply their understanding of fugue structure when performing with others.	<b>Step 6</b> -	
	<u>Spring 2</u> Context: <b>Dynamics, pitch and tempo</b>		In order to explore the work of classical composer Felix Mendelssohn before applying their own knowledge on dynamics, pitch and tempo to create their own performance.		<b>Together we can make our world more sustainable for everyone.</b>		
	<b>Step 1</b> To appraise the work of a classical composer (Felix Mendelssohn).	<b>Step 2</b> To improvise as a group, using dynamics and pitch.	<b>Step 3</b> To improvise as a group, using texture.	<b>Step 4</b> To use knowledge of dynamics, texture and pitch to create a group composition.	<b>Step 5</b> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.	<b>Step 6</b> -	
	<u>Summer 1</u> Context: <b>Theme and Variations with a focus on Pop Art</b>		In order to develop the children's knowledge of rhythm and timing, before showcasing the finished product.		<b>Fair trade is fair.</b>		
	<b>Step 1</b> To explore the musical concept of theme and variations	<b>Step 2</b> To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	<b>Step 3</b> To use complex rhythms to be able to perform a theme	<b>Step 4</b> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	<b>Step 5</b> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.	<b>Step 6</b> -	
	<u>Summer 2</u> Context: <b>Composing and Performing (singing) a leavers' song</b> 		In order to give the children an opportunity to create their own song reflecting on their experiences of Junior school and moving on.		<b>Every individual can leave a positive legacy.</b>		
	<b>Step 1</b> To listen to and describe music Context: a single year	<b>Step 2</b> To write lyrics for a song	<b>Step 3</b> To organise lyrics into a song structure	<b>Step 4</b> To use vocal improvisation and known melodies against a backing track	<b>Step 5</b> To compose a melody	<b>Step 6</b> To compose a verse melody	