

# Southbourne Junior School Music Curriculum Overview

Sing-up Scheme

Planned by LH

Friday Afternoons:  
Project One Dot

	<u><i>The Croods: Fact or Fiction?</i></u>	<u><i>Who is behind the mask? Egyptology</i></u>	<u><i>Stars and Stripes</i></u>	<u><i>Why are deserts so dry and jungles so wet?</i></u>	<u><i>Watt will power the future?</i></u>
<b>Year 3</b>	<p><b>Traditional Travelling Song:</b> 'I've Been to Harlem'</p> <p><b>Musical Focus:</b> Composing and performing rhythmic song accompaniments.</p> <ul style="list-style-type: none"> <li>Sing with an awareness of the shape of the melody</li> <li>Compose and play a pentatonic ostinato</li> <li>Create and perform melodic and rhythmic accompaniments to a song.</li> </ul> <p><b>Key Vocabulary:</b> <i>minor key, interval, phrase, section</i></p>	<p><b>A jazzy song that showcases different instruments played in swing bands:</b> 'Make that sound'</p> <p><b>Musical Focus:</b> Improvising Accompaniments</p> <ul style="list-style-type: none"> <li>Sing in a relaxed jazz style, pitching 'blues' notes accurately</li> <li>Improvise instrumental and percussion accompaniments</li> <li>Choreograph actions reminiscent of swing-band performances.</li> </ul> <p><b>Key Vocabulary:</b> <i>minor key, interval, phrase, section</i></p>	<p><b>Traditional Gospel Style</b> 'My Dog'</p> <p><b>Musical Focus:</b> Performing</p> <ul style="list-style-type: none"> <li>Sing in a gospel style with accurate pitching</li> <li>Insert extra syllables while keeping in time</li> <li>Create a stylish performance using suitable actions.</li> </ul> <p><b>Key Vocabulary:</b> <i>'blues' note, stepping notes, siren, off-beat</i></p>	<p><b>A rap with clapping patterns:</b> 'Chilled-out clap rap'</p> <p><b>Musical Focus:</b> Rhythm</p> <ul style="list-style-type: none"> <li>Chant accurately and rhythmically with marked dynamic contrasts</li> <li>Create clapped rhythmic ostinati and transfer to untuned percussion</li> <li>Confidently adopt different roles when performing a layered piece suitable actions.</li> </ul> <p><b>Key Vocabulary:</b> <i>metre, rest, piano (p), forte (f), subito, verse, chorus, ostinato (plural ostinati), off-beat</i></p>	<p><b>Feel good scat song:</b> 'Sunshine in my heart'</p> <p><b>Musical Focus:</b> Harmony</p> <ul style="list-style-type: none"> <li>Sing and sign a unison song, conveying the uplifting mood</li> <li>Maintain a harmony part and manage scat vocals</li> <li>Play percussion accompaniments and make up new verses from given rhyme.</li> </ul> <p><b>Key Vocabulary:</b> <i>intervals, verse, chorus, harmony, accompaniment, scat</i></p>

	<p><b>An echo song with a syncopated ostinato:</b> 'Mexican Wave'</p> <p><b>Musical Focus:</b> Rhythmically sing echoed phrases</p> <ul style="list-style-type: none"> <li>Recognise and sing sequences of echoed phrases accurately</li> <li>Play rhythmic ostinatos to accompany singing</li> <li>Create a performance with percussion and coordinated actions</li> </ul> <p><b>Key Vocabulary:</b> <i>Syncopation, sequences, ostinato, phrases, beat, tone, conductor, ensemble</i></p>	<p><b>A 2 part harmony song</b> 'Tell me a story, shining star'</p> <p><b>Musical Focus:</b> Harmony</p> <ul style="list-style-type: none"> <li>Sing in two parts, breathing at the ends of phrases</li> <li>Play a two-chord accompaniment on tuned percussion</li> <li>Improvise around two chords in 4/4 time</li> </ul> <p><b>Key Vocabulary:</b> <i>rhythm, minor key, intervals, chords, phrases, two-part singing, improvise, mallet</i></p>	<p><b>Call and response song with vocal rhythms:</b> 'Step Back Baby'</p> <p><b>Musical Focus:</b> Beat/ Pulse</p> <ul style="list-style-type: none"> <li>Sing a traditional call-and-response song as a soloist or as part of a solo group</li> <li>Perform actions while singing and accompany with tuned percussion</li> <li>Create a performance using new rhyming lines to extend the lyrics</li> </ul> <p><b>Key Vocabulary:</b> <i>call and response, beat, pulse solo, solo group</i></p>	<p><b>Songs from films:</b> 'The Bare Necessities'</p> <p><b>Musical Focus:</b> Performing Solo</p> <ul style="list-style-type: none"> <li>Sing a song from a film musical in an appropriate style</li> <li>Use clear diction to manage fast-moving lyrics and word-play</li> <li>Create a performance with sound effects and movement and adopt different roles</li> </ul> <p><b>Key Vocabulary:</b> <i>syncopated, rest, melody, solo, solo group, unison</i></p>	<p><b>Ghanaian Music:</b> 'Senwa dedende'</p> <p><b>Musical Focus:</b> Pitching and note recognition</p> <ul style="list-style-type: none"> <li>Maintain accurate pitching in a descending stepping-note melody</li> <li>Sing one part of a two-part round</li> <li>Pick out a song melody on tuned percussion</li> </ul> <p><b>Key Vocabulary:</b> <i>melody, octave, syncopation, ostinato, ensemble</i></p>
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	<u>Why is the Earth so angry?</u>	<u>Hola! Where in the world speaks Spanish?</u>	<u>What did the Romans do for us?</u>	<u>Who were the Anglo-Saxons?</u>	<u>On our doorstep! How has our local environment changed?</u>
<b>Year 4</b>	Clarinet lessons 10 weeks	<p><b>Narrative Song:</b> 'The Giant's Garden'</p> <p><b>Musical Focus:</b> Dynamics and Mood</p> <ul style="list-style-type: none"> <li>• Sing a song with musical expression and changes in dynamics and mood</li> <li>• Compose a piece of music using different weather sounds</li> <li>• Use musical terminology to describe a piece of music</li> </ul> <p><b>Key Vocabulary:</b> <i>quavers, staccato, legato, articulation, piano, forte, crescendo, diminuendo, D minor, stepping notes, verse</i></p>	<p><b>Jazz/Blues playground song:</b> 'A Young Austrian'</p> <p><b>Musical Focus:</b> Harmony and Composition</p> <ul style="list-style-type: none"> <li>• Sing the harmony part of a two-part song accurately, with actions and sound effects</li> <li>• Play an accompaniment to a song</li> <li>• Create new words to fit with an existing melody</li> </ul> <p><b>Key Vocabulary:</b> <i>chords (F major, C7) different sounds for each part of the song, melody, harmony, waltz time</i></p>	<p><b>Traditional Gospel Song:</b> 'I Wish I Knew'</p> <p><b>Musical Focus:</b> Lyric Writing and Composing</p> <ul style="list-style-type: none"> <li>• Sing the song in unison adding movement and gesture to the performance</li> <li>• Create new words for a song or rap about freedom and overcoming adversity</li> <li>• Create a backing rhythm track for a new rap or song</li> </ul> <p><b>Key Vocabulary:</b> <i>syncopation, loud, quiet, crescendo, diminuendo, leap, repeated, melody, change of key, phrase, unison</i></p>	<p><b>Musical Theatre:</b> 'Consider Yourself'</p> <p><b>Musical Focus:</b> Structure</p> <ul style="list-style-type: none"> <li>• Sing a song accurately, with clear diction and well-tuned phrases and high notes</li> <li>• Compose a piece in duple metre with a call-and-response structure</li> <li>• Create and perform a rap about making new friends</li> </ul> <p><b>Key Vocabulary:</b> <i>rests, melody, semitone, call and response, chorus, beat, duple metre</i></p>

			<p style="text-align: center;"><b>Calypso:</b> 'Janie Mama'</p> <p><b>Musical Focus:</b> Harmony</p> <ul style="list-style-type: none"> <li>• Sing accurately in unison and in parts with an awareness of phrasing</li> <li>• Listen to and discuss some well-known calypso songs</li> <li>• Compose and perform a short rhythmic piece</li> </ul> <p><b>Key Vocabulary:</b> <i>rhythm, syncopation, melody (step, leap), round, unison, four-part harmony, up-beat, calypso</i></p>	<p style="text-align: center;"><b>A</b> <b>call-and-response</b> <b>song from</b> <b>Polynesia:</b> 'Tongo'</p> <p><b>Musical Focus:</b> Musical Recall</p> <ul style="list-style-type: none"> <li>• Sing a call and response in two parts</li> <li>• Compose short call-and-response phrases on tuned instruments</li> <li>• Create an ostinato accompaniment with ukulele chords and untuned percussion</li> </ul> <p><b>Key Vocabulary:</b> <i>tonic, pentatonic, dotted rhythm, two part, accompaniment, piano, forte, faster, slower, call-and-response, echo, phrase, ostinato</i></p>	<p style="text-align: center;"><b>A traditional Brazilian</b> <b>song with a bossa</b> <b>nova rhythm:</b> 'Baião de ninar'</p> <p><b>Musical Focus:</b> Pitch</p> <ul style="list-style-type: none"> <li>• Sing a round with confidence and increasing accuracy of pitch</li> <li>• Arrange a song for tuned and untuned percussion instruments and body percussion</li> <li>• Play a phrase by ear on tuned percussion</li> </ul> <p><b>Key Vocabulary:</b> <i>syncopation, bossa nova rhythm, melody, step, semitone, call and response, round, pulse, unison, two parts, harmony, accompaniment</i></p>
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	<u>What is a river?</u>	<u>What did the Vikings want and how did King Alfred stop them from getting it?</u>	<u>What were the legacies of Ancient Greece?</u>	<u>How is climate change affecting the world?</u>	<u>Why did the Ancient Maya change the way they lived?</u>
<b>Year 5</b>	<p><b>River soundscapes</b></p> <p><b>Lesson 1:</b> What is a soundscape?  <b>Lesson 2:</b> What sounds would you expect to hear on a river? What instruments work best for this?  <b>Lesson 3:</b> Can I create a river soundscape?  <b>Lesson 4:</b> Can I perfect and perform a river soundscape?</p>	<p><b>Rock Anthem:</b> 'Firework'</p> <p><b>Musical Focus:</b> Composition and Performance</p> <ul style="list-style-type: none"> <li>• Sing a song in two parts with expression and an understanding of the words</li> <li>• Create a backing part using a sequencing app</li> <li>• Create a song on a given theme, to be played over the recorded backing</li> </ul> <p><b>Key Vocabulary:</b> crotchet, quaver, minim, crescendo, A major, melody, verse, chorus, bridge, ostinato (or riff), pulse, beat accompaniment, harmony, unison tone, chest voice and head voice</p>	<p><b>Reggae:</b> 'Three Little Birds'</p> <p><b>Musical Focus:</b> 3 Part Harmony</p> <ul style="list-style-type: none"> <li>• Sing a song in three parts with an understanding of its history</li> <li>• Play a melodic riff by ear</li> <li>• Create an accompaniment using tuned and untuned percussion</li> </ul> <p><b>Key Vocabulary:</b> Syncopation, D major, G major, melody, harmony melodic riff (ostinato) accompaniment, harmony, unison, reggae, internalise</p>	<p><b>Lullaby:</b> 'Baloo Baleerie'</p> <p><b>Musical Focus:</b> Notation</p> <ul style="list-style-type: none"> <li>• Sing in two parts with expression, accuracy and an understanding of the song's purpose</li> <li>• Compose a gentle piece of music and create a graphic score</li> <li>• Improvise a short lullaby using nonsense words</li> </ul> <p><b>Key Vocabulary:</b> 'scotch snap' rhythm, melody, pentatonic, verse, chorus, bar, pulse, metre (3/4), unison, two-part voices, drone, accompaniment</p>	<p><b>Narrative Song:</b> 'Kis Nay Banaayaa'</p> <p><b>Musical Focus:</b> Performance</p> <ul style="list-style-type: none"> <li>• Sing unaccompanied in two or three parts, with an understanding of the song's purpose</li> <li>• Play a simple accompaniment on tuned instruments</li> <li>• Compose a soundscape for some of the creatures in the world</li> </ul> <p><b>Key Vocabulary:</b> quavers, crotchets, minims, call-and-response, coda, phrase a cappella, accompaniment, two-part, three-part, unison, harmony, major, parallel, smooth, metal, pizzicato</p>

	<p><b>Creating songs from river poems</b></p> <ul style="list-style-type: none"> <li>• Compose a melody that compliments the mood of your poem</li> <li>• Add a harmony part to your composition</li> <li>• Compose some percussion to add rhythm to your song</li> <li>• Perfect and perform your composition as a group.</li> </ul>	<p><b>1930's seasonal song:</b> 'Winter Wonderland'</p> <p><b>Musical Focus:</b> Perform in Harmony</p> <ul style="list-style-type: none"> <li>• Sing accurately and with expression, warming the tone on the longer notes</li> <li>• Sing in two parts with increasing confidence</li> <li>• Compose a piece of descriptive music using the interrelated dimensions of music (elements)</li> </ul> <p><b>Key Vocabulary:</b> <i>dotted rhythm, crescendo, diminuendo, octave, chromatic introduction, verse, chorus unison, two part, accompaniment, compose</i></p>	<p><b>Ghanaian Call and Response song:</b> 'A Keelie'</p> <p><b>Musical Focus:</b> Rhythm and Beat</p> <ul style="list-style-type: none"> <li>• Sing tunefully in three-part harmony, increasing the tempo</li> <li>• Create a simple drum accompaniment</li> <li>• Perform a song with actions or body percussion</li> </ul> <p><b>Key Vocabulary:</b> <i>rhythm, patterns, pulse, 4/4, unison, harmony, call-and-response, unison, harmony, body percussion</i></p>	<p><b>Pop Ballad:</b> 'Life is a Highway'</p> <p><b>Musical Focus:</b> Music Scores/ Notation</p> <ul style="list-style-type: none"> <li>• Sing a song in two parts with increasing confidence and rhythmic accuracy</li> <li>• Create a graphic score for an imaginary journey through life</li> <li>• Compose and perform a rap about a journey</li> </ul> <p><b>Key Vocabulary:</b> <i>Syncopation, melody, verse, chorus, bridge, beat, unison, two-part harmony, solo</i></p>	<p><b>Rhythm and Blues pop song:</b> 'Wonder'</p> <p><b>Musical Focus:</b> Composition and Phrasing</p> <ul style="list-style-type: none"> <li>• Sing from memory with attention to phrasing and dynamics</li> <li>• Create and perform a rhythmic backing using technology or untuned percussion</li> <li>• Compose a short song based on a pentatonic scale</li> </ul> <p><b>Key Vocabulary:</b> <i>syncopation, pentatonic, scale, melody, repetition, verse, chorus, bridge, phrase. four-beat rhythm, bar, pulse, beat, unison, accompaniment, harmony, internalise</i></p>
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	<u>How healthy are we?</u>	<u>Why do mountains create shadows?</u>	<u>Power</u>	<u>Evolution or myth? Dragonology</u>	<u>When I Grow Up. Is everything fair?</u>
Year 6	<p><b><u>Little Girl of Rain</u></b>  <b>Musical Focus -</b>            Composing a Melody</p> <ul style="list-style-type: none"> <li>How to use the voice as an instrument and compositional tool</li> <li>How to listen to and appraise a piece of music, following the musical line</li> </ul> <p><b>Key Vocabulary:</b>  <i>Dynamics, diction, articulators, melody, improvise</i></p>	<p><b><u>Snow</u></b>  <b>Musical Focus:</b>            Harmonising in 3rds</p> <ul style="list-style-type: none"> <li>How basic harmony works, the principle of tonic and third.</li> </ul> <p><b>Key Vocabulary:</b>  <i>Melody, harmony, diphthong, third</i></p>	<p><b><u>Folk Song:</u></b>            'Touch the Sky'  <b>Musical Focus:</b> Notation and Dynamics</p> <ul style="list-style-type: none"> <li>Sing accurately in two parts, with dynamic contrast and expression</li> <li>Explore ascending and descending phrases on the pentatonic scale using voices and tuned percussion</li> <li>Compose a short piece using the pentatonic scale</li> </ul> <p><b>Key Vocabulary:</b>  <i>off-beat, pentatonic, melody, ascending, descending, harmony, verse, chorus, instrumental, intro, outro, phrase, sequence, accompaniment, solo, harmony</i></p> <p><b><u>Rock Ballad:</u></b>            'We are the Champions'  <b>Musical Focus:</b> Major and Minor keys</p> <ul style="list-style-type: none"> <li>Sing a song in two parts from memory, keeping the high notes strong and in tune</li> <li>Play a sequence of major and minor chords on tuned percussion or pitched instruments</li> <li>Compose words for a song using major and minor keys</li> </ul> <p><b>Key Vocabulary:</b> <i>syncopation, melody, verse, chorus, bridge, beat, unison, two-part harmony, solo</i></p>	<p><b><u>Cuckoo</u></b>  <b>Musical Focus:</b>            Ostinato rhythms/patterns</p> <ul style="list-style-type: none"> <li>How to use the voice as an instrument and compositional tool</li> <li>What an ostinato is and does in music</li> <li>How to take a theme/idea from a piece of music and use it as an ostinato</li> </ul> <p><b>Key Vocabulary:</b>  <i>Ostinato, range, vocal register, melody, ascending phrases, melisma,</i></p>	<p><b><u>Fast Car</u></b>  <b>Musical Focus:</b> Musical Contrast</p> <ul style="list-style-type: none"> <li>How to take a theme/idea from a piece of music and use it as the start of a new composition/arrangement</li> <li>How to listen to and appraise a piece of music</li> </ul> <p><b>Key Vocabulary:</b>  <i>Fifths, octaves, register, legato, dynamics, ternary form, melody</i></p>

**Summer 2  
Whole School Topic**

**Year 3**

**Year 4**

**Year 5**

**Year 6**