



Music

Portfolio



Music at Hove Junior School

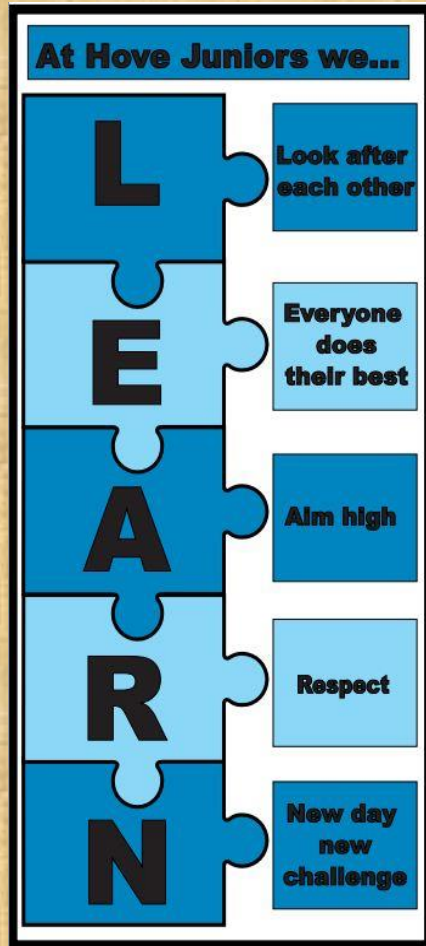


Music excites and inspires creativity and at Hove Junior school we aim to celebrate and promote it through lessons, assemblies, workshops, performances, cross curricular and extra-curricular opportunities for learning.



Focusing on a wide variety of music from different times and places, our children build on the key skills of listening, appraising, playing, singing, improvising, composing and performing. They are encouraged to take risks, reflect, persevere and collaborate.



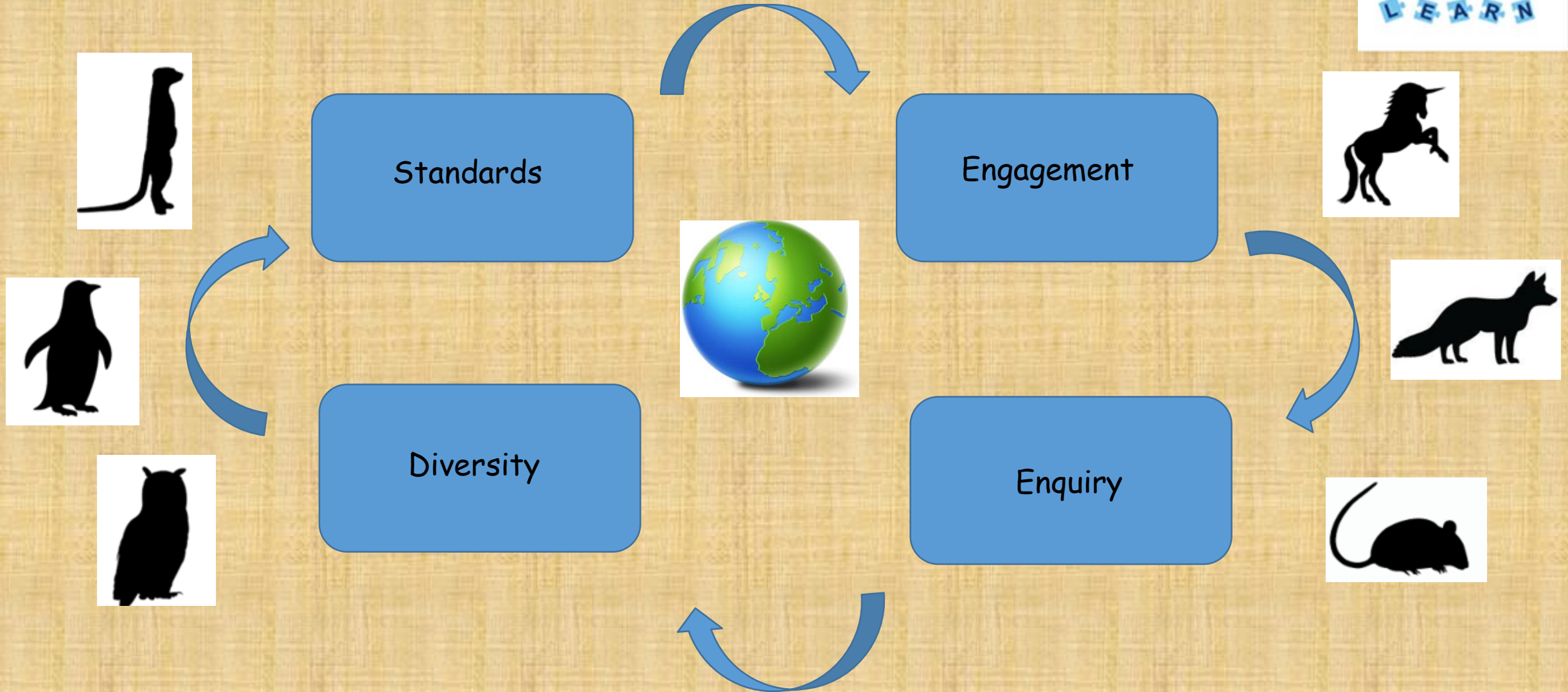


	Question
	Collaborate
	Reflect
	Take Risks
	Independence
	Perseverance

Our LEARNING CHARACTERISTICS support and define how the children become successful learners.



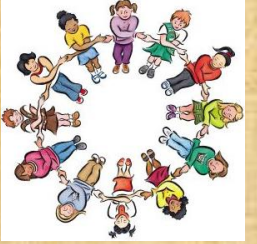
Curriculum Drivers:



The children at Hove Junior School are passionate about Music. Their curiosity and enthusiasm shines through during their lessons.



Overview



- Every child will be given the opportunity to listen and appraise a wide variety of music from different times and places and through this, will learn about music theory and the seven dimensions of music.
- Play and sing
- Improvise
- Compose
- Perform
- (music technology + soundmakers)



National Curriculum

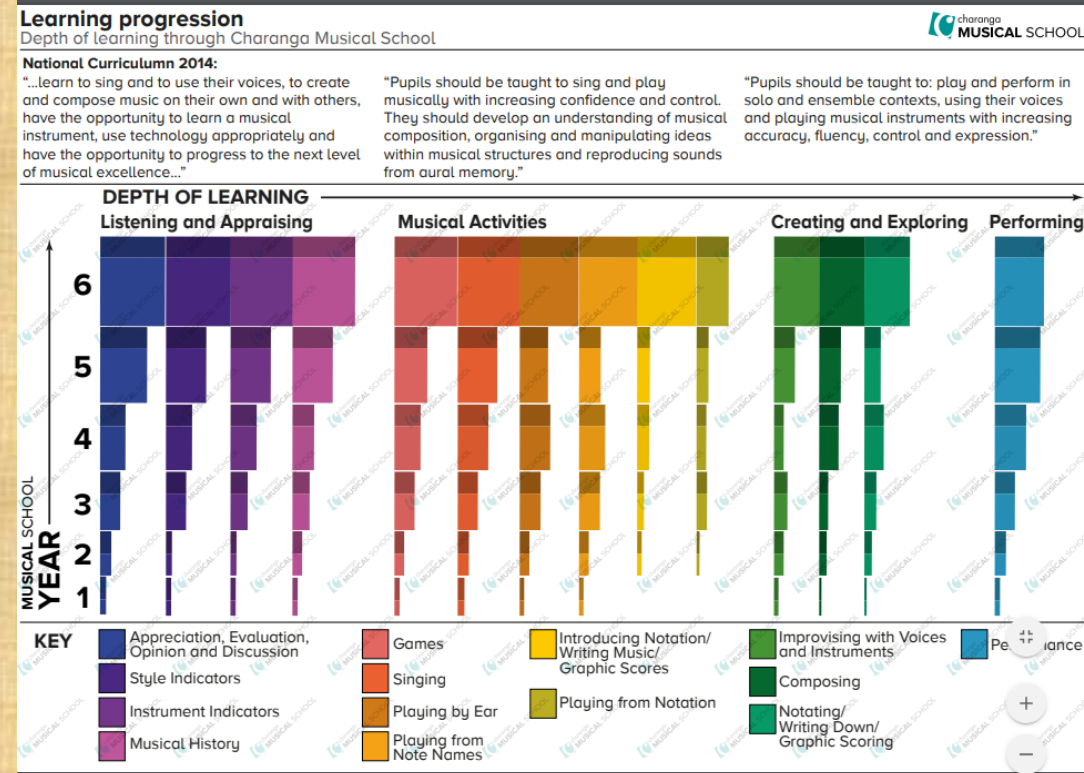
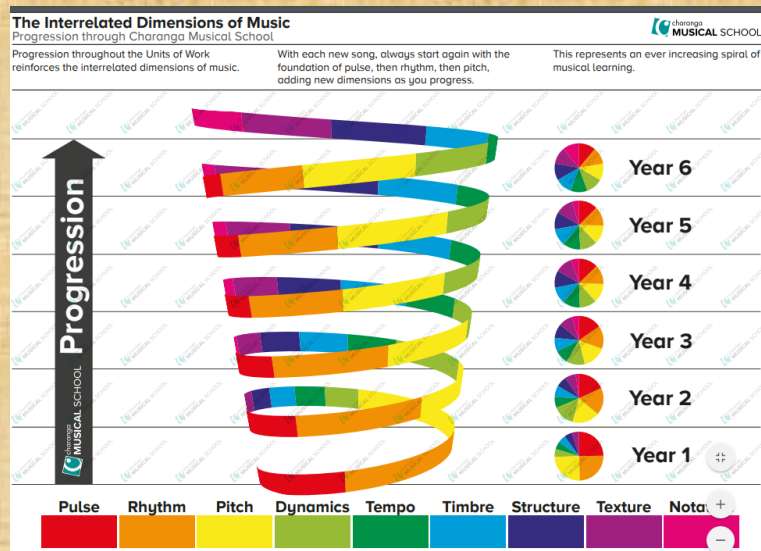
Key stage 2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Curriculum Overview

We use Charanga, a scheme which provides teachers with week-by-week lesson support for each year group in the school. The scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.



YEAR 3 OVERVIEW & PLANNING	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 4 OVERVIEW & PLANNING	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 5 OVERVIEW & PLANNING	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
YEAR 6 OVERVIEW & PLANNING	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	New Unit (Preview) 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Curriculum Overview Y3



Units of Work in Year 3 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth.	Unit-specific Focus
Autumn 1: Let Your Spirit Fly	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol. • Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>RnB. Singing in two parts.</p> <p>Mixed styles:</p> <ul style="list-style-type: none"> • Let Your Spirit Fly by Joanna Mangona (RnB) • Please choose your own song/piece here • Colonel Bogey March by Kenneth Alford (Film) • Consider Yourself from the musical 'Oliver!' (Musicals) • Ain't No Mountain High Enough by Marvin Gaye (Motown) • You're The First, The Last, My Everything by Barry White (Soul)
Autumn 2: Glockenspiel Stage 1	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing • Playing <p>Perform/Share</p>	<p>Playing the glockenspiel. The language of music.</p>
Spring 1: Three Little Birds	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Reggae and Bob Marley.</p> <p>Reggae music:</p> <ul style="list-style-type: none"> • Three Little Birds by Bob Marley • Jamming by Bob Marley • Small People by Ziggy Marley • 54-56 Was My Number by Toots and The Maytals • Ram Goat Liver by Pluto Shervington • Our Day Will Come by Amy Winehouse

Curriculum Overview Y3 (continued)



Spring 2: The Dragon Song	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Singing in two parts. Music from around the world: <ul style="list-style-type: none"> • The Dragon Song by Joanna Mangona and Pete Readman • Birdsong - Chinese Folk Music • Vaishnava Java - A Hindu Song • A Turkish Traditional Tune • Aitutaki Drum Dance from Polynesia • Zebaidir Song from Sudan
Summer 1: Bringing Us Together	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Sep 4 Perform/Share	Disco music: <ul style="list-style-type: none"> • Bringing Us Together by Joanna Mangona and Pete Readman • Good Times by Nile Rodgers • Ain't Nobody by Chaka Khan • We Are Family by Sister Sledge • Ain't No Stopping Us Now by McFadden and Whitehead • Car Wash by Rose Royce
Summer 2: Reflect, Rewind and Replay	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

Curriculum Overview Y4



Units of Work in Year 4 and their Learning Focus

Units of Work	Ongoing Focus <small>Learning new musical skills/concepts and revisiting them over time and with increasing depth.</small>	Unit-specific Focus
Autumn 1: Mamma Mia	<p>Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol. • Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol. • Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms. • Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>ABBA's music:</p> <ul style="list-style-type: none"> • Mamma Mia by ABBA • Dancing Queen by ABBA • The Winner Takes It All by ABBA • Waterloo by ABBA • Super Trouper by ABBA • Thank You For The Music by ABBA
Autumn 2: Glockenspiel Stage 2	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing • Playing <p>Perform/Share</p>	Playing the glockenspiel. The language of music.
Spring 1: Stop!	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Composition - option after Step 4 <p>Perform/Share</p>	<p>Grime, Writing lyrics.</p> <p>Mixed styles:</p> <ul style="list-style-type: none"> • Stop! By joanna mangona (Grime) • Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) • Radetzky March by Strauss (Classical) • Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop) • Libertango by Astor Piazzolla (Tango) • Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

Curriculum Overview Y4 (continued)



Spring 2: Lean On Me	<p>Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Gospel/links to Religious music:</p> <ul style="list-style-type: none"> • Lean On Me by Bill Withers (Soul) • Lean On Me by The ACM Gospel Choir (Gospel) • Shackles by Mary Mary (Gospel) • Amazing Grace by Elvis Presley (Gospel) • Ode To Joy Symphony No 9 by Beethoven (Romantic - Western Classical) • He Still Loves Me by Walter Williams and Beyoncé (Gospel)
Summer 1: Blackbird	<p>Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>The Beatles and the development of pop music The Civil Rights Movement.</p> <p>The Beatles songs:</p> <ul style="list-style-type: none"> • Blackbird by The Beatles • Yellow Submarine by The Beatles • Hey Jude by The Beatles • Can't Buy Me Love by The Beatles • Yesterday by The Beatles • Let It Be by The Beatles
Summer 2: Reflect, Rewind and Replay	<p>Listen & Appraise (descriptions for all strands as above) Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition <p>Perform/Share</p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Curriculum Overview Y5



Units of Work in Year 5 and their Learning Focus

Units of Work	Ongoing Focus <small>Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence.</small>	Unit-specific Focus
Autumn 1: Livin' On A Prayer	<p>In greater depth and with increasing confidence:</p> <p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms. • Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Rock anthems:</p> <ul style="list-style-type: none"> • We Will Rock You by Queen • Smoke On The Water by Deep Purple • Rockin' All Over The World by Status Quo • Johnny B.Goode by Chuck Berry • I Saw Her Standing There by The Beatles
Autumn 2: Classroom Jazz 1	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Playing • Improvisation <p>Perform/Share</p>	Jazz and improvisation.
Spring 1: Make You Feel My Love	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Pop ballads:</p> <ul style="list-style-type: none"> • Make You Feel My Love by Bob Dylan - Adele version • Make You Feel My Love - Bob Dylan version • So Amazing by Luther Vandross • Hello by Lionel Richie • The Way You Look Tonight by Jerome Kern • Love Me Tender by Elvis Presley

Curriculum Overview Y5 (continued)



Spring 2: Fresh Prince of Bel-Air	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Old School Hip Hop: <ul style="list-style-type: none"> • Fresh Prince Of Bel-Air by Will Smith • Me, Myself And I by De La Soul • Ready Or Not by The Fugees • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC
Summer 1: Dancing In The Street	Listen & Appraise (descriptions for all strands as above) Musical Activities - a new activity is added until Step 4: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 Perform/Share	Motown: <ul style="list-style-type: none"> • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops • I Heard It Through The Grapevine by Marvin Gaye • Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life by Stevie Wonder • The Tracks Of My Tears by Smokey Robinson And The Miracles
Summer 2: Reflect, Rewind and Replay	Listen & Appraise (descriptions for all strands as above) Musical Activities: <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition Perform/Share	Revision and deciding what to perform. Listen to Western Classical Music. The language of music.

Curriculum Overview Y6



Units of Work in Year 6 and their Learning Focus

Units of Work	Ongoing Focus Learning new musical skills/concepts and revisiting them over time and with increasing depth and confidence	Unit-specific Focus
Autumn 1: Happy	<p>In greater depth and with confidence:</p> <p>Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol. • Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble. • Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol. • Improvisation - option after Step 3 - create your own responses, melodies and rhythms. • Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol. <p>Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>	<p>Music that makes you happy!</p> <ul style="list-style-type: none"> • Happy by Pharrell Williams • Top Of The World by The Carpenters • Don't Worry, Be Happy by Bobby McFerrin • Walking On Sunshine by Katrina And The Waves • When You're Smiling by Frank Sinatra • Love Will Save The Day by Brendan Reilly
Autumn 2: Classroom Jazz 2	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Playing • Improvisation • Composition <p>Perform/Share</p>	Jazz and improvisation.
Spring 1: A New Year Carol	<p>Listen & Appraise (descriptions for all strands as above)</p> <p>Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing <p>Perform/Share</p>	Benjamin Britten's music.

Curriculum Overview Y6 (continued)



Spring 2: Music And Identity	Coming soon...	
Summer 1: You've Got A Friend	<p>Listen & Appraise (descriptions for all strands as above). Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation - option after Step 3 • Composition - option after Step 4 <p>Perform/Share</p>	<p>Carole King's music - her life as a composer. Friendship:</p> <ul style="list-style-type: none"> • You've Got A Friend by Carole King • The Loco-Motion sung by Little Eva, written by Carole King • One Fine Day sung by The Chiffons, written by Carole King • Up On The Roof sung by The Drifters, written by Carole King • Will You Still Love Me Tomorrow by Carole King • (You Make Me Feel Like) A Natural Woman by Carole King
Summer 2: Reflect, Rewind and Replay	<p>Listen & Appraise (descriptions as above). Musical Activities:</p> <ul style="list-style-type: none"> • Games • Singing • Playing • Improvisation • Composition <p>Perform/Share</p>	<p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>

Progression of musical skills Lower KS2

Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Progression of musical skills Upper KS2

Musical Progression – KS2															
Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
5	Autumn 1	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B,C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	Autumn 2	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	Not applicable		
5	Spring 1	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A	G,A,B	G,A,B,C,D
5	Spring 2	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	Summer 1	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
6	Autumn 1	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	Autumn 2	Classroom Jazz 2	C Major	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	C,D,E,F,G,A,B,C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B,C	Not applicable		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	Not applicable		
6	Spring 1	Benjamin Britten - New Year Carol	G	G,F	F,A,F	N/A	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
6	Spring 2	Music And Identity	Coming soon...												
6	Summer 1	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Deep Dive with Hove Schools

- We have been involved in a project with Blatchington Mill secondary school and other Hove primary schools to create a core offer for the Hove learner of music.
- We are working on a skills tracker to represent progression from reception to Year 11.
- To be completed on 22.1.20

In any and all of the Hove Partnership schools, children will develop their understanding, enjoyment, performance and appreciation of Music. Through appraising, creating and performing, children will develop confidence, communication, collaborative learning and creative skills as well as improve their emotional well-being. Experimentation, discovery, performance and achievement will bring an engagement in music for all; with everyone having an equal access to musical development and expression. Children will have a variety of opportunities to broaden their understanding of musical styles and composers, different musical cultures and traditions, bringing a critical awareness as well as enjoyment of Music.

Standards

The standard produced in Music is very high at Hove Junior School. We celebrate the children's achievements with opportunities for performance including singing, playing instruments and performing their compositions.



Standards



- All class teachers save videos of final performances so it is easy to see the standard of music teaching and learning across the school.
- These files are collected onto our school system so teachers can share and celebrate the work their classes are doing, the staff team can see the progression of skills, and cross curricular links can be made with music, art and other subjects where appropriate.
- These videos are used to show new staff how music is taught at Hove Junior School and as part of whole school CPD on music.
- We are sure you will get a chance to see your child's latest class performance during one of your visits to see their work over the year!