

## Brookside Academy Skills, Knowledge and Vocabulary document

### Music

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

#### KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

#### KS2

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.

**Music Intention Statement**

At Brookside Academy, our intention is for children to gain an understanding of Music, through listening, singing, playing and composing. We aim to cultivate a sense of curiosity towards all genres of music from across the world; providing exposure to a variety of artists, styles, eras, cultures and traditions. Children will be encouraged to explore music and develop an appreciation for how music can represent different feelings, emotions and narratives to each individual. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence and creativity of all children.

Year 2

	Skills and Knowledge	Vocabulary
Singing	<ul style="list-style-type: none"> <li>Sing songs regularly, with a small pitch range (<i>do-so</i>), pitching accurately and with increasing voice control.</li> <li>Know the meaning of dynamics, tempo and demonstrate these responding to leaders' direction and visual symbols. Begin to introduce vocabulary to match this.</li> </ul>	dynamics tempo crescendo
Listening	<ul style="list-style-type: none"> <li>Recorded and live performances</li> <li>Develop an understanding of stories, origins, traditions, history and social context of music.</li> </ul>	pause decrescendo/
Composing	<ul style="list-style-type: none"> <li>Create music in response to non-musical stimuli (<i>a storm, car race, rocket launch</i>)</li> <li>Work with a partner to create a musical conversation (question and answer) on untuned percussion instruments</li> <li>Create and record these using graphic symbols, dot notation or stick notation as appropriate.</li> <li>Use musical technology to capture, change and combine sounds</li> </ul>	diminuendo rest graphic symbols
Musicianship / Performing	<p><u>Pulse/beat</u></p> <ul style="list-style-type: none"> <li>Understand the speed of the beat can change (tempo)</li> <li>Mark the beat when listening to a piece by clapping or tapping, recognising any changes.</li> <li>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support shared coordination and movement with others.</li> </ul> <p><u>Rhythm</u></p> <ul style="list-style-type: none"> <li>Play copycat rhythms and invent rhythms for others to follow on untuned percussion (clapping)</li> <li>Create rhythms using word phrases as a starting point</li> <li>Read and respond to chanted rhythms</li> <li>Begin to represent them with stick notation (inc. crotchets, quavers and crotchet rests)</li> <li>Create and perform their own chanted rhythm patterns from the same stick notation</li> </ul> <p><u>Pitch</u></p> <ul style="list-style-type: none"> <li>Play a range of singing games based on the cuckoo interval.</li> <li>Sing short phrases independently within a singing game or short song.</li> <li>Respond independently to pitch changes in short melodic phrases with actions (stand up/sit down, hands high/hands low)</li> <li>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> </ul>	dot notation stick notation coordination left and right beat groupings crotchets quavers crotchet rests pulse/ beat cuckoo interval melodic phrases untuned percussion tuned percussion

