

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 4

| | Skills and Knowledge | Vocabulary |
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| Singing | <ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave, beginning to use small and large leaps. Sing rounds and partner songs in different time signatures (<i>2,3 and 4 time</i>) Begin to sing songs with a simple second part harmony Perform a range of songs in school assemblies. | Octave rounds partner songs time signatures |
| Listening | <ul style="list-style-type: none"> Recorded and live performances (<i>inc. other schools / year groups</i>) Develop an understanding of stories, origins, traditions, history and social context of music. | harmony pentatonic |
| Composing | <p><u>Improvise</u></p> <ul style="list-style-type: none"> Improvise on a limited range of pitches using the instruments they are learning. Begin to make use of musical features including legato (<i>smooth</i>) and staccato (<i>detached</i>) Begin to make composition decision about the overall structure of the improvisations. <p><u>Compose</u></p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create a short pentatonic phrase Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (<i>minim, crotchet, crotchet rest and paired quavers</i>) to create sequences of 2, 3 or 4 beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood (<i>e.g. to a short film clip</i>) Introduce major and minor chords. Include the instruments learnt as whole class to broaden range of sound palette available. Capture and record creative ideas using a variety of; <i>graphic symbols, rhythmic notation and time signatures, staff notation, technology.</i> | improvise legato staccato minim crotchet crotchet rest paired quavers bars major minor |
| Musicianship / Performing | <p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> Develop facility in playing tuned percussion or melodic instruments over a sustained learning period. Play and perform melodies following staff notation using a small range (<i>middle C - G</i>) as a whole class or small groups Perform in two or more parts (<i>e.g. melody and accompaniment or duet</i>) from simple notation using these instruments. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (<i>C,D,E,G,A</i>) <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (<i>C-G</i>) | chords graphic symbols rhythmic notation staff notation melody accompaniment duet |

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| | <ul style="list-style-type: none">• Follow and perform simple rhythmic scores to a steady beat; | static moving parts scores texture parts ensemble |
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