

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 6

	Skills and Knowledge	Vocabulary
Singing (Sing uo)	<ul style="list-style-type: none"> • Sing a broad range of songs with a sense of ensemble and performance (<i>Observing rhythm, phrasing, accurate pitching and appropriate style.</i>). • Sing three and four-part rounds, partner songs and experiment with positioning of singers randomly within the group (<i>i.e. not singing in sections - this develops greater listening skills, balance between parts and vocal independence.</i>) • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. 	syncopated rhythm choir phrasing pitching style
Listening	<ul style="list-style-type: none"> • Recorded and live performances (inc. other schools / year groups) • Develop an understanding of stories, origins, traditions, history and social context of music. 	three or four-part rounds
Composing	<p><u>Improvise</u></p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend beyond 8 beats over a fixed groove, creating a satisfying melodic shape. <p><u>Compose</u></p> <ul style="list-style-type: none"> • Plan and compose an 8 or 16 beat phrase using the pentatonic scale (C,D,G,E,A) and incorporate rhythmic variety and interest. • Play composed melody on available tuned percussion and/or orchestral instruments. • Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece. Use available music software to create and record it, discussing how musical contrasts are achieved. 	positioning groove G major E minor ternary contrasts dynamics (fortissimo, forte, mezzo forte, piano, mezzo piano, pianissimo) block chords
Musicianship / Performing	<p><u>Instrumental performance</u></p> <ul style="list-style-type: none"> • Play a melody following staff notation written on one staff and using notes within an octave range (C-C). • Make decisions about dynamic range • Accompany a melody using block chords or a bass line • Engage with others through ensemble playing, with pupils taking on the melody or accompaniment role <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> • Further understand the differences between note lengths and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (C-C) 	bass line note lengths (semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers, quavers)

	<ul style="list-style-type: none">• Read and play confidently from rhythm notation cards / notation for a four bar phrase and rhythmic scores in up to 4 parts that contain rhythms, note names and note durations.	quaver rests, semibreve rest, minim rest)
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