



# Music

## Key Concepts

### SEQUENCING (How are we piggybacking learning?)

Singing – To move from simple songs to singing with accurate pitch, control of dynamics and breathing.

Listening – To move from saying whether they like a piece of music to identifying mood and responding to music.

Controlling pulse and rhythm – To move from playing a simple rhythm to subdividing pulse.

Exploring sounds – To move from exploring instrumental sounds to exploring different combinations of sounds.

Control of instruments – To move from untuned instruments to pitched/tuned instruments.

Composition - To move from composing a song from long and short sounds to composing a song using their own lyrics.

Reading and writing notation - To move from graphic notation to formal notation.

Performance – To move from performing a simple part as part of a group to performing with expression and control and an awareness of audience.

Evaluation – To move from talking about how they could make their performance better to improving work through analysis, evaluation and comparison.

### KEY CONCEPTS (What is the subject intent?)

The intention for music at Peters Hill is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We intend to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts, both in school and out.

### CURRICULUM DRIVERS – How?

#### **AMBITION (Success) –**

To be able to perform to an audience.

To be able to play a tuned or untuned instrument.

To be able to compose music.

To be able to evaluate their own and others music and make improvements.

To be able to sing a variety of songs from different times and cultures.

To be able to read and write notation.

#### **BELIEF (Confidence) –**

To be able to perform with confidence to a variety of audiences, as a solo and as part of a group.

To be able to use musical terminology with confidence.

#### **COMPASSION (Motivation) –**

To show enthusiasm by taking an interest in extra curricular musical activities beyond the classroom.

To be able to give detailed responses to music.

To enthusiastically participate and engage in classroom musical activities.

#### **PRIDE (Knowledge) –**

To be able to use musical terminology to discuss and evaluate performances, compositions, listening and appraising.

To be able to have a good understanding of music from different time periods, different cultures and world music.

To be able to recognise and use staff and notation.

#### **RESPECT (Responsibility) –**

To be able to practise and rehearse to improve a performance.

To be able to support and develop other musicians.

### DEEP IDEAS (Curriculum Depth)

Sing with expression and control.

Sing in harmonies and parts.

Identify the genre based on key features.

Explore, select and exploit a range of sounds into a composition.

Transfer skills onto tuned instruments.

### TESTING OUT KNOWLEDGE

(Has it stuck? How do we know?)

Record a vocal performance (singing)

Record an instrumental performance

To write a composition

Evidence in books at least once a half term. Practical lessons can be evidenced on the blog and via Sharepoint.

To complete a quiz on musical vocabulary and notation each year.

Learning logs where appropriate/entry and exits where necessary.