

MUSIC

Knowledge Sequencing Document

Music National Curriculum 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.

	Music		
Curriculum Drivers:	-Communication and Language	-Reading	- Force for Positive Change
Intent	<p>To nurture children’s appreciation for the universal language of music, empowering them to develop their creativity and self-confidence.</p> <p>Children will develop an appreciation of music by performing, listening to, reviewing and evaluating music from a range of historical periods, genres, styles and traditions, written by composers from across the world. From Nursery to year 6 children will build their listening and appraising, singing, performing, composing and improvising skills, becoming increasingly familiar with the inter-related dimensions of music (rhythm, pitch, duration, dynamics, tempo, timbre and texture). They will also develop their knowledge of musical theory and notation and have the opportunity to access and make progress in at least one musical instrument.</p>		

Knowledge Threads	The areas of learning in Music are sequenced and linked through the study of: music theory & notation, instruments & instrument families and the history & evolution of music .
Music theory & notation	<ul style="list-style-type: none"> • To know that there are different ways of writing music, moving from simple, graphic scores to standard notation. • To read graphic scores and traditional staff to replicate rhythmic and melodic patterns using their voice or an instrument. To use them as a means of recording their own ideas. • To examine the fundamentals of music, understanding and communicating in the language of music and using it to interpret musical compositions. • To make reference to the inter-related dimensions of music: rhythm, pitch, duration, dynamics, tempo, timbre and texture. • To explore compositional and structural elements such as song form, tempo, notes, chords, key signatures, intervals and scales.
Instruments & instrument families	<ul style="list-style-type: none"> • To know that there are 5 main families of instrument: strings, woodwind, brass, keyboards and percussion. • To identify common instruments that fall into one of the above categories, both visually and aurally. • To recognise the ways that musicians play these instruments and how they can manipulate and change the sound they produce. • To understand scientifically <i>how</i> a sound is produced on a range of instruments and the processes involved. • To explore instruments beyond those found in conventional western music to broaden their knowledge and appreciation of instrumentation from across the globe.
History & evolution of music	<ul style="list-style-type: none"> • To develop an understanding of the history of music. • To recognise and understand the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. • To place compositions and songs in artistic, historical, social and political contexts, building meaningful and memorable connections between events or periods in history and the music of the time. • To gain knowledge of important moments in the evolution of music and of key musicians and composers, in a range of styles. • To explore a range of musical genres, becoming increasingly familiar with their distinct features and style indicators.
Child Initiated	<ul style="list-style-type: none"> • There must be enough scope in the medium term planning to allow children's interests and enquiry to be explored although all knowledge threads and music skills are covered.