Music – Intent/Knowledge

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

	By the end of Reception	By the end of Year 2	By the end of Year 4	By the end of Year 6
Elements of Music	**Introduce** Pulse Rhythm Pitch	**Main Focus** Pulse Rhythm Pitch **Introduce** Dynamics Tempo Structure	**Main Focus** Pulse Rhythm Pitch Dynamics Tempo Structure **Introduce** Formal notation	**Main Focus** Pulse Rhythm Pitch Dynamics Tempo Structure Notation **Introduce** Timbre Texture
Repertoire	Repertoire of songs – nursery rhymes, action songs, number and counting rhymes, circle songs and playground songs.	Repertoire of songs – singing songs and speaking chants and rhymes.	Repertoire of songs - Opportunity to learn an instrument via First Access.	Repertoire of songs
Historical periods, genres, styles, traditions *Develop an understanding of the history of music,*		**Historical periods** Renaissance Baroque	**Historical periods** Classical Romantic	**Historical periods** Contemporary music Early and mid 20th Century
	Genre ensemble singing and playing, copycat rhythm games	**Genre** singing in simple part songs	**Genre** multi-part songs, singing games	**Genre**

social meaning and cultural context.	**Styles** Action songs, nursery rhymes, music from around the world.	**Styles** <u>Year 1</u> - Old school hip hop, Reggae, Blues. <u>Year 2</u> – Freedom songs, Motown, Pop.	**Styles** <u>Year 3</u> - R&B, Musicals, Soul, Disco. <u>Year 4</u> – Grime, Bhangra, Gospel.	**Styles** <u>Year 5</u> – Rock, Jazz. <u>Year 6</u> – Latin, Motown.
Composers and musicians		Bach Vivaldi Musicians – Elvis, Will Smith, The Beatles,	Mozart Tchaikovsky Musicians – ABBA, The Beatles, Beyonce, London Community Gospel Choir.	Benjamin Britten Duke Ellington Carole King Musicians – Quincy Jones, Adele, Etta James, Art Blakey, The Rolling Stones.
Notation	Phase 1 phonics link – using symbols to sequence sounds. **Use technology** Purple Mash – 2Explore, 2Create a story to begin exploring and experimenting with sounds.	Use graphic scoring to express the duration of sounds and the structure of a piece of music. **Use technology** Purple Mash – 2Beat.	Recognise and begin to use musical notation and staff to represent duration and pitch, in particular – crotchet, minim, quaver and semibreve. **Use technology** Purple Mash – 2Sequence. Begin to use more complex music technology software such as Sampulator.	Use and understand staff and other musical notation, building on those learnt in previous years. Understand and use the # (sharp) and ♭ (flat). Use and understand simple time signatures. **Use technology** More complex music technology software – Sampulator, Pixelsynth, Novation Launchpad Arcade.

Elements of music	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Rhythm, beat, rhyme, loud, quiet, high, low, fast, slow.	Recognise changes in timbre, dynamics and pitch. Understand that music can have rhythm and identify the beat of a tune.	Begin to develop an understanding of musical composition. Use the terms: pitch, duration, dynamics, tempo, timbre, texture and structure to describe music. Understand layers of sounds and discuss their effect on mood and feelings.	Develop an understanding of musical composition. Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch/dynamics/tempo/timbre/ texture/lyrics and melody/ sense of occasion/ expression/ solo/ rounds/ harmonies/ accompaniments/ drones/ cyclic patterns/ combination of musical elements/ cultural context.