

Music Knowledge Sequencing at Knavesmire Primary

Music Understanding, Knowledge and Skills objectives:

Intent:	Music is taught throughout the school by a music specialist with each class receiving around an hour's music lesson every week. Our Intent is that the pupils access high quality and authentic opportunities to learn in music and that through these opportunities the children are able to access creativity, resilience, cultural understanding and communication skills.
Substantive knowledge in Music:	Substantive knowledge focuses on developing children's skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
Disciplinary knowledge in Music:	Disciplinary knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.
Music:	Increasing knowledge and control of sounds to compose, perform and listen.



Music Knowledge Progression with context: Building foundations for Music

Nursery

Music Aims:

- To expose pupils to a range of performances and encourage them in the role of an audience member
- To encourage self-expression, demonstration of choice and build self-esteem
- To provide authentic musical experiences within music lessons
- To embed the school in the local community through music performances and events

Teaching and Learning:

Every child in the school, from Reception to Year 6, receives a weekly music lesson taught by a music specialist in their classroom. Music is embedded throughout the Nursery Curriculum The music curriculum is created in line with the National Curriculum and the Statutory Framework for the EYFS using elements of Kodaly, Dalcroze and Orff. The children are encouraged to listen, appraise, compose, improvise, perform, experience and create.

Planning:

Long term planning in music allows children to explore different musical styles, eras of music history, approaches to composition and music from other cultures. The elements of music cannot be separated; rather each one is understood on a deeper level as the child moves through the school.

In Early Years and KS1 pupils are moving on from experiencing a pulse through the movement of others and are developing the skills to express the pulse through their own movement. At this stage the emphasis is on experiencing the musical elements through movement, sound, listening and singing. It is not yet necessary to name the elements as we are



still laying the foundation of understanding and experiencing. This approach increases the inclusivity of music lessons as all children can experience at their own level and with their own physical and communicative abilities.

Although children in Nursery are not taught a discrete music lesson. Music is everywhere and children are given the opportunity to build foundations for the music lessons that they start in Reception

Listening, Memory and Movement	Singing and Pitch	Rhythm and Pulse
<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Listen with increased attention to sounds around them and sounds in the environment.</p>	<p>Recognises familiar sounds in songs and knows some songs to join in with.</p> <p>Knows and sings some entire songs.</p>	<p>Knows how to use instruments such as bells and tambourines with increasing control.</p>
Notation	Performing	Composing and Improvising
	<p>Know they have the opportunity to perform in front of a small group if they wish.</p>	<p>Knows some alternatives to well-known songs.</p>



Music Knowledge Progression with context: Building foundations for Music

Reception

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Music in Reception sees a focus on experiencing the musical elements without the need to name or analyse them. Through movement and sound we explore pulse, rhythm, dynamics, pitch, structure, timbre and tempo.

Drawing on elements of the Kodaly music education method, activities support development of intrinsic understanding of pulse and the ability to express this without external movement. Rhythm is explored through movement activities from the Kodaly and Dalcroze methods, using physical movement to accompany or replace sound. Children develop a bank of rhymes and songs which they will then use with a deeper understanding as they learn.

Listening, Memory and Movement	Singing and Pitch	Rhythm and Pulse
<p>Use controlled large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Listen with increased attention to sounds within songs.</p>	<p>Sing and remember a large repertoire of songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match')</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Play instruments with increasing control to express their feelings and ideas.</p>
Notation	Performing	Composing and Improvising
<p>Knows how to listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Watches and talk about dance and performance art, expressing their</p>	<p>Create their own songs, or improvise a song around one they know.</p>

feelings and responses as well as taking part in these.

Knows how to sing in a group or on their own

Knows how to perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



Music Knowledge Progression with context:

Year 1

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Listening, Memory and Movement		Singing and Pitch		Rhythm and Pulse	
1	<p>Carnival of the Animals - responding through movement and art.</p> <p>The Nutcracker - responding through movement and art.</p> <p>The Four Seasons - Spring - responding through movement and art.</p> <p>Peter and the Wolf - responding through movement and art.</p> <p>Water Music - responding through movement and art.</p> <p>The Four Seasons - Summer - responding through movement and art.</p>	2	<p>Soh, me intervals.</p> <p>Soh, me, doh intervals.</p>	3	<p>Finding pulse.</p> <p>Pulse tapping page.</p> <p>Rhythm / pulse tapping pages.</p>
Notation		Performing		Composing and Improvising	
1	As Rhythm and Pulse	2	<p>Performing animal music.</p> <p>Christmas performance.</p> <p>Performing Spring music.</p> <p>Performing motifs.</p> <p>Performing Water music.</p> <p>Performing Summer music.</p>	3	<p>Creating animal music.</p> <p>Nutcracker improvisation.</p> <p>Spring improvisations.</p> <p>Creating a motif for a character.</p> <p>Water improvisations</p> <p>Summer improvisations.</p>



Music Knowledge Progression with context:

Year 2

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1	Vaughan Williams / English Folk Song Revival Folk Music NeoClassical Music Early Romantic Era Music Late Romantic Era Music Baroque Music	2	Soh, me intervals. Soh, me, doh intervals.	
Rhythm and Pulse, Notation, Performing, Composing and Improvising				
<ul style="list-style-type: none"> ● Boomwhackers ● Untuned Percussion ● Tuned Percussion / Graphic Scores 				



Music Knowledge Progression with context:

Year 3

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In KS2 pupils begin to name the music elements that they have a strong experience of. Pupils can now distinguish between pulse and rhythm and can show this through movement. From Year 3 pupils are introduced to musical notation. This allows children who do not have individual instrumental lessons to be included in music learning at KS3 and beyond.



Listening, Memory and Movement		Singing and Pitch		Rhythm and Pulse,	
1	Wind Music Brass Music String Music South American Music	2	Soh, me, doh, la, fa intervals. Soh, me, doh, la, fa, re intervals.	3	Creating pulse tapping page. Creating rhythm and pulse tapping page. Ostinato
Notation, Performing, Composing and Improvising					
<ul style="list-style-type: none"> ● Recorders ● Ukuleles, Sticks and Songs scheme ● Samba 					



Music Knowledge Progression with context:

Year 4

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1	Chinese Music European Folk Music Electronic Music Australian Music North American Music	2	All intervals / 2 part singing. All intervals / 3 part singing.		
Rhythm and Pulse, Notation, Performing, Composing and Improvising					
<ul style="list-style-type: none"> • Steel Pans • Music Technology • Fifths 					



Music Knowledge Progression with context:

Year 5

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1	<p>Gospel Music</p> <p>Blues Music</p> <p>Big Band Music</p> <p>Jazz Music</p> <p>Rap / Hip Hop</p> <p>Perfect Pop Songs</p>	2	<p>All intervals / 2 part singing.</p> <p>All intervals / 3 part singing.</p>	
Rhythm and Pulse, Notation, Performing, Composing and Improvising				
<ul style="list-style-type: none"> ● Ukuleles ● Steel Pans ● Rap Music ● Melody Writing 				



Music Knowledge Progression with context:

Year 6

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1	Chance Music Music by Black Composers Great Composers - Famous and not so famous	2	All intervals / 2 part rounds All intervals / 3 part rounds		
Rhythm and Pulse, Notation, Performing, Composing and Improvising					
<ul style="list-style-type: none"> ● Chance Music ● Samba ● Steel Pans 					

