



**Music**

Disciplinary Knowledge & Skills – September 2022

Developed from Charanga (Norfolk Music Hub)

	<b>Disciplinary Knowledge</b> <b>Theme 1</b> <b>Listen &amp; Appraise</b>	<b>Disciplinary Knowledge</b> <b>Theme 2</b> <b>Singing &amp; Games</b>	<b>Disciplinary Knowledge</b> <b>Theme 3</b> <b>Playing instruments &amp; improvising</b>	<b>Disciplinary Knowledge</b> <b>Theme 4</b> <b>Composing</b>	<b>Disciplinary Knowledge</b> <b>Theme 5</b> <b>Perform and Share</b>
	<b>Know how:</b>	<b>Know how to:</b>	<b>Know how to:</b>	<b>Know how to:</b>	<b>Know how to:</b>
<b>Early Years (Reception)</b>	1a different genres of music and say what like and don't like about them	2a Know how to sing simple rhymes and clap to a song, take part in musical games  2b Move to music	3a Tap a beat  3b Use an instrument to make a musical sound—accompanying music	4a Create own simple musical sequences using an instrument eg glockenspiels	5a Perform songs and instruments in front of a class audience
<b>End of Key Stage 1 (Year 2)</b>	1.1 Listen to a variety of music from different styles and traditions  1.2 Use correct basic musical language  1.3 Talk about pulse, rhythm, pitch and tempo	2.1 Find the pulse of some music  2.2 Clap a simple rhythm  2.3 Know why we warm up our voice  2.4 Sing together in an ensemble  2.5 Sing in tune and stop when appropriate	3.1 Create music using classroom percussion  3.2 Play together in a band or ensemble  3.3 Start to recognise some musical notation  3.4 Improvise using simple patterns  3.5 Create own simple rhythmic patterns	4.1 Create own simple melodies  4.2 Compose a tune with 3 notes  4.3 Record your composition using ICT  4.4 Use some form of written recording of your music	5.1 Sing and rap to each other and an audience  5.2 Rehearse and present performances with some awareness of audience  5.3 Watch a performance or recording and talk about what you liked and didn't like about the music
<b>End of Lower key Stage 2 (Year 4)</b>	1.4 Start to recognise different styles and instruments in music  1.5 Use more examples of correct musical language  1.6 Talk about pulse, rhythm, pitch and tempo and timbre and texture.	2.6 Follow the pulse of music using body movement  2.7 Warm up voice  2.8 Sing songs and melodies  2.9 Start to consider how to interpret song and sing in appropriate way	3.6 Play with tuned and untuned percussion  3.7 Play different parts of music within an ensemble  3.8 Follow a conductor  3.9 Use correct techniques to play instruments	4.5 Create musical sounds using voices and instruments  4.6 Improvise simple melodies  4.7 Create own rhythmic patterns  4.8 Add a melody to own rhythmic pattern  4.9 Use some graphic notations for your music	5.4 Develop performance skills for an audience.  5.5 Practise, rehearse and present performances for an audience.  5.6 Watch a recording of some music being performed and discuss respectfully.
<b>When we leave the school. Year 6</b>	1.7 Confidently recognise different styles and instruments in music  1.8 Use more examples of correct musical language  1.9 Discuss different dimensions of the music	2.10 Find and follow the pulse of music using body movement  2.11 Clap more complex rhythms  2.12 Sing in an ensemble and produce clear diction and control of pitch  2.13 Interpret a song musically  2.14 Understand how a choir all fits together	3.10 Use glocks, recorders, band instruments to play melodies and tunes  3.11 Play and perform solo within an ensemble context  3.12 Use some basic formal notation  3.13 Create musical improvisations with voices and instruments	4.10 Create own melodies within context of the song being learnt  4.11 Compose using up to 5 notes  4.12 Use voice, sounds and technology and instruments in creative ways  4.13 Use graphic notations	5.7 Work together as a band or ensemble adding some direction or ideas  5.8 Play tuned and untuned instruments for an audience  5.9 Practise, rehearse and present performances showing good appreciation of the audience  5.10 Watch a recording of some music being performed and discuss respectfully.

**Key subject specific vocabulary (Tier 3 vocab) to be embedded and revisited during the study of Music in Little Melton:**

Pulse – the regular heartbeat of the music; its steady beat. ● Rhythm – long and short sounds or patterns that happen over the pulse. ● Pitch – high and low sounds. ● Tempo – the speed of the music; fast or slow or in-between. ● Dynamics – how loud or quiet the music is. ● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. ● Texture – layers of sound. Layers of sound working together make music very interesting to listen to. ● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. ● Notation – the link between sound and symbol  
Pulse – the regular heartbeat of the music; its steady beat. Orchestra, classical, composer, names of notation duration, names of notes in treble clef. Staff, stave.

● **We believe these skills are important for life because:**

We want children to appreciate different types of music from around the world, and be able to recognise common features of them.  
We want them to start to develop a life long love of music from this basis.  
We want children to have had experience of performing in front of an audience, singing, and using different instruments.