

Substantive & Disciplinary knowledge in Music

INTENT

At Brabourne CEP School we believe that Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire all 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 an engagement with music, allowing them to compose, and critically listen to other pieces of music.

At Brabourne CEP School, we are committed to creating a love for the magic that is music through inspiring opportunities to listen and respond to, explore, experience and devise their very own range of musical experiences, as a listener, singer and performer. Through our engaging and challenging curriculum, we ensure all children have access to the unique social, emotional and intellectual benefits achieved through musical excellence; driving curiosity through both independent and collaborative work. Our children learn the fundamentals of music to a high and ambitious standard, including improvising and composing, responding to and analysing music from different genres, countries, traditions and cultures through history. We believe that music is a transformative, empowering and uniting subject that shapes our development and lives.

The principal aims of Music at Brabourne are to ensure that all pupils:

- Promote enjoyment in music.
- Promote self-expression.
- Promote participation and performance in singing and instrumental activities.
- Develop confidence and skills in composing, communicating and recording.
- Explore and gain an in-depth understanding of musical styles
- Connect music with other cultures and British and global history through music

In line with the National Curriculum, we ensure that children:

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

End points:

By then end of EYFS, children will:

- Be able to sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music.
- Express their ideas and feelings about music, explore and engage in music making.
- Use props in a performance on their own or in a group.

By the end of key stage 1, children will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

By the end of key stage 2, children will:

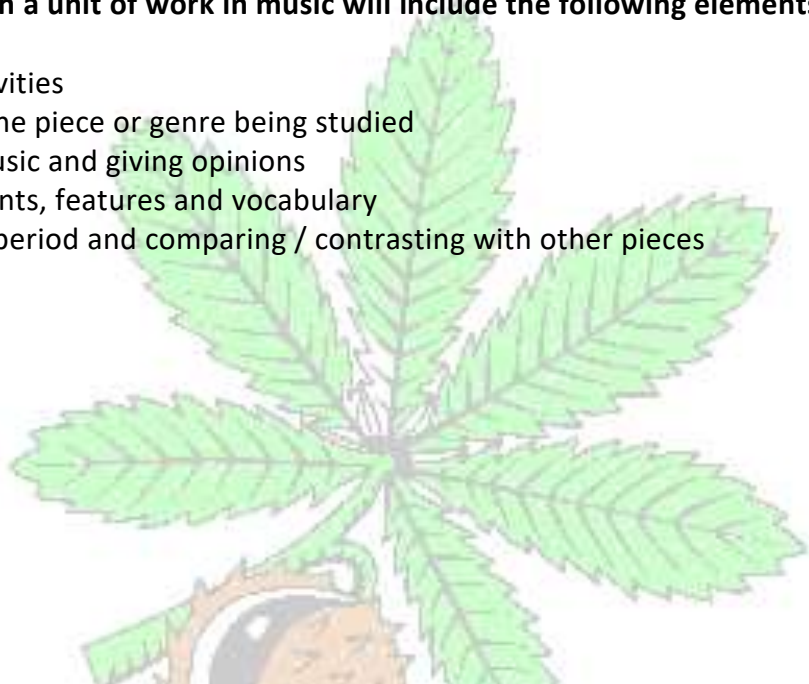
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians



- Develop an understanding of the history of music.

A typical teaching sequence through a unit of work in music will include the following elements:

1. Listening and appraising activities
 1. Familiarisation with the piece or genre being studied
 2. Responding to the music and giving opinions
 3. Identifying key elements, features and vocabulary
 4. Identifying historical period and comparing / contrasting with other pieces
2. Musical activities
 1. Warm up games
 2. Singing activities
 3. Playing instruments
 4. Improvisation
 5. Composition
3. Performing
 1. Individual or group
 2. Rehearsal
 3. Performance



Children develop a deep understanding of **key musical concepts** as they move through our music curriculum. Key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in music. Key concepts are revisited and developed as the pupils move through the school to ensure that knowledge and skills are firmly embedded within their long-term memory.

Listening
Singing
Playing
Creating
Performing

Technical focus

IMPLEMENTATION

Teachers follow the Charanga Scheme of Work in EY/KS1 and the scheme is used in KS2 to build upon this learning and is delivered by our specialist music teacher. Lessons are planned to fit a rolling program of learning for mixed-year groups which builds upon skills within each key stage, through clearly defined outcomes for each year group per term. Music plays an important part of the life of Brabourne School. Every class has regular music lessons with plenty of opportunities to link these skills to other curriculum areas. The school offers many additional opportunities for pupils to consolidate their musical knowledge and skills, including Church services, musical performances, choirs and one to one tuition with our specialist music teachers and singing tutors. The History of Music and key composers and artists are integral to our curriculum; music timelines and key musicians are studied to help children understand the evolution of music and key musicians throughout history.

The key concepts of musical learning, presented within teachers' lesson plans, are part of a learning spiral which cover the following: Singing, Playing, Creating, Performing and Technical Focus. Over time, children develop new musical skills and concepts and also revisit established musical skills and concepts. The children revisit prior skills and knowledge through each unit of study and build upon these with new learning.

All musical learning in the Charanga scheme is built around the Interrelated Dimensions of Music (sub-concepts): pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning and are revisited spirally across the curriculum.

The music coordinator is responsible for the standard of children's work and the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music and providing a strategic lead and direction for the subject in the school. They have the responsibility for monitoring resources and organising musical events across the school calendar.

Early Years Foundation Stage


ELG - Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs

- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Children in the EYFS will explore and develop their musical skills and understanding through a combination of adult led activities and child initiated play. They will listen to a variety of genre of music from their own and other cultures, sing songs and explore poem and rhyme as part of their everyday routine and have a weekly music session to focus on music specific skills such as beat and pitch etc. Songs and singing are also used to support children's learning in Maths and Phonics. Children also have access at all times to musical instruments and songs as well as an outdoor 'stage' area to perform on where they can explore the musical instruments and listen to and perform and sing songs as part of their continuous provision. Enhancements may be made to the continuous provision to follow children's interests such as providing additional resources to make their own instruments, resources to record notation in music or musical patterns to 'read' and follow. Children will learn the name of some musical instruments such as drum, maraca, triangle, tambourine etc and adults will model how these instruments can be used through play. Children take part in whole class singing sessions throughout the year and in preparation for events such as our Nativity performance as well as hymns through Collective Worship. Children are also encouraged to listen to and observe environmental sounds as part of their everyday interactions or outdoor learning such as the sound of the birds singing, the sound of the leaves rustling on a windy day or how water sounds when it hits different surfaces in the water tray.

In EYFS children will have the opportunity to:

- 
- Listen carefully to rhymes and songs, paying attention to how they sound.
 - Learn rhymes, poems and songs.
 - Combine different movements with ease and fluency.
 - Explore, use and refine a variety of artistic effects to express their ideas and feelings.
 - Return to and build on their previous learning, refining ideas and developing their ability to represent them.
 - Create collaboratively sharing ideas, resources and skills.
 - Listen attentively, move to and talk about music, expressing their feelings and responses.
 - Sing in a group or on their own, increasingly matching the pitch and following the melody.
 - Explore and engage in music making and dance, performing solo or in groups.

IMPACT

Teachers assess children's work in Music by making informal judgments as they observe them during lessons. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Baseline assessment is undertaken at the beginning of a unit of work to assess misconceptions and prior learning. Summative assessment is undertaken at the end of each unit of work, using an end of unit quiz. Data drops are taken three times a year. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents three times a year and is measured from feedback from our school performances.

Teaching units

Cycle A	T1	T2	T3	T4	T5	T6
Y1/2	Hands Feet Heart	Nativity Performance	I Want to Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay
Y3/4	Let Your Spirits Fly	Stop!	Glockenspiel	Glockenspiel	Lean on Me	Reflect, Rewind and Replay
Y5/6	The French Prince of Bel Air	Christmas performance	Dancing in the Street	Ukulele	Ukulele	Leavers' Performance
Cycle B	T1	T2	T3	T4	T5	T6
Y1/2	Hey You!	Nativity Performance	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Y3/4	Bringing Us Together	Three Little Birds	Glockenspiel	Mamma Mia	Blackbird	Reflect, Rewind and Replay
Y5/6	Living on a Prayer	Christmas Performance	Happy	Classroom Jazz	Classroom Jazz	Leavers' Performance

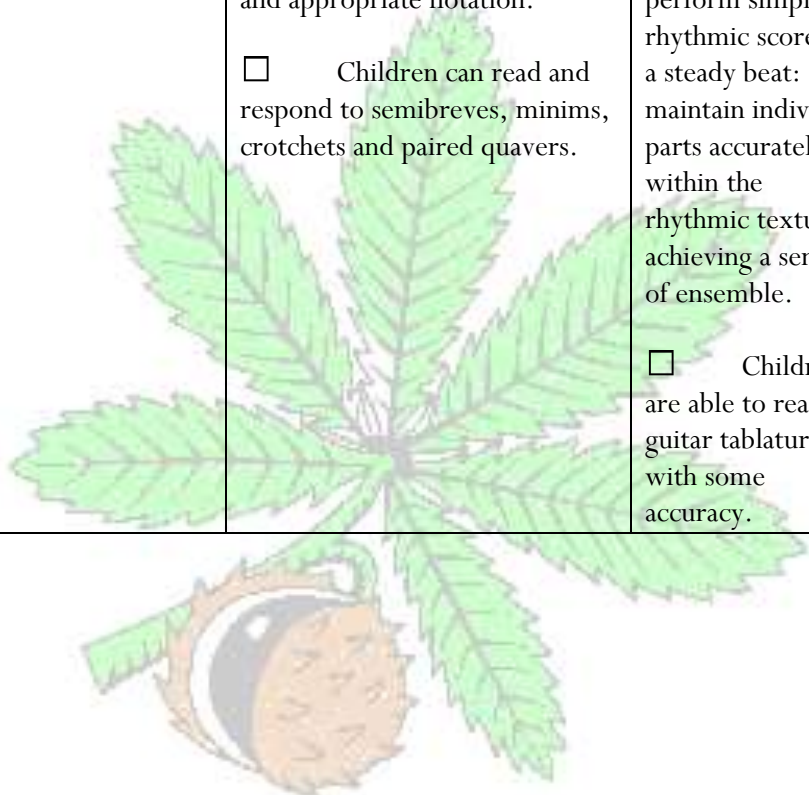
Composite End Points in Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening, appraising and responding	<input type="checkbox"/> To move and dance to music with an awareness of the beat. <input type="checkbox"/> To explain the feelings that can be created by the dynamics and tempo of a piece of music. <input type="checkbox"/> To show an understanding of where music fits in the world.	<input type="checkbox"/> Children can move and dance to music confidently by accurately marking the beat, including a change in tempo. <input type="checkbox"/> Children can, with confidence, explain how a piece of music makes them feel. <input type="checkbox"/> Children can listen with concentration and understanding to a range of high-quality live and recorded music.*	<input type="checkbox"/> Children can confidently walk, move, clap or dance to a steady beat with others, changing the speed of the beat to match tempo changes of the music more accurately. <input type="checkbox"/> Children can confidently share their thoughts and feelings on different pieces of music, comparing and contrasting how each piece makes them feel. <input type="checkbox"/> Children can confidently comment on the style of a piece of music/song, identifying key elements heard.	<input type="checkbox"/> Children can confidently demonstrate a steady or changing beat. <input type="checkbox"/> Children can identify and comment on the taught styles, structures and musical features of a song. <input type="checkbox"/> Children can share their thoughts on the intended meaning of a song and how this compares to their own feelings.	<input type="checkbox"/> Children can skilfully demonstrate a steady or changing beat. <input type="checkbox"/> Children can confidently identify the style, structure and musical features of a song, explaining their purpose. <input type="checkbox"/> Children can give a personal opinion, with reference to the intended meaning and musical elements of a song.	<input type="checkbox"/> Children can listen with attention to detail and recall sounds with increasing aural memory* <input type="checkbox"/> Children can use their understanding of musical themes to draw links between pieces of music from different genres and time periods. <input type="checkbox"/> Children can give a balanced opinion on a piece of music by using their understanding of musical elements and structure.
Singing & performing	<input type="checkbox"/> To sing a known song with confidence.	<input type="checkbox"/> Children can sing with a growing sense of	<input type="checkbox"/> Children can sing expressively as part of a choir.	<input type="checkbox"/> Children can sing expressively (as a	<input type="checkbox"/> Children can sing with accurate phrasing,	<input type="checkbox"/> Children can sing with a good sense of

	<input type="checkbox"/> To follow a vocal warm-up accurately. <input type="checkbox"/> To prepare a song and perform it to a well-known audience.	<p>accuracy as part of a choir</p> <input type="checkbox"/> Children can use their voices expressively and creatively by singing songs and speaking chants and rhymes.*	<input type="checkbox"/> Children can perform with instrument or voice with an awareness of following the beat, sometimes set by a conductor. <input type="checkbox"/> Children can play and perform melodies following staff notation or from memory.	<p>group or solo) with attention to breathing, phrasing and dynamics.</p> <input type="checkbox"/> Children demonstrate awareness of how the style of singing may change for the style of song. <input type="checkbox"/> Children can play a piece of music, keeping time with the group, either from tablature or memory.	<p>dynamics and articulation, self-correcting if needed and responding to the leader or conductor.</p> <input type="checkbox"/> Children can create, rehearse and present a holistic performance (combining instrument and voice) to friendly audience. <input type="checkbox"/> Evaluate the musical strengths and weaknesses of a performance.	<p>ensemble, observing rhythm, phrasing, dynamics, pitching and appropriate style.</p> <input type="checkbox"/> Children can create, rehearse and present a holistic performance, with an understanding of the musical, cultural and historical contexts. <input type="checkbox"/> Children can perform with an awareness of the importance of the performing space and how to use it.
Creating music (Composing and improvising)	<input type="checkbox"/> Create a rhythm pattern and a pitch pattern, knowing the difference between the two.	<input type="checkbox"/> Children can, with confidence, experiment with, create, select and combine sounds using the inter-	<input type="checkbox"/> Children can create music and/or sound effects in response to music and video stimulus. <input type="checkbox"/> Children become more skilled in improvising (using voices, tuned and untuned	<input type="checkbox"/> Children can use known notes and tablature to compose short pieces over music. <input type="checkbox"/> Children can improvise on a	<input type="checkbox"/> Children can compose using known notes, notation and chords to evoke a specific atmosphere, mood or environment.	<input type="checkbox"/> Children can plan and compose an 8 or 16-beat melodic phrase using the pentatonic scale and incorporate

	<input type="checkbox"/> Explore and create graphic scores. <input type="checkbox"/> Explore and use simple ways of recording the music that has been made.	<p>related dimensions of music.*</p> <input type="checkbox"/> Children can create a story with classroom instruments, recording their compositions in written form.	<p>percussion, and instruments played in whol eclass/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</p> <input type="checkbox"/> Children begin to compose using known note values with some simple structures, e.g. verse and chorus.	<p>guitar, making use of musical features either solo, in a group or whole class setting.</p> <input type="checkbox"/> Children compose confidently with some simple structures, e.g. verse and chorus.	<input type="checkbox"/> Children can improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. <input type="checkbox"/> Children can start to use more complex structures (e.g. verse & chorus in ABA/ternary form) and varied dynamics within compositions.	<p>rhythmic variety and interest.</p> <input type="checkbox"/> Children can improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. <input type="checkbox"/> Children can compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
Technical focus (Instruments & notation)	<input type="checkbox"/> Learn to play a simple melodic instrumental part by ear or from notation/images.	<input type="checkbox"/> Play tuned and untuned instruments musically* (Glockenspiel)	<input type="checkbox"/> Children can rehearse and learn to play a simple melodic instrumental part on a recorder by ear or from notation, in C major, F major, G major and E major.	<input type="checkbox"/> Children can rehearse and learn to play a ‘one-string’ song on the guitar, attempting some string changes within the song.	<input type="checkbox"/> Children can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written	<input type="checkbox"/> Children can play a melody following staff notation written on one stave and using notes within an octave range with awareness of dynamic range.

			<input type="checkbox"/> Children can represent musical sounds with symbols and appropriate notation. <input type="checkbox"/> Children can read and respond to semibreves, minims, crotchets and paired quavers.	<input type="checkbox"/> Children can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. <input type="checkbox"/> Children are able to read guitar tablature with some accuracy.	on one staff and using notes within the middle C–C' range. (Group work) <input type="checkbox"/> Children can identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, a flat sign and a sharp sign.	<input type="checkbox"/> Children can more readily identify the staff and symbols on the staff (such as the treble clef), the name of the notes on lines and in spaces, a flat sign and a sharp sign with a growing sense of fluency.
--	--	--	--	---	---	---



Vocabulary

YR

Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.

Year 1

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2 Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3 Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4 Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5 Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6 Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony

The Interrelated Dimensions of Music (Dimensions) ● 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