

Music

Key Knowledge and Skills

Intention 1 - Develop an understanding of the **inter-related musical dimensions which will enable pupils to confidently communicate about music, effectively, accurately and appropriately.**

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will know the inter-related musical dimensions and begin to use these to appraise different pieces of familiar music. Children can describe the tempo of a piece of music. Children can recognise the different timbres in a piece of music. Children can hear the changes in dynamics in a piece of music. Children can recognise ABA structure in music. 	<ul style="list-style-type: none"> Children will know the inter-related musical dimensions and use them to describe a wide range of musical styles. Children can compare and contrast tempos. Children can explain the impact of silence in a piece of music. Children will know the duration of a crotchet, quaver, minim and semi-breve. Children can use developing vocabulary to describe the timbre. Children can recognise ABA, ABCA structures in music. Children know the musical terminology of fortissimo, forte, piano and pianissimo to describe dynamics. Children know and use the terms crescendo and diminuendo. 	<ul style="list-style-type: none"> Children will know the inter-related musical dimensions and confidently use them to describe a range of music from different genres. Children can compare and contrast tempos and describe the impact on the listener using some musical terminology eg Largo and Allegro. Children understand a rallentando and how and why these are used. Children will be able to discuss the duration of notes and the impact of these at certain points in the music eg Does a piece of music always have to end with a long note? Children can recognise a variety of structures in music. Children know the musical terminology used for dynamics of fortissimo, forte, mezzo-forte, mezzo-piano, piano and pianissimo. Children 	<ul style="list-style-type: none"> Children know the inter-related musical dimensions, confidently use them to describe a range of music from different genres and understand the impact of these on a piece of music. Children can compare and contrast tempos and describe the impact on the listener using a wider range of musical terminology. Children can communicate effectively and accurately about each of the inter-related dimensions when appraising a piece of music. Children can use a widening range of musical terminology.

Intention 2 - Develop a **knowledge of musicians and composers both from history and modern day and how the origins of music contribute and influence the diversity of musical styles.**

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will recognise the following pieces of music: Peter and the Wolf by Prokofiev; Peer Gyny, Mormning Mood and In the Hall of the Moutain King by Greig, Tchaikovsky, The Nutcracker Suite , Dance of the Sugar Plum Fairy, Carnival of the Animals, Aquarium. Children will share modern musicians they appreciate and explain why they like them. 	<ul style="list-style-type: none"> Children will listen to and recognise music by Brass bands. Children will study Evelyn Glennie. 	<ul style="list-style-type: none"> Children will develop an understanding of opera and study Bizet’s Carmen. Children will develop an understanding of world music and learn about Samba. Children will develop an understanding of film music and the impact music can have during different points of a film. Children will learn about music from 20th Century composers. 	<ul style="list-style-type: none"> Children will recognise Chopin’s Minute Waltz and Fantasie – Impromtu. Children will recognise Beethoven’s 5th Symphony and Fur Elise. Children will compare and contrast music from modern day and present their learning.

Intention 3 - All children have the opportunity to learn a musical instrument developing creative skills, concentration and resilience

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Children will use untuned percussion to compose and perform.• Children will learn and recognise the different musical families.	<ul style="list-style-type: none">• Children will learn to play a brass instrument.• Children will learn how the sounds are produced.• Children will be able to assemble and hold a cornet or trombone.• Children will establish the correct embouchure and produce a consistent tone.• Children will learn how to play different notes.• Children will learn how to tongue and slur.• Children will learn how to care for their instruments.• Children will perform short pieces.	<ul style="list-style-type: none">• Children will learn to play Samba.• Children will learn the names of the different instruments and the roles they play.• Children will perform as a large group.• Children will learn to play the glockenspiel.	

Intention 4 - Create original and imaginative compositions and perform these with confidence.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Children will compose using one part.	<ul style="list-style-type: none">• Children will compose fanfares for brass instruments.	<ul style="list-style-type: none">• Children will compose in three parts.	<ul style="list-style-type: none">• Children will compose in four parts.

Intention 5 - Use notation to record compositions in order to express their musical understanding and develop technical expertise.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will learn music can be recorded in different ways. Children will learn to represent their compositions using graphic scores. 	<ul style="list-style-type: none"> Children will learn to use ta ta ti ti to record music. Children will begin to read stave notation. 	<ul style="list-style-type: none"> Children will confidently use ta ta ti ti to record music. Children will read stave notation for the pentatonic scale. Children will use more complex graphic scores to show four parts. 	<ul style="list-style-type: none"> Children will confidently record using graphic scores and ta ta ti ti notation. Children will learn to read and record stave notation. Children will know FACE and EGBDF. Children will choose the appropriate method of notation to represent their composition.

Intention 6 - Develop their singing technique and have opportunities to sing and perform to an audience and in different contexts

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Children will understand the importance of warming up and learn different ways to warm up the voice. Children will learn to sing in tune with expression. Children will learn to sing in two parts. Children will breathe in the correct place when singing and demonstrate clear phrasing. Children will have the correct diction of lyrics. Children will begin to understand the importance of lyrics and melody and how to interpret a song musically. Children will learn some traditional Christmas Carols . Children will perform with confidence and accuracy, keeping in time. 	<ul style="list-style-type: none"> Children will have the opportunity to work with Viva Sinfonia and perform at Derby Theatre. 	<ul style="list-style-type: none"> Children will be confident with a range of warm up strategies and confidently lead a group warm up. Children will sing in tune, with expression and musicality. Children will sing in rounds, two parts and simple harmony. Children will show confidence in breathing and phrasing. Children will understand how to interpret a song musically. Children will learn and understand the techniques used in opera singing. Children will perform with confidence as a solo, duet or group. 	<ul style="list-style-type: none"> Children will understand the different warm up techniques and know an expanding repertoire of activities. Children will learn to sing in harmony Children will learn to sing in three parts. Children will learn breathing techniques and pronunciation for the whole world. Children will understand the impact of dynamics and texture within a performance. Children will use all the inter related musical dimensions and perform to an audience.