



Toddington St. George C of E School

Curriculum Intent – Knowledge Builder

Music - Primary Curriculum

Subject Intent Statement

At Toddington St George, we provide a high quality music curriculum which enables children to develop their love of music and creativity whilst increasing self-confidence and giving them a sense of achievement. Our aim is to inspire children to develop a love of music and nurture their individual musical talents.

Through our schemes Charanga and Inspiring Music, children have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create music on their own and with others and have the opportunity to learn a musical instrument.

In KS1, the children enjoy singing songs and speaking chants and rhymes. They have the opportunity to play both tuned and percussion instruments which they use to create, select and combine sounds. They also listen and move to a wide range of music.

Children in KS2 build on the skills acquired in KS1 so that they deepen their understanding of music in the world and the significance of music through history. Children are encouraged to explore their own musical preferences and discuss these with confidence.

The children all take part in singing during assemblies and for performances and the performances provide an opportunity to share their musical achievements with parents, carers, relatives and friends.

All children in KS1 and KS2 also have the opportunity of joining the school choir which involves attending weekly practise and taking part in singing performances, both during special assemblies and in the wider community.

“Where words fail, music speaks.” – Hans Christian Andersen

Year 1	Year 2	Year 3	Year 4
<p>Key knowledge</p> <p>Begin to understand, through activity and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music.</p>	<p>Key Knowledge</p> <p>Deepen the understanding through activities and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Demonstrate this if they can.</p>	<p>Key Knowledge</p> <p>Further deepen the understanding through activities and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Demonstrate an understanding.</p>	<p>Key Knowledge</p> <p>Further deepen the understanding of, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Continue to demonstrate an understanding.</p>
<p>Key Skills</p> <p>Listening & Appraising Listen to a variety of music from different styles, traditions and times. Start to recognise it, and some of the different instruments used.</p> <p>Singing Begin to understand the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with a sense of pulse and rhythm. Begin to understand the importance of and why we warm up our voices</p> <p>Playing Explore and create music using classroom percussion, tuned and un-tuned,</p>	<p>Key Skills</p> <p>Listening & Appraising Continue to listen to a variety of music from different styles, traditions and times. Start to recognise it, and some of the different instruments used. Begin to describe own feelings and respect others.</p> <p>Singing Continue to learn about the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with an increasing sense of pulse and rhythm. Sing songs and melodies and begin to consider how the melody and words should be interpreted. Begin to understand the</p>	<p>Key Skills</p> <p>Listening & Appraising Listen with increasing concentration to a variety of music from different styles, traditions and times. Start to recognise/identify different style indicators and different instruments used. Begin to describe own feelings and respect others. Begin to use correct musical language.</p> <p>Singing Understand the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with a stronger/more secure sense of pulse and rhythm. Sing songs and melodies and consider how the melody and words should be interpreted.</p>	<p>Key Skills</p> <p>Listening & Appraising Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise/identify different style indicators and different instruments used. Describe own feelings and respect others. Continue to use correct musical language.</p> <p>Singing Continue to understand the importance of working together in an ensemble or as part of a group Sing in tune and perform with an even stronger/more secure sense of pulse and rhythm. Sing songs and melodies and consider how the melody and words should be interpreted at a deeper level. Understand</p>

<p>to play melodies, tunes and accompaniments and to improvise and compose very simple melodies. Use glockers.</p> <p>Improvising Begin to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Composing Begin to create your own simple melodies within the context of the song that is being learnt.</p> <p>Performing Begin to work together as part of an ensemble/band. Remember the importance of starting and ending together by learning to follow the conductor / band leader. Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with some control and rhythmic accuracy. Improvise and play back compositions using simple patterns as part of a performance. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p>	<p>importance of and why we warm up our voices.</p> <p>Playing Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks or use band instruments if appropriate. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations.</p> <p>Improvising Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt.</p> <p>Composing Create your own simple melodies within the context of the song that is being learnt.</p> <p>Performing Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together by learning to follow the conductor/band leader. Sing and rap to each other and to an audience. Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.</p>	<p>Understand more about the importance of, and the reason why we warm up our voices.</p> <p>Playing Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and Curriculum Content and Progression accompaniments, and to improvise and compose. Use glocks, or use band instruments if appropriate. Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p>Improvising Explore and create musical sound with voices and instruments within the context of the song being learnt.</p> <p>Composing Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p> <p>Performing Have more understanding of working together as part of an ensemble/band. Appreciate the importance of starting and ending together by learning to follow the conductor/band leader and listening.</p>	<p>more about the importance of, and the reason why we warm up our voices.</p> <p>Playing Explore and create music in greater depth using classroom percussion, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks or use band instruments if appropriate. Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations.</p> <p>Improvising Explore and create musical sound with voices and instruments within the context of the song being learnt.</p> <p>Composing Continue to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p> <p>Performing Have a deeper understanding of working together as part of an ensemble/band. Appreciate the importance of starting and ending together by learning to follow the conductor/bandleader and listening. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance. Perform with a greater understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.</p>
<p>Key Vocabulary Pulse, rhythm, pitch, style, instrument, instrument names, tune, percussion, melody, compose, band, rap, audience.</p>	<p>Key Vocabulary Pulse, rhythm, pitch, style, instrument, instrument names, tune, percussion, melody, compose, band, rap, audience. ensemble, range, conductor.</p>	<p>Key Vocabulary Pulse, rhythm, pitch, style, instrument, instrument names, tune, percussion, melody, compose, band, rap, audience. ensemble, range, conductor, traditions, notations.</p>	<p>Key Vocabulary Pulse, rhythm, pitch, style, instrument, instrument names, tune, percussion, melody, compose, band, rap, audience. ensemble, range, conductor, traditions, notations, interpret, accompaniment, performance, improvise.</p>