

### Music

**Purpose (NC):**

Music at Pegasus is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire 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 a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

See Cornerstones 'Essential skills' (attached) for subject specific aspects in each year groups

#### What will children know?

**NC subject content Key Stage 1**

- 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 inter-related dimensions of music.

**NC subject content Key Stage 2**

- 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.

Year 1	Paws, Claws and Whiskers	<ul style="list-style-type: none"> <li>▪ Recognise animal noises and create animal songs</li> <li>▪ listen to a range of live and recorded music</li> </ul>
Year 2	Land Ahoy	<ul style="list-style-type: none"> <li>▪ Know what sea shanties are</li> <li>▪ experiment with, create, select and combine sounds to create sea shanties</li> </ul>
Year 3	Mighty Metal	<ul style="list-style-type: none"> <li>▪ Recognise metal instruments</li> <li>▪ perform using metal instruments</li> <li>▪ appreciate and understand a range of live and recorded music</li> </ul>
Year 4	Traders and Raiders	<ul style="list-style-type: none"> <li>▪ listen to Viking age music or instruments</li> <li>▪ develop an understanding of the history of music.</li> </ul>
Year 5	Off With Her Head	<ul style="list-style-type: none"> <li>▪ listen to Tudor music</li> <li>▪ develop an understanding of the history of music</li> </ul>
Year 6	Hola Mexico	<ul style="list-style-type: none"> <li>▪ listen to traditional Mexican music</li> <li>▪ appreciate and understand different traditions and from great composers and musicians</li> <li>▪ understand musical notation</li> </ul>

All year groups have weekly singing lessons from teachers as well as singing in assemblies as a whole school.

Year 4 is taught a tuned instrument (guitar) for a year by a specialist teacher from Services for Education

## Music genre and composers of the month

Month	Style of music	Key composers	Key pieces or songs
September	Cinematic (TV and Film)	John Williams	Harry Potter, Jurassic Park, Star Wars, Superman, ET
		James Horner	Titanic, Spiderman, The Perfect Storm, Avatar, Braveheart
		Hans Zimmer	Lion King, Pearl harbour, Pirates of the Caribbean, Gladiator
		Danny Elfman	Batman, Simpsons Theme, Avengers, Dumbo, Spiderman
October	Classical Period 1750 - 1820	George Handel	Zadok the Priest, Messiah – Hallelujah, Arrival of the Queen of Sheba, Water Music
		Wolfgang Mozart	The Marriage of Figaro, The Magic Flute, Horn Concerto No. 4,
		Antonio Vivaldi	Gloria, Concerto for Violin, The Four Seasons, Concerto for strings
		Johann Bach	Toccatina and Fuge in D minor, Ave Maria, Jesu, Joy of Man's Desiring
November	Country	No specific composers – use playlist suggestions	<a href="#">Easy listening country</a> <a href="#">Country playlist</a>
December	Jazz / Blues	George Gershwin	Rhapsody in blue, I Got Rhythm, Summertime, Cuban Overture
		Claude Debussy	Claire De Lune, La Mer, Nocturns,
		Louis Armstrong	Star Dust, A Wonderful World, La Vie En Rose
		Duke Ellington	Take the A train, Satin Doll, Concerto for Cootie
January	World music: Asian	No specific composers – use playlist suggestions	<a href="#">Music from across Asia</a> <a href="#">Asian Temple</a> <a href="#">Asian Delight</a>
February	Big Band	Glenn Miller Benny Goodman Nat King Cole	In the mood, Stardust, Sing Sing Sing, String of pearls, sentimental journey, moonlight serenade
March	Romantic Period 1820 - 1910	Ludwig van Beethoven	Piano Sonata No. 11, Fur Elise, Violin concerto, Symphony No. 1
		Edward Elgar	Nimrod, Pomp and Circumstance, A Far Cry, Dream Children
		Gustav Holst	The Planets suite, I love my love (choral), A Somerset Rhapsody
		Edvard Grieg	Peer Gynt, Piano Concerto, In the Hlal of the Mountain King
April	World Music - African	No specific composers – use playlist suggestions	<a href="#">Spirit of Africa</a> <a href="#">Tribal music</a> <a href="#">Djembe</a>
May	Easy listening Piano music	Ludovico Einaudi	Piano suite (Islands) <a href="#">Islands</a> <a href="#">Relaxing Piano</a> <a href="#">Easy listening piano</a>
June	Musical Theatre	Andrew Lloyd Weber Lenard Bernstein	Songs from the musicals Wicked, Miss Saigon, Cats, Phantom of the Opera, Joseph and his Amazing Technicolour Dreamcoat, The Lion King, Matilda, Grease, Westside Story, Annie, Oliver, Hairspray
July	Late 20 <sup>th</sup> Century / 21 <sup>st</sup> Century Popular music	No specific composers – use playlist suggestions	Songs from 1980 onwards

## Additional information

- What is the purpose of the **essential skills matrix** and the **identified knowledge** within each ILP? Both documents break down learning by year group or phase. Together they state what pupils are expected to know and be able to do at each stage of their education
- What is **progress**? Pupils make progress in the subject by knowing and remembering more. It is about connections and schematics, not isolated information.
- What are **components** and **composites**? Components are the sub-skills a pupil needs to be successful in a complex task (composite).
- What is the relationship between **knowledge** and **skills**? Both are intertwined - to get better at a subject, both knowledge and skills are required
  - ❖ Knowledge = **know**  
*ingredients – knowledge of vocabulary, events, people, places, ideas, procedure, transferable knowledge*
  - ❖ Skills = **know how**  
*prepared meal*
- What are **schemata**? Schemata (concepts) are interconnected webs of prior knowledge which allow learning of new content
- How can we help pupils retain knowledge in the **long-term memory**? Retrieval practice strengthens memory because you have to recall something you have learnt previously
- How does **dual coding** help pupils learn? Dual coding theory suggests that representing information both visually and verbally enhances learning and retrieval from memory.
- What is **challenge**? Challenge should be considered as meeting curricular goals and ensuring pupils build up the relevant knowledge and skills over time.