

Music at The Bramble Academy	
Intent statement:	At The Bramble Academy, Music is at the heart of a broad and balanced curriculum. We provide opportunities for pupils to fulfil their individual talents by removing limits and inspiring confident, independent learners. Our Music curriculum is built on teaching through an online platform, Charanga. This breaks down the musical skills required for assessing the pupils and ensures accessibility of music lessons. We take pride in ensuring cultural differences are represented and explored in music lessons, as the pupils have access to a wide variety of global instruments. We encourage fluidity throughout each year group, allowing classes to share performances they are proud of with the rest of school. Pupils participate in a singing assembly once weekly and have a shared piece of music to listen and appraise, from a variety of different genres from different musical periods. This ensures pupils can link musical knowledge within lessons alongside forming their own opinions as musicians.
Substantive knowledge in music:	This is the key knowledge, or inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre, and structure).
Disciplinary knowledge in music:	This is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music.
Vocabulary:	The teaching of vocabulary is crucial to academic success for our children. Tier 2 and 3 vocabulary is mapped out throughout our curriculum in order to ensure vocabulary is both progressive and ambitious.

Sequence of Knowledge

KS1- Year 1

Sequence of Substantive and Disciplinary knowledge				
Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To begin to use musical language to discuss a piece of music (of different style/ genres).</p> <p>To find the pulse in a piece of music by clapping or counting.</p> <p>To find the rhythm in a piece of music by clapping along.</p>	<p>To sing tunefully.</p> <p>To sing in time with music.</p> <p>To sing as part of an ensemble and follow a leader.</p>	<p>To learn how to follow musical directions from a conductor.</p> <p>To begin to play as part of an ensemble</p>	<p>To improvise using 1 or 2 notes.</p> <p>To create simple patterns using an instrument (including voice).</p>	<p>To compose in a group using 1 or 2 notes.</p> <p>To perform as part of an ensemble.</p>
<p><u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform</p>	<p><u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge Notation solo/union/ group/a round Improvise Compose Reflect/critique/ evaluate</p>

Sequence of Knowledge				
KS1- Year 2				
Sequence of Substantive and Disciplinary knowledge				
Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To identify different instruments that are used in a piece of music.</p> <p>To recognise the style of music and the era it is from.</p> <p>To find the pulse in a piece of music with confidence.</p> <p>To describe how a piece of music makes them feel, using basic musical language to explain (pulse, rhythm, pitch).</p>	<p>To use voice to show expression (by singing chants and rhymes).</p> <p>To sing in time with the music (pulse and tempo).</p> <p>To begin to consider the meaning of lyrics.</p> <p>To sing as part of an ensemble and follow musical directions from a leader (stop and start).</p>	<p>To play a part of a song using an instrument.</p> <p>To follow musical directions from a conductor.</p> <p>To confidently play as part of an ensemble.</p>	<p>To improvise using 2 or 3 notes.</p> <p>To create simple patterns independently using an instrument (including voice).</p>	<p>To compose a melody in a group using 2 or 3 notes.</p> <p>To confidently perform in an ensemble.</p>
<p><u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform</p>	<p><u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge Notation solo/union/ group/a round Improvise Compose Reflect/critique/ evaluate</p>

Sequence of Knowledge				
KS2- Year 3				
Sequence of Substantive and Disciplinary knowledge				
Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To know 5 songs off by heart</p> <p>To name different composers and singers</p> <p>To identify different instruments in a piece of music</p> <p>To identify different parts of a piece of music (intro, verse, chorus)</p> <p>To use musical language when discussing music.</p>	<p>To sing using the pulse and tempo</p> <p>To be able to stop and start, while following a leader</p> <p>To sing in groups and parts</p>	<p>To play 1 - 4 parts of a song using an instrument</p> <p>To play from memory or following notation</p> <p>To perform a piece of music with growing confidence</p>	<p>To improvise playing an instrument using up to 3 notes</p>	<p>To compose a melody using 1-5 notes</p> <p>To record a melody using pictorial representation or notation</p> <p>To perform the composition with growing confidence</p>
<p><u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform</p>	<p><u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge Notation solo/union/ group/a round Improvise Compose Reflect/critique/ evaluate</p>

Sequence of Knowledge

KS2- Year 4

Sequence of Substantive and Disciplinary knowledge

Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To know 5 songs off by heart</p> <p>To name different composers and singers</p> <p>To identify different instruments in a piece of music</p> <p>To identify different parts of a piece of music (intro, verse, chorus)</p> <p>To use musical language when discussing music</p>	<p>To sing using the pulse, tempo and texture</p> <p>To be able to stop and start, while following a leader</p> <p>To sing in groups, parts and as a round.</p>	<p>To play 1 - 4 parts of a song using an instrument</p> <p>To play from memory or following notation</p> <p>To perform a piece of music with growing confidence</p> <p>To experience leading a piece of music (whole class or in a group)</p>	<p>To improvise playing an instrument using up to 3 notes</p>	<p>To discuss how music is created</p> <p>To compose a melody using 1-5 notes</p> <p>To record a melody using letter names, notation, symbols or audio</p> <p>To perform the composition with growing confidence</p>
<p><u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform</p>	<p><u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform</p>	<p><u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge Notation solo/union/ group/a round Improvise Compose Reflect/critique/</p>

Sequence of Knowledge

KS2- Year 5

Sequence of Substantive and Disciplinary knowledge

Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To move with the pulse, with the support of a leader</p> <p>To consider the message in a song and why it was written</p> <p>To discuss the characteristics of a song</p> <p>To use musical language when discussing music</p> <p>To compare two different songs</p>	<p>To sing or rap using the pulse, tempo and texture</p> <p>To sing in unison, solo, groups, parts and as a round</p> <p>To experience leading a song in vocals (whole class or in a group)</p>	<p>To play 1 - 4 parts of a song using an instrument</p> <p>To play while following notation. Children can write the letter names on the notes for support if needed</p> <p>To perform a piece of music with confidence (solo and group)</p>	<p>To improvise playing an instrument using up to 4 notes</p> <p>I know 3 well known improvising musicians</p>	<p>To discuss how music is created</p> <p>To compose a melody using 1-5 notes</p> <p>To record a melody using letter names, notation, symbols or audio</p> <p>To perform the composition with confidence</p> <p>To begin to reflect and critique on written melodies</p>
<p><u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform</p>	<p><u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose</p>	<p><u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo</p>	<p><u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge</p>	<p><u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge</p>

	Perform	Introduction/verse/ chorus/bridge Notation Improvise Compose	Notation Improvise Compose Perform	Notation solo/union/ group/a round Improvise Compose Reflect/critique/ evaluate
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Sequence of Knowledge

KS2- Year 6

Working Scientifically- Disciplinary Knowledge

Sequence of Substantive knowledge

Listen and appraise	Singing	Performance (with instruments)	Improvisation	Composing
<p>To find and move with the pulse independently</p> <p>To consider the message in a song and why it was written</p> <p>To discuss the characteristics of a song</p> <p>To compare several different songs, giving an opinion on each.</p>	<p>To sing or rap using the pulse, tempo and texture</p> <p>To sing in unison, solo, groups, parts and as a round</p> <p>To experience leading a song in vocals (whole class or in a group)</p>	<p>To play 1 - 4 parts of a song using an instrument</p> <p>To play while following notation</p> <p>To perform a piece of music with confidence (solo and group)</p>	<p>To improvise playing an instrument using up to 4 notes</p> <p>I know 3 well known improvising musicians</p>	<p>To discuss how music is created</p> <p>To compose a melody using 1-5 notes</p> <p>To record a melody using letter names, notation, symbols or audio</p> <p>To perform the composition with confidence</p> <p>To begin to reflect and critique on written melodies</p>



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				To evaluate peers' compositions using musical language.
<u>Vocabulary:</u> Song Pulse Rhythm Improvise Write/Compose Perform	<u>Vocabulary:</u> Instrument Era Pulse Rhythm Pitch Improvise Compose Perform	<u>Vocabulary:</u> Era Singer composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose	<u>Vocabulary:</u> Composer Pulse Rhythm Pitch Tempo Introduction/verse/ chorus/bridge Notation Improvise Compose Perform	<u>Vocabulary:</u> Singer/rapper Composer Pulse Tempo Texture Introduction/verse/ chorus/bridge Notation solo/union/ group/a round Improvise Compose Reflect/critique/ evaluate