**Disciplinary Knowledge in Music**

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|  | **Year 7** | **Year 8** | **Year 9** | **Year 10** | **Year 11** |
| **Listening and appraising** | Active listening. Students learn to actively engage with music by listening attentively to various pieces from different genres and time periods. Students identify and describe fundamental musical elements, such as melody, harmony, rhythm, dynamics, tempo and timbre, within the music they listen to. | Students develop critical listening skills, allowing them to assess and evaluate the quality and artistic merits of a piece of music.  Students will be able to identify and describe the interrelated dimensions of music whilst listening and analysing a piece of music. | Students will compare and contrast different pieces of music, identifying similarities and differences in style, mood or instrumentation.  Students will use the elements to further their understanding of how music is constructed and how to analyse music from different genres/eras effectively. | Students will listen to music and analyse the key stylistic and compositional features, in response to time sensitive questions. | Students will gain knowledge of scales, modes, harmony, chord progressions and counterpoint. |
| **Composing** | Rhythmical Notation Composition using: Crotchets, Quavers, Minims, Semi-Quavers, Rests.  Students will learn How to imitate or respond to rhythmic patterns.  Students will be able to work as part of a group to create/ compose rhythmical patterns  Experimenting with creating simple musical ideas and melodies. | Students explore more advanced music theory concepts, including chromatic harmony.  Studying specific historical styles of music and trying to compose pieces in those styles, for example – film music. | Knowledge of how to write effectively for different instruments and voices including their ranges, timbres and technical capabilities.  Understanding the historical context and evolution of music styles and how they influence new pieces. | Students will be able to use and develop compositional devices and ideals to create a musically coherent and stylistic piece.  Students will evaluate the effectiveness of compositional decisions in historical and purposeful context.  Proficiency in music notation software and traditional manuscript notation to communicate musical ideas clearly. | Students will gain an understanding of how to create pleasing chord progressions and intricate contrapuntal melodies. They will organise musical ideas into coherent forms such as ternary and rondo. They will develop the ability to craft compelling melodies and develop musical motifs throughout a composition. |
| **Performing** | Students will develop proficiency in playing musical instruments or singing, including technique, interpretation and expression.  Collaborating with class through singing in a choir, playing in small ensembles, or participating in music-making activities. | • Keyboard Skills  - Right hand, 5 finger position  - Left hand, 2 notes  - Two hands together  To further develop performance skills and confidence both as an individual and as part of an ensemble. Refine motor skills enabling students to play more complex pieces on a musical instrument | • Ensemble Performance Skills  - Awareness (balance etc.)  - Beat (playing in time)  - Communication  (Expression & Interpretation)  • Basic pitch notation  - Bass Clef - Tablature  • Basic guitar skills (Bass and Acoustic)  • Ukulele skills (continued)  • Keyboard Skills - Chords - Two hands together | Students will confidently deliver an accurate and expressive performance on their chosen instrument. | Students will confidently deliver an accurate and expressive performance on their chosen instrument exploring the interrelated dimensions of music. |

**Intent – All students to be more musical by the end of each key stage.**

**Substantive** knowledge focuses on developing pupil’s skills and knowledge required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

**Disciplinary** knowledge in music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Pupils work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

Interrelated Dimensions of Music:

1) Pulse

2) Rhythm

3) Pitch

4) Tempo

5) Dynamics

6) Timbre

7) Texture

8) Structure

9) Notation