

## Subject Specific Concepts and the reasons for our choices

### Subject: Music

Within our Music curriculum, we learn about different types of Knowledge:

- **Tactic Knowledge:** Knowledge which is gained through experiences with music.
- **Procedural Knowledge:** The know-how of music.
- **Declarative Knowledge:** The facts about music, including knowledge of keys, chords and songs.

Concept	Why learn about this concept?	Year group studied
Appraising	<p>Appraisal encompasses many musical elements including timbre (sound quality), pitch (high or low sounds), texture (how many sounds there are), tempo (speed), duration (long or short) and dynamics (loud or quiet). By listening to the musical elements in a focused way, the children are able to hear the elements in a meaningful context and apply their understanding of these key features.</p> <p>The children will become aware of different musical genres and begin to form a justified preference using their understanding of the key musical elements.</p> <p>By refining their close listening skills, the children will be able to pick out the different features of songs and identify a range of musical instruments that are used, as well as beginning to understand how they are used to create a particular effect.</p> <p>Appraising is a Repton key concept because we believe music stimulates the brain, and with its varied sounds and lyrics, children are exposed to a large amount of vocabulary in a short amount of time. Music brings us joy and allows children to express themselves in a unique way, which motivates their learning and builds on their self-confidence and identity.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Singing and playing	<p>Singing and playing is a Repton key concept because we believe singing is important because it builds self- confidence and self-esteem. It engages children’s emotions and enables children from all backgrounds and abilities to come together to create something special together. Singing provides an emotional release for children; it provides a way to express feelings that they might not be able to verbalise and connects children together. Through singing, children are able to build on their musical memory and develop their musical ear.</p> <p>Learning to play an instrument stimulates the brain and develops creativity, resilience, concentration and memory skills.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Composing and Improvising	<p>Composing is the process of selecting and organising sounds to make music. Improvisation is the combination of creativity and spontaneity. It involves children combining performance with self-expression.</p> <p>Composing and Improvising is a Repton key concept because we believe that children should learn to select and organise sounds to successfully communicate an intention to the audience. Children will have the opportunity to use learnt pieces to scaffold their own creations.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6
Performing	<p>Performing is the act of making music for an audience.</p> <p>Performing is a Repton key concept because we believe in the importance of our children learning how to be confident in front of a crowd. They practise how to hold themselves on stage and how to</p>	Year R Year 1 Year 2 Year 3 Year 4

	overcome challenges when things haven't gone to plan. Through performing, children are able to develop their self-esteem, teamwork skills and resilience.	Year 5 Year 6
Notation	<p>Notation is the method used to record, on paper or screen, and it is music that is heard or performed.</p> <p>Notation is a Repton key concept because we believe in the importance of helping our children to use a series of symbols, pictures and markings to allow them to express how to perform a composition. At our school we use graphic and staff notation.</p>	Year R Year 1 Year 2 Year 3 Year 4 Year 5 Year 6