

## Charanga and how the strands meet the demands of the National Curriculum

### **Purpose of Study**

*Music 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.*

### **Aims**

- *Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.*
- *Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence*
- *Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.*

Fig 1: Excerpt taken from the National Curriculum.

### **Listening and Appraisal**

KS1

*'listen with concentration and understanding to a range of high-quality live and recorded music.'*

KS2

*'listen with attention to detail and recall sounds with increasing aural memory'*

*'appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians.'*

*'develop an understanding of the history of music.'*

### **Musical Activities**

KS1

*'use their voices expressively and creatively by singing songs and speaking chants and rhymes'*

## **Creating and Exploring**

KS1

*'play tuned and untuned instruments musically'*

*'experiment with, create, select and combine sounds using the inter-related dimensions of music'*

KS2

*'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'*

*'use and understand staff and other musical notations'*

## **Performing**

KS1

*'use their voices expressively and creatively by singing songs and speaking chants and rhymes'*

*'play tuned and untuned instruments musically'*

KS2

*'play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression'*

*'use and understand staff and other musical notations'*