

KS1 CORE CONCEPTS - MUSIC

KNOWLEDGE AND UNDERSTANDING	LISTENING
<ul style="list-style-type: none"> • Develop an appreciation for a range of music, including that from different traditions • Explore and explain own ideas and feelings • Use given and invented signs and symbols • <i>Understand a steady beat (duration)</i> • <i>Know and talk about different beats (duration)</i> • <i>Understand about tempos and their differences (tempo)</i> • <i>Use words or phrases to describe sounds and how they are produced (timbre)</i> • <i>Match selected sounds with their pictured source (timbre)</i> • <i>Understand about accompaniment (texture)</i> • <i>Understand cumulative songs (structure)</i> • <i>Understand how part of music sound different/the same (structure)</i> 	<ul style="list-style-type: none"> • Listen with concentration to a range of high quality live and recorded music • Recall sounds with increasing aural memory • Experience how sounds made in different ways • Understand how the inter-related dimensions of music are organised and used expressively • Know how music is used for certain purposes • <i>Identify high and low sounds (pitch)</i> • <i>Identify similar rhythmic patterns (duration)</i> • <i>Recognise sounds of different duration (duration)</i> • <i>Differentiate between loud and quiet sounds and silence (dynamics)</i> • <i>Recognise different textures (texture)</i> • <i>Recognise the difference between singing and speaking (timbre)</i> • <i>Identify different voices (timbre)</i> • <i>Recognise the difference between wood, metal, skin and shaker sounds (timbre)</i>
CREATING	PERFORMING
<ul style="list-style-type: none"> • Experiment with musical patterns • Create musical patterns • Explore and choose sounds and musical ideas • Organise musical sounds and ideas • Use movement and dance to show their ideas • Use musical and expressive language • Make improvements to their work • <i>Copy simple patterns (duration)</i> • <i>Explore sounds made by singing/speaking (timbre)</i> • <i>Create music with different strands (texture)</i> • <i>Use different musical sounds to create music (wood/metal/skin/shaker) (timbre)</i> 	<ul style="list-style-type: none"> • Use voices expressively in songs and chants • Play tuned and untuned instruments • Practise, rehearse and perform with others • Start and finish together • Make improvements to their work • <i>Keep to a steady beat (duration)</i> • <i>Respond to sounds of different duration (duration).</i> • <i>Sing cumulative songs (structure)</i>

KS2 CORE CONCEPTS - MUSIC

KNOWLEDGE AND UNDERSTANDING	LISTENING
<ul style="list-style-type: none"> • Develop an appreciation for a range of music, including that from different traditions • Analyse and compare sounds • Explore/explain own ideas and feelings about music • Develop an understanding of the history of music • Use IT effectively to create music • <i>Begin to understand musical notation</i> • <i>Know the difference between thick and thin texture (texture)</i> • <i>Know how music can be constructed (structure)</i> <i>Understand call and response (structure)</i> • <i>Know the difference between verse and refrain (structure)</i> • <i>Use staff and other musical notations</i> • <i>Understand strong and weak beat (duration)</i> 	<ul style="list-style-type: none"> • Listen with concentration to a range of high quality live and recorded music • Recall sounds with increasing aural memory • Understand music is produced in different ways • Know how time and place can influence music • Identify and compare different tempos (tempo) • <i>Determine high and low sounds (pitch)</i> • <i>Recognise changes in beat (duration)</i> • <i>Recognise quiet and loud sounds (dynamics)</i> • <i>Recognise changes in texture (texture)</i> • <i>Recognise an instrument by its sound (timbre)</i> • <i>Identify long and short phrases (pitch).</i> • <i>Recognise crescendo and diminuendo (dynamics)</i> • <i>Identify and compare tone colours/groupings (timbre)</i>
CREATING	PERFORMING
<ul style="list-style-type: none"> • Explore and choose musical ideas • Combine and organise musical ideas • Improvise and develop inter-related dimensions • <i>Use and use a steady beat (duration)</i> • <i>Create rhythmic patterns and ostinato (duration).</i> • <i>Assess how appropriate dynamic choices are (dynamics)</i> • <i>Create/improve different structures (structure)</i> 	<ul style="list-style-type: none"> • Sing and chant in unison and in two parts • Sing with confidence, control, accuracy, expression • Play instruments with control/rhythm • Practise, rehearse and present with audience awareness • <i>Perform simple melody patterns (pitch)</i> • <i>Keep to the beat when performing (duration)</i> • <i>Keep to the right tempo when performing (tempo)</i> • <i>Perform rhythmic patterns and ostinato (duration)</i> • <i>Sing rounds (texture)</i> • <i>Perform music with different structures (structure)</i>
<i>Blue is Y3/4 and pink is Y5/6</i>	

Class	YEAR 1/2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUT 1	Round and Round	Chinese Tea Ceremony	Chinese Tea Ceremony	Chinese Tea Ceremony	Chinese Tea Ceremony
AUT 2	Nativity songs	Christmas Concert songs and carols			
SPR 1	No music	No music	No music	No music	No music
SPR 2	Coffee/Tea	Superheroes	Superheroes	Superheroes	Superheroes
SUM1	The Whale Song	Samba	Titanic	Titanic	Y6 Play