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**Key Concepts – Music**

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|  | **Key concepts** | | |
| **KS1** | * Use voices expressively by singing songs and speaking chants and rhymes * Follow repeat back and creates musical and rhythmical patterns experimenting with pitch, tempo, rhythm and pulse. * Play tuned and unturned instruments musically. * Listen with concentration and understanding to a range of high quality live and recorded music. * Choose and create sounds for different stimuli * Name a range of classroom instruments * Perform long and short sounds in response to graphic symbols * Create their own ideas through graphic notation and class score, recording and performing. | | |
| **Lower KS2** | * Begin to play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * Improvise, explore and compose music when responding to stimuli and feelings for a range of purposes using the 9 inter-related dimensions of music. * Listen with attention to detail, repeat back and identify instruments accurately. * Children begin to play and experiment in response to a class score (using lettered notation or symbols) and are able to begin to make their own. * Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Begin to have an awareness of the different musical periods. * Children have an awareness of staff and notation and how pitch can be a response to different notes. | | |
| **Upper KS2** | * Confidently play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression using notation and their own symbols. * Improvise, collaborate and compose music for a range of purposes evenly using the inter-related dimensions of music. * Listen with attention to detail stay, in time during ensemble pieces, know where their vocal or instrumental piece fits and recall sounds with increasing aural memory. * Use and understand staff and other musical notations and use these to play tuned instruments * Critique, evaluate and respond, using musical vocabulary a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * Develop an understanding of the history of music. | | |
| **The interrelated dimensions of music- This should underpin all teaching and learning.** | | | |
| pulse | | rhythm | dynamics |
| pitch | | tempo | timbre |
| structure | | texture | notation |