

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT – Listening

Small Steps

## MILESTONE 1

Key Stage 1

### KS1 Music National Curriculum

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

Children can:

- Recognise and understand the difference between pulse and rhythm.
- Understand that different types of sounds are called timbres.
- Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describe the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describe the differences between two pieces of music.
- Express a basic opinion about music (like/dislike).
- Listen to and repeat short, simple rhythmic patterns.
- Listen and respond to other performers by playing as part of a group.
- *Recognise timbre changes in music they listen to.*
- *Recognise structural features in music they listen to.*
- *Listen to and recognise instrumentation.*
- *Begin to use musical vocabulary to describe music.*
- *Identify melodies that move in steps.*
- *Listen to and repeat a short, simple melody by ear.*
- *Suggest improvements to their own and others' work.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Listening

Small Steps

## MILESTONE 2

Lower Key Stage 2

### KS2 Music National Curriculum

To listen with attention to detail and recall sounds with increasing aural memory.

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

To develop an understanding of the history of music.

Children can:

- Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understand that music from different parts of the world has different features.
- Recognise and explain the changes within a piece of music using musical vocabulary.
- Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Begin to show an awareness of metre.
- Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
- *Recognise the use and development of motifs in music.*

- *Identify gradual dynamic and tempo changes within a piece of music.*
- *Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.*
- *Identify common features between different genres, styles and traditions of music.*
- *Recognise, name and explain the effect of the interrelated dimensions of music.*
- *Identify scaled dynamics (crescendo/decrescendo) within a piece of music.*
- *Use musical vocabulary to discuss the purpose of a piece of music.*
- *Use musical vocabulary when discussing improvements to their own and others' work.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Listening

#### Small Steps

## MILESTONE 3

### Upper Key Stage 2

#### **KS2 Music National Curriculum**

To listen with attention to detail and recall sounds with increasing aural memory.

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

To develop an understanding of the history of music.

Children can:

- Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Compare, discuss and evaluate music using detailed musical vocabulary.
- Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work.
- *Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.*

- *Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts.*
- *Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.*
- *Identify the way that features of a song can complement one another to create a coherent overall effect.*
- *Use musical vocabulary correctly when describing and evaluating the features of a piece of music.*
- *Evaluate how the venue, occasion and purpose affects the way a piece of music sounds.*
- *Confidently use detailed musical vocabulary to discuss and evaluate their own and others work.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Composing

#### Small Steps

## MILESTONE 1

### Key Stage 1

#### **KS1 Music National Curriculum**

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

Children can:

- Select and create short sequences of sound with voices or instruments to represent a given idea or character.
- Combine instrumental and vocal sounds within a given structure.
- Create simple melodies using a few notes.
- Choose dynamics, tempo and timbre for a piece of music.
- *Select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.*
- *Successfully combine and layer several instrumental and vocal patterns within a given structure.*
- *Create simple melodies from five or more notes.*
- *Choose appropriate dynamics, tempo and timbre for a piece of music.*
- *Use letter name and graphic notation to represent the details of their composition.*
- *Begin to suggest improvements to their own work.*

# SUBJECT CONCEPT PLANS

## ART

### SUBJECT CONCEPT - Composing

#### Small Steps

## MILESTONE 2

### Lower Key Stage 2

- *Suggest improvements to others' work, using musical vocabulary.*

#### **KS2 Music National Curriculum**

To improvise and compose music for a range of purposes using the inter-related dimensions of music .

To use and understand staff and other musical notations .

Children can:

- Compose a piece of music in a given style with voices and instruments.
- Combine melodies and rhythms to compose a multi-layered composition in a given style.
- Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggest and implement improvements to their own work, using musical vocabulary.
- *Compose a coherent piece of music in a given style with voices, bodies and instruments.*
- *Begin to improvise musically within a given style.*
- *Develop melodies using rhythmic variation, transposition, inversion, and looping.*
- *Create a piece of music with at least four different layers and a clear structure.*
- *Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Composing

#### Small Steps

## MILESTONE 3

### Upper Key Stage 2

- *Record own composition using appropriate forms of notation and/or technology.*
- *Constructively critique their own and others' work, using musical vocabulary.*

#### **KS2 Music National Curriculum**

To improvise and compose music for a range of purposes using the inter-related dimensions of music .

To use and understand staff and other musical notations .

Children can:

- Compose a detailed piece of music from a given stimulus with voices, bodies and instruments.
- Improvise coherently within a given style.
- Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Use staff notation to record rhythms and melodies.
- Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.
- Suggest and demonstrate improvements to own and others' work.
- *Improvise coherently and creatively within a given style, incorporating given features.*
- *Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.*
- *Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Performing

#### Small Steps

## MILESTONE 1

### Key Stage 1

- *Perform expressively using dynamics and timbre to alter sounds as appropriate.*
- *Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.*

#### **KS1 Music National Curriculum**

To use their voices expressively and creatively by singing songs and speaking chants and rhymes.

To play tuned and untuned instruments musically.

Children can:

- Use their voices expressively to speak and chant.
- Sing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copy back short rhythmic and melodic phrases on percussion instruments.
- Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- *Use their voices expressively when singing, including the use of basic dynamics (loud and quiet).*
- *Sing short songs from memory, with melodic and rhythmic accuracy.*
- *Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Performing

#### Small Steps

## MILESTONE 2

### Lower Key Stage 2

#### KS2 Music National Curriculum

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

Children can:

- Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.
- *Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.*
- *Sing and play in time with peers with accuracy and awareness of their part in the group performance.*
- *Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.*
- *Play syncopated rhythms with accuracy, control and fluency.*

# SUBJECT CONCEPT PLANS

## MUSIC

### SUBJECT CONCEPT - Performing

#### Small Steps

## MILESTONE 3

### Upper Key Stage 2

#### KS2 Music National Curriculum

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

Children can:

- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Perform with accuracy and fluency from graphic and simple staff notation.
- Play a simple chord progression with accuracy and fluency.
- *Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.*
- *Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.*
- *Perform a solo or take a leadership role within a performance.*

- *Perform with accuracy and fluency from graphic and staff notation and from their own notation.*
- *Perform by following a conductor's cues and directions.*