

Music National Curriculum coverage

Key stage 1 Curriculum coverage	
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
Play tuned and untuned instruments musically.	
Listen with concentration and understanding to a range of high-quality live and recorded music.	
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	

Key Stage 2 Curriculum coverage	
Pupils should be taught to sing and play musically with increasing confidence and control.	
They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	
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.	
Listen with attention to detail and recall sounds with increasing aural memory.	
Use and understand staff and other musical notations	
Appreciate and understand 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.	



Music concepts



Compose:

Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience.



Improvise:

The activity of making or doing something not planned beforehand, using whatever can be found without specific or scripted preparation. Improvisation is an important precursor to composition. It enables creativity and experimentation with sound and instruments and a way to try out ideas.



Appraise:

The appreciation and evaluation of a performance including what was enjoyable and what could be improved.



Pulse and Rhythm:

Rhythm is the organisation of long and short sounds around a pulse or beat. Some rhythms coincide with the beat; others use syncopation, in which most of the sounds fit between the main beats.



Listening:



Notation:


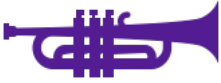




Notation is the method used to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas. There are several different types of standard notation that should be taught progressively.



Perform:

Performing is the act of making music for an audience at a particular time and place. Most performances need to be practised and refined.



 <p><u>Culture:</u></p> <p>The unique instruments, genres and rhythms of cultures around the world.</p>	 <p><u>Instrument:</u></p> <p>Any device for producing a musical sound.</p>	 <p><u>Musician:</u></p> <p>A person who plays a musical instrument, especially as a profession or is musically talented.</p>
 <p><u>Choral:</u></p> <p>A song composed or sung by a choir.</p>	 <p><u>Orchestra:</u></p> <p>A group of instrumentalists including strings, woodwind, brass and percussion sections, playing classical music.</p>	 <p><u>Ensemble:</u></p> <p>A group of musicians who perform together with either instruments or their voices.</p>

rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure

Progression of big ideas

BIG IDEA	EYFS	KS1	LOWER KS2	UPPER KS2
Culture				
Instrument				
Musician				
Choral				
Orchestra				
Ensemble				

