

Overview of New Learning within the Concepts of Music

Key Stage	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Reception		Respond to sounds of different duration Recognise difference between long & short sounds	Differentiate between sounds – loud, quiet, silence	Differentiate between fast & slow tempos	Recognise difference between singing & speaking voice Work with wood, metal, skin and 'shaker' sounds Match selected sounds with a pictured source	Recognise a song with and without accompaniment	
KSI	Identify high & low sounds	Copy simple sound patterns of long & short duration Recognise differences between steady and no beats Identify similar rhythmic patterns			Explore different sounds of singing & speaking voice Identify voices by their vocal qualities Use sound vocabulary to describe sounds and way they are produced	Determine one or more strands of music	Understand the form of cumulative songs Recognise sections of a piece of music – same or different

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Lower KS2	<p>Determine upwards/downwards direction in listening, performing & moving</p> <p>Recognise & imitate melody patterns in echoes</p> <p>Show overall contour of melodies</p> <p>Determine movement – steps, leaps, repeats</p>	<p>Indicate a steady beat by movement</p> <p>Respond to changes in speed of beat</p> <p>Respond to strong beats whilst singing</p> <p>Use instruments to keep steady beat</p> <p>Hold beat against another part</p> <p>Perform rhythmic patterns & ostinati</p>	<p>Recognise differences in dynamic levels</p> <p>Recognise crescendo & diminuendo</p>	<p>Identify tempo of music and changes in tempo</p>	<p>Describe & aurally identify tone colours of instruments and compare</p>	<p>Recognise differences between thick & thin textures & changes</p> <p>Identify melodic line in a texture</p>	<p>Recognise call & response form</p> <p>Differentiate between contrasting sections of a song – verse/refrain</p> <p>Recognise binary & ternary form</p>
Upper KS2	<p>Perform simple melody patterns</p> <p>Identify short/long phrases</p> <p>Recognise like/unlike phrases in melody</p> <p>Identify main melody patterns in a piece of music</p> <p>Improvise a melodic pattern & melody</p>	<p>Identify silence with a gesture</p> <p>Create rhythmic patterns – notation & silence</p> <p>Through movement indicate strong/weak beats</p> <p>Recognise metres of 3 & 4 & changes</p>	<p>Assess appropriateness of dynamic choices</p>		<p>Identify groupings of instruments</p> <p>Recognise instruments heard in a piece of music</p>	<p>Recognise rhythm on rhythm</p> <p>Recognise difference between unison & harmony</p> <p>Understand process and construction of rounds & canons</p> <p>Identify differing textures in a round/song</p>	<p>Identify, through listening, binary, ternary & rondo form</p> <p>Recognise forms from notational devises</p>