

## Concept Tracker – Music Years 1-6
































Objective: <b>UNDERSTANDING</b>	Date Assessed:	Limited Understanding	Able to mimic this with help	Off the gap list! Can explain and apply this	Can reason with this and use it in any context
<b>Genres and Cultural Traditions</b> – Understanding that there are styles of music and some have cultural and historic meaning.					
<b>Genres Y1</b> Understands the structure of songs they know, well enough to add sounds or lyrics that fit the existing form.					
<b>Genres Y2</b> Understands how a composer or artist may have their own style and can use the concept of a genre and families of instruments when discussing these.					
<b>Genres Y3</b> Understands the sounds of an orchestra and different families of instruments so they can differentiate between a Baroque orchestra and a modern Symphony orchestra for example.					
<b>Genres Y4</b> Understands that most people in the UK may have had access to one set of genres but that the music from other cultures may be very different. Can talk respectfully of different musical traditions.					
<b>Genres Y5</b> Understands the blending of genres creating new ones and how over time, the introduction of new instruments has changed the sounds people experience					
<b>Genres Y6</b> Has a working understanding of cultural styles and genres and can suggest which apply to musical pieces they are listening to, ones they like and ones they tend to dislike.					

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<b>Musical Expression</b> – Understanding how different emotions and ideas are communicated through music					
<b>Expression Y1</b> Understands the connection between feelings and music and can express how music makes them feel, distinguishing between high and low sounds, fast and slow and soft and loud.					
<b>Expression Y2</b> Understands the concept of contrasting sounds and sounds intending to create a particular effect such as a change in tempo in a soundtrack.					
<b>Expression Y3</b> Understands how to combine different sounds to create a specific mood or feeling. Has a working understanding of common instrument timbres so can use these when communicating the sound they want.					
<b>Expression Y4</b> Understands the importance of silences in music and what effects it can have. Including the idea of phrases like sentences with punctuation.					
<b>Expression Y5</b> Understands how major and minor keys change the tonality of a piece of music and can suggest chords or when dissonant sounds could be used to enhance what a piece is communicating.					
<b>Expression Y6</b> Understands how to compose or suggest music which is appropriate to a mood, time, location or occasion. This is justified intentionally through thoughts about the melody, rhythms, chords and style.					

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<b>Notation</b> – Understanding how the sounds written down and communicated through symbols translate to the sounds you hear.					
<b>Notation Y1</b> Understands the concept of rhythm notes in a simple form such as stick notation or clapping instructions.					
<b>Notation Y2</b> Understands crotchet, crotchet rest, minim and quaver-pair signs to notate the rhythm of a known song so they can copy simple rhythmic and melodic patterns.					
<b>Notation Y3</b> Understands the meaning of semiquaver patterns and quaver-crotchet-quaver patterns and can apply to changes of dynamic and tempo. They understand the different between pulse and rhythm.					
<b>Notation Y4</b> Understands basic dynamic notations, ties, dotted notes and how musical phrases are like sentences expressing an idea each. They can spot 3 pitch sequences written down and heard.					
<b>Notation Y5</b> Understands the concept of a musical score. They can show this through applying it to a whole class piece or decoding pieces with chord boxes.					
<b>Notation Y6</b> Understands that there are different clefs for different pitch ranges. Understand notation for a wider range of dynamics and individual note articulations.					

	Music Progression of Practical Skills			Notating	Applying
	Performing	Composing	Listening and evaluating		
KS1		<ul style="list-style-type: none"> <li>• I can</li> </ul>	<ul style="list-style-type: none"> <li>• I can]</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>
NP					
M					
Lower KS2	<ul style="list-style-type: none"> <li>• I can</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>
NP					
M					
Upper KS2	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can</li> <li>•</li> </ul>
NP					
M					

## Enabling Knowledge

KS1	Lower KS2 in addition	Upper KS3 in addition																								
<ul style="list-style-type: none"> <li>• Beat: The way pulse is grouped in music - some beats are stronger than others.</li> <li>• Chant: Words spoken to a steady beat.</li> <li>• Dynamics: The loudness of the sounds, which generally changes, sometimes dramatically, throughout most pieces of music.</li> <li>• Metre: The grouping of beats into stronger and weaker beats.</li> <li>• Moving by step: Melodies that move up or down using adjacent notes, eg the first three notes of Three blind mice.</li> <li>• Moving by leap: Melodies that use bigger distances between notes, eg the first few notes of London's burning. Note: Most melodies use both step and leap.</li> <li>• Phrase: A group of sounds that make musical sense.</li> <li>• Pulse: A constant regular beat that can be felt throughout much music – like a heartbeat that brings the music to life. The speed of the beat is related to the tempo of the music.</li> <li>• Rhythm: A sequence of shorter and longer sounds that can fit to a steady beat.</li> <li>• Structure: The way sounds are organised within a composition, eg sounds could be organised with a beginning, middle and end.</li> <li>• Tempo: The speed of the music, which can either be the same throughout the music or change, eg getting faster/slower.</li> <li>• Timbre: Different types of sound, eg different voice sounds, sounds made by different instruments, sounds made using different kinds of beater.</li> </ul>	<ul style="list-style-type: none"> <li>• Cuckoo notes: Two notes three semitones apart, eg G to E, F to D</li> <li>• Ostinato: A repeated pattern that can be melodic and/or rhythmic.</li> <li>• Pentatonic scale: A series of five notes often made by using all the black notes of a keyboard, although it can sometimes be made using white notes, eg C D E G A. A pentatonic scale can centre around the cuckoo notes (minor third), eg C D E G A, and can be learned by extending the range from the minor third E G and adding A, then D, then C.</li> <li>• Semitone: The smallest step between two notes on a keyboard using black and white notes. (Note that there are points where the smallest step is from white to white, eg E to F, B to C.)</li> </ul>	<ul style="list-style-type: none"> <li>• Legato: Full, long and flowing notes leading to a smooth sound</li> <li>• Staccato: Short, 'bouncy' or 'clipped' notes.</li> <li>• Staff notation: Notation that uses lines and spaces to show pitch and differently shaped notes to indicate duration, eg</li> </ul> <table data-bbox="1339 487 1795 820"> <thead> <tr> <th>Sign</th> <th>Name</th> <th>Length</th> <th>Rest</th> </tr> </thead> <tbody> <tr> <td></td> <td>Semibreve</td> <td>4 beats</td> <td></td> </tr> <tr> <td></td> <td>Minim</td> <td>2 beats</td> <td></td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> <td></td> </tr> <tr> <td></td> <td>Quaver</td> <td>1/2 beat</td> <td></td> </tr> <tr> <td></td> <td>Semiquaver</td> <td>1/4 beat</td> <td></td> </tr> </tbody> </table> <p data-bbox="1255 836 1984 1015">  </p>	Sign	Name	Length	Rest		Semibreve	4 beats			Minim	2 beats			Crotchet	1 beat			Quaver	1/2 beat			Semiquaver	1/4 beat	
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**KS1 Music Vocabulary**

<p><b>Pitch</b> <i>melody, tune</i>  <i>high, (getting) higher, going up</i>  <i>low, (getting) lower, going down</i>  <i>steps - jumps - slides</i></p>	<p><b>Tempo</b>  <i>fast, (getting) faster</i>  <i>slow, (getting) slower</i></p>	<p><b>Duration</b>  <i>pulse, beat start, stop</i>  <i>long, longer, sustained</i>  <i>short, shorter,</i>  <i>staccato</i>  <i>rhythm</i></p>	<p><b>Dynamics</b>  <i>loud, (getting) louder</i>  <i>quiet, (getting) quieter</i></p>
<p><b>Timbre</b>  <i>descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth,</i>  <i>scratchy, chiming, clicking;</i></p> <p><i>words describing the qualities of sounds, such as: rattling, smooth, tinkling;</i></p> <p><i>words relating to sound production, such as: hitting, shaking, scraping</i></p>	<p><b>Texture</b>  <i>solo duet</i>  <i>ensemble</i>  <i>few - many</i></p>	<p><b>Structure</b>  <i>beginning - middle - end</i>  <i>phrase</i>  <i>verse -</i>  <i>chorus</i></p>	<p><b>Techniques</b>  <i>breathing</i>  <i>posture</i>  <i>singing, whispering, talking,</i>  <i>humming</i>  <i>blowing</i>  <i>striking,</i>  <i>hitting</i>  <i>shaking</i>  <i>plucking,</i>  <i>strumming</i></p>

## Lower Key Stage 2 Music Vocabulary

<p><b>Pitch</b> <i>melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale Note names A, B, C, etc.</i></p>	<p><b>Tempo</b> <i>fast, (getting) faster slow, (getting) slower pulse different speeds</i></p>	<p><b>Duration</b> <i>steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato</i></p>	<p><b>Dynamics</b> <i>loud – forte getting louder – crescendo quiet – piano getting quieter - diminuendo</i></p>
<p><b>Timbre</b> <i>descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking;</i></p> <p><i>words describing the qualities of sounds, such as: rattling, smooth, tinkling;</i></p> <p><i>words relating to sound production, such as: hitting, shaking, scraping</i></p>	<p><b>Texture</b> <i>solo duet ensemble few – many combined</i></p>	<p><b>Structure</b> <i>beginning – middle – end phrase verse – chorus round repetition introduction interlude, ostinato bass drone melodic ostinato</i></p>	<p><b>Techniques</b> <i>breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</i></p>

## Upper Key Stage 2 Music Vocabulary

<p><b>Pitch</b> <i>melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato drone pentatonic scale note names A, B, C, etc. interval unison, harmony, chord</i></p>	<p><b>Tempo</b> <i>fast, (getting) faster slow, (getting) slower pulse different speeds</i></p>	<p><b>Duration</b> <i>steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest</i>  <i>♩ semibreve - four beats ♪ minim - two beats ♫ crotchet - one beat ♪♩ quaver - half-beat ♪♩♩ semiquaver - quarter-beat</i></p>	<p><b>Dynamics</b> <i>(moderately) loud – (mezzo) forte very loud – fortissimo getting louder – crescendo</i>  <i>(moderately) quiet – (mezzo) piano very quiet - pianissimo getting quieter - diminuendo</i></p>
<p><b>Timbre</b> <i>descriptive words such as: light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking; words describing the qualities of sounds, such as: rattling, smooth, tinkling; words relating to sound production, such as: hitting, shaking, scraping attack, decay, accent</i></p>	<p><b>Texture</b> <i>solo duet ensemble few – many combined</i></p>	<p><b>Structure</b> <i>beginning – middle – end phrase verse – chorus round repetition introduction sections interlude ostinato bass drone melodic ostinato</i></p>	<p><b>Techniques</b> <i>breathing posture singing, whispering, talking, humming blowing articulation, projection striking, hitting shaking plucking, strumming</i></p>
<p><b>Processes</b> <i>improvising, composing arranging, notating, layering, accompaniment, rehearsing, performing</i></p>		<p><b>Contexts</b> <i>culture, venue, time and place intentions, purpose, intended effect repertoire</i></p>	