

# Lanercost Church of England Primary School

Care Believe Achieve

## Lanercost C of E School Music Key Concepts

The Key Geographical Concepts enable children become a little more expert as a geographer by Thinking Geographically.

The National Curriculum states that Music is 'a universal language that embodies one of the highest forms of creativity'. At Lanercost, we provide high-quality music education to develop a love of music and increase self-confidence and a sense of achievement.

Throughout their time at Lanercost, our children will develop a critical engagement with music through composition and listening to a variety of musical genres.

## The Four Substantive Concepts

This is the subject knowledge and explicit vocabulary used to learn about the content. We have defined substantive concepts that are used as a vehicle to connect the substantive knowledge.

Tempo	The speed of the pules, or how fast the music goes.
Rhythm	The pattern of long and short sounds as you move through the music.
Pitch	How high or low a note sounds.
Melody	A melody is made up of high and low pitched notes played one after the other.

These Four Concepts develop and deepen as children move through Lanercost from Early Years to Key Stage Two.

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Concept	EYFS	KS1	KS2
<b>Tempo</b>	<b>Objectives from Development Matters:</b> Listen attentively, move to and talk about music, expressing their feelings and responses	use their voices expressively and creatively by singing songs and speaking chants and rhymes	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.
<b>Rhythm</b>			
<b>Pitch</b>	Sing in a group or on their own, increasingly matching the pitch and following the melody	play tuned and untuned instruments musically	Listen with attention to detail and recall sounds with increasing aural memory  Use and understand staff and other musical notations
<b>Melody</b>	Explore and engage in music making and dance, performing solo or in groups		

## The Four Disciplinary Concepts

There are Four Disciplinary Concepts that support children to become confident musicians:

<b>Performing</b>	To carry out or present a form of entertainment to an audience	listen with concentration and understanding to a range of high-quality live and recorded music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
<b>Improvising</b>	The creation of immediate musical composition	experiment with, create, select and combine sounds using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music
<b>Composing</b>	The act of creating a piece or music using inter-related dimensions of music		Use and understand staff and other musical notations
<b>Structure</b>	The arrangement and order of the parts or sections of music		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.

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## Concepts in the Curriculum

Each topic includes the main Substantive and Disciplinary Concepts to be covered as well as a secondary Disciplinary Concept that can be woven in.

Music Concepts Cycle A				
	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Me! Rhythm, Performing, Improvising	Introducing Beat Tempo, Rhythm	Developing Notation Skills Melody, Tempo, Pitch	Getting Started with Music Tech Rhythm, Dynamics,
Autumn 2	My Stories Tempo, Improvising	Focus on Dynamics and Tempo Tempo, Dynamics	Combining Elements to Make music Tempo, Pitch, Dynamics, Structure	Understanding Structure and Form Structure, Rhythm, Composing
Spring 1	Everyone Rhythm, Pitch, Tempo	Exploring Feelings Through Music Melody	Composing Using your imagination Composing, Improvisation	Exploring Key and Time Signatures Rhythm, Tempo
Spring 2	Our World Rhythm, Pitch, Tempo	Inventing a Musical Story Composing, Dynamics	Creating Simple Melodies Together Melody, Structure	Exploring Notation Further Tempo, Rhythm, Dynamics
Summer 1	Big Bear Funk Rhythm, Pitch, Tempo	Having Fun with Improvisation Performing, Improvising	Learning More about Musical Styles Melody, Dynamics	Words, Meaning and Expression Performing, Composing, Improvisation
Music Concepts Cycle B				
	EYFS	Year 1/2	Year 3/4	Year 5/6

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Autumn 1	Me! Rhythm, Performing, Improvising	Exploring Simple Patterns Tempo, Rhythm	Interesting Time Signatures Tempo, Rhythm	Developing Melodic Phrases Melody, Pitch
Autumn 2	My Stories Tempo, Improvising	Adding Rhythm and Pitch Pitch, Rhythm	Enjoying Improvisation Performing, Composing, Improvising	Emotions and Musical Styles Melody, Performing
Spring 1	Everyone Rhythm, Pitch, Tempo	Exploring Feelings through Music Melody, Performing	Developing Pulse and Groove Through Improvisation Tempo, Performing	Gaining confidence through performance Performing
Spring 2	Our World Rhythm, Pitch, Tempo	Combining pulse, rhythm and pitch Tempo, Pitch, Rhythm	Sharing musical experiences Melody, Performing, Pitch	connecting notes and feelings Improvisation, Composing
Summer 1	Big Bear Funk Rhythm, Pitch, Tempo	Music that makes you dance Performing, Melody, Rhythm	Connecting Notes and Feelings Performing, Melody, Rhythm	Using Chords and Structure Dynamics, Composing, Melody