

# ACKWORTH HOWARD

## PROGRESSION OF KEY CONCEPTS

### Music



Concept	Key Stage	What understanding and using that concept looks like..
<b>Shape</b>  <i>Music can take an endless array of shapes through manipulating the pitch, duration, dynamics, tempo, timbre, texture and structure.</i>	EYFS	Hear elements of musical shape ( i.e. High, low, loud, soft, long, short, fast, slow and steady beat)
	KS1	<b>Identify and describe</b> elements of musical shape using simple language ( i.e.) high, low, loud, soft, long, short, fast, slow) <b>Identify</b> different time signatures (3/4 and 4/4) <b>Interpret</b> early musical notation and link it to the simple language of musical rhythms ( frog, tadpole, butterfly and caterpillar)
	KS2	<b>Identify and describe</b> elements of musical shape using technical shape (rhythm, pitch, duration, dynamics, tempo, timbre, structure) <b>Interpret</b> more complex musical notation on a staff (treble clef) and link it to the language of musical shape ( crotchets, quavers, minims)
<b>Communication</b>  <i>Shaping music to represent something real or express an emotion, mood or message</i>  <i>Composer talk</i>	EYFS	<b>Copy and keep</b> a steady beat (pulse) <b>Perform, compose and improvise</b> with music using their early knowledge of musical shape, using a variety of songs, resources and instruments.
	KS1	<b>Copy, keep and compose</b> a rhythm <b>Copy and keep</b> a steady beat in a given time signature (3/4 or 4/4) <b>Perform, compose and improvise music</b> (including song) using their own developing knowledge of musical shape and comprehension to express themselves.
	KS2	<b>Perform and compose</b> music deliberately and justify their choice of shape using their deeper knowledge of musical comprehension.
<b>Comprehension</b>  <i>Critically ascribe meaning to a piece of music.</i>  <i>Listener talk</i>	EYFS	<b>Say</b> how a piece of music makes them feel.
	KS1	<b>Say</b> how a piece of music makes them feel using simple musical language to give reasons why.
	KS2	<b>Say</b> how a piece of music makes them feel using more technical language of musical shape to <b>justify</b> their response. <b>Explain</b> how peoples' experiences linked to time and culture affect the way a piece of music is comprehended.



**'Providing opportunities for growth in mind, body and spirit.'**