

## Early Years Structure

Disciplinary organisation to support Key Stage 1 readiness:

Musicianship (including some basic vocabulary)			
Repeating and creating rhymes and repeating rhymes.	Listening to and enjoying music	Singing songs	Creating and exploring sounds (with percussion instruments and everyday objects)

## Key Stage 1 Structure

Disciplinary knowledge to be developed:

Musicianship			
Singing	Listening	Composing	Performing

Substantive concepts:

Composers	Instruments	Musicianship
Name When they were composing Key facts and events in their life Genre The title of a piece or pieces of music they have composed.	Name a range of percussion instruments Play percussion instruments in a variety of ways. Name different instruments in the orchestra. Comment on the timbres different instruments create.	Playing steady beats Playing simple rhythms and recognise crotchets and quavers in stave notation, along with their relevant rests. To play and sing confidently within the interval of a 3 <sup>rd</sup> . To begin to develop: structure, timbre, dynamics and pitch.

## Key Stage 2 Structure

### Disciplinary knowledge to be developed:

Musicianship			
Singing	Listening	Composing	Performing

### Substantive concepts:

Composers	History of Music	Instruments	Musicianship
Name When they were composing Biographical information Genre Pieces by composer Links to other composers within the same period	Name different periods of music. Identify different periods of music chronologically Distinctive features of each period.	Continue to play a range of tuned and untuned percussion in a variety of ways. Name instruments of the orchestra and say which family they belong to. Develop knowledge of an instrument in a 10 week First Access Project led by NMPAT.	Playing steady beats Playing simple and complex rhythms. Recognise quavers, crotchets, minims and semibreves and their relevant rests. To play and sing confidently with an octave (and beyond). To develop: structure, timbre, texture, rhythm, dynamics and pitch.