

Music

Curriculum Map and Assessment Framework

EYFS – Year 6

Music – EYFS

Unit	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals
Unit 1 – Celebration Music	Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Understanding the World -Recognise that people have different beliefs and celebrate special times in different way. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
Exploring Sounds	Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding > Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Understanding the World -Explore the natural world around them Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.
Music and Movement	Personal, Social and Emotional Development -Think about the perspectives of others.	Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

Musical Stories	<p>Communication and Language</p> <ul style="list-style-type: none"> -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
Big Band	<p>Communication and Language</p> <ul style="list-style-type: none"> -Learn rhymes, poems and songs. 	<p>Expressive Arts and Design</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.

REC	Listening <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Composing	Performing	Inter-Related Dimensions of Music
Disciplinary Knowledge	<ul style="list-style-type: none"> *Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. Exploring lyrics by suggesting appropriate actions. Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. *Considering whether a piece of music has a fast, moderate or slow tempo. Listening to sounds and matching them to the object or instrument. *Listening to sounds and identifying high and low pitch. Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly. 	<ul style="list-style-type: none"> Playing untuned percussion 'in time' with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways. 	<ul style="list-style-type: none"> Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and started playing at the right time. 	<ul style="list-style-type: none"> To understand that what 'high' and 'low' notes are. To recognise that different sounds can be long or short. To understand that instruments can be played loudly or softly. To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music. To know that different instruments can sound like a particular character. To know that music often has more than one instrument being played at a time. To recognise the chorus in a familiar song. To know that signals can tell us when to start or stop playing.

REC	Unit	The children will be...	Pupil Outcomes Key Knowledge, Learning and Skills
1	Autumn 2 Celebration Music	Exploring music from around the world through focusing on winter celebrations. Listening to music, experimenting with playing percussion instruments and moving to music.	Key knowledge from the unit: To know that there are special songs we can sing to celebrate events. To understand that my voice or an instrument can match an action in a song. To know that moving to music can be part of a celebration. To recognise that different sounds can be long or short. To recognise music that is fast or slow.
2	Spring 1 Exploring Sound	Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.	Key knowledge from the unit: To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly. To know that music often has more than one instrument being played at a time.
3	Spring 2 Music and Movement	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Key knowledge from the unit: To know that the beat is the steady pulse of a song. To know that the tempo is the speed of the music. To understand that we can match our body movement to the speed (tempo) or pulse (beat) of music. To know that signals can tell us when to start or stop playing.
4	Summer 1 Musical Stories	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	Key knowledge from this unit: To understand that a piece of music can tell a story with sounds. To know that different instruments can sound like a particular character. To understand what 'high' and 'low' notes are.
5	Summer 2 Big Band	Experimenting with the sounds of instruments, through child and teacher-led sessions. Creating their own instruments and using non-tuned percussion instruments to form a class band. Culminates in a final performance.	Key knowledge from this unit: To know that an orchestra is a big group of people playing a variety of instruments together. To know that music often has more than one instruments being played at a time. To understand that performing means playing a finished piece of music for an audience.

Music - Key Stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of listening, composing and performing.

Term and Focus	National Curriculum objectives Pupils should be taught to:	Pupil outcomes Knowledge, understanding and skills
Year 1 Autumn Term 1 Pulse and Rhythm: All About Me	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To know that a rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section., e.g. a verse and a chorus.
Year 1 Autumn Term 2 Classical Music, Dynamins and Tempo: Animals	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is.
Year 1 Spring Term 1 Musical Vocabulary: Under the Sea	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To understand that pitch means how high or low a note sounds. To know that timbre means the quality; eg that different instruments would sound different playing a note of the same pitch. To know that music has layers called texture.
Year 1 Spring Term 2 Timbre and Rhythmic Patterns: Fairy Tales	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.
Year 1 Summer Term 1	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Key knowledge from this unit: To understand that tempo can be used to represent mood or help tell a story. To understand that tuned instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.

Pitch and Tempo: Superheroes		Experiment with, create, select and combine sounds using the inter-related dimensions of music		
Year 1 Summer Term 2		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically		Key knowledge from this unit: To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping your knees. To understand that music can be represented by pictures or symbols.
Vocal and Body Sounds: By the Sea		Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music		
1	Listening <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Composing <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Performing <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Inter-Related Dimensions of Music
Disciplinary Knowledge	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that music has layers called 'texture'.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that music can be represented by pictures or symbols.</p>
Term and Focus		National Curriculum objectives Pupils should be taught to:		Pupil outcomes Knowledge, understanding and skills
Year 2 Autumn Term 1		Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically		Key knowledge from this unit: To know that dynamics can change the effect a sound has on the audience. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

African Call and Response Song: Animals	Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	To understand that structure means the organisation of sounds within music, e.g. a verse chorus pattern To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that an instrument can be matched to an animal based on its timbre.		
Year 2 Autumn Term 2 Orchestral Instruments: Traditional Stories	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To know that musical instruments can be used to create ‘real life’ sound effects. To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. To know that stringed instruments, like violins, make a sound when the string vibrates. To know that a brass instrument is played by vibrating your lips against the mouthpiece. To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.		
Year 2 Spring Term 1 Musical Me: Singing and Playing a Song	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To understand that ‘melody’ means a tune. To know that notation means writing music down so that someone else can play it. To understand that accompaniment can mean playing instruments along with a song. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.		
Year 2 Spring Term 2 Dynamics, Timbre, Tempo and Motifs: Space	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To know that a soundscape is a landscape created using only sounds. To know that a composer is someone who creates music and writes it down. To understand that a motif is a ‘sound idea’ that can be repeated throughout a piece of music.		
Year 2 Summer Term 1 On This Island: British Songs and Sounds	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. To know that duration means how long a note, phrase or whole piece of music lasts. To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.		
Year 2 Summer Term 2 Myths and Legends	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Key knowledge from this unit: I know that a graphic score can show a picture of the structure of the music. To know that a graphic score can show a picture of the layers, or ‘texture’ of a piece of music. To know that ‘Tintagel’ is an example of a symphonic poem written by Arthur Bax in 1917.		
2	Listening <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Composing <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Performing <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Inter-Related Dimensions of Music

Disciplinary Knowledge	<p>*Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. *Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm. To know that dynamics can change the effect a sound has on the audience. To understand that the tempo of a musical phrase can be changed to achieve a different effect. To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre. To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>
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Music - Key Stage Two

Term and Focus	National Curriculum objectives Pupils should be taught to:	Pupil outcomes Knowledge, understanding and skills
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<p>Year 3 Autumn Term 1</p> <p>Creating Compositions in Response to an Animation: Mountains</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Key knowledge from this unit:</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to other members of your ensemble.</p>
<p>Year 3 Autumn Term 2</p> <p>Developing Singing Techniques and Keeping in Time: The Vikings</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that different notes have different durations and that crotchets are worth one whole beat.</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>
<p>Year 3 Spring Term 1</p> <p>Pentatonic Melodies and Composition: Chinese New Year</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic scale'.</p> <p>To understand that a pentatonic melody uses only the five notes CDEGA.</p>
<p>Year 3 Spring Term 2</p> <p>Traditional Instruments and improvisations around the world: India</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Key knowledge from this unit:</p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p>
<p>Year 3 Summer Term 1</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Key knowledge from this unit:</p> <p>I can identify the basic features of staff notation.</p> <p>I can identify the features of music from South Africa.</p> <p>I can recognise and pay minims.</p>

Musical Instruments – South Africa	Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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	I can create an ostinato. I can recognise and play semibreves by ear and from staff notation. I can recognise and play crotchets and crotchet rests by ear and from staff notation. I can compose rhythmic patterns.		
Year 3 Summer Term 2 Musical Instruments - Caribbean	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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	Key knowledge from this unit: I can identify the main features of Calypso music. I can improvise a vocal in the style of Calypso. I can use percussion instruments in the style of Calypso music. I can recognise and perform quavers from staff notation. I can improvise in Calypso style using a pentatonic scale.		
3	Listening <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Composing <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Performing <i>*Also form part of the ‘-inter-related dimensions of music’ strand.</i>	Inter-Related Dimensions of Music

Disciplinary Knowledge	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>Pitch</p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>Duration</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>Dynamics</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>Timbre</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>Texture</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>Structure</p> <p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>Notation</p> <p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>
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Term and Focus	National Curriculum objectives Pupils should be taught to:	Pupil outcomes Knowledge, understanding and skills
Year 4 Autumn Term 1 Body and Tuned Percussion: Rainforests	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Key knowledge from this unit: To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Year 4 Autumn Term 2 Rock and Roll	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Key knowledge from this unit: To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
Year 4 Spring Term 1 Changes in Pitch, Dynamics and Tempo: Rivers	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Key knowledge from this unit: To know that when you sing without accompaniment is called 'A Capella'. To understand that harmony means playing two notes at the same time, which usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to music notation to tell the performers how to play.
Year 4 Spring Term 2	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Key knowledge from this unit: To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music.

Haiku Music and Performance: Hanami	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>		
Year 4 Summer Term 1 Musical Instruments – South America	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p>	<p>Key knowledge from this unit: To learn, perform and combine key rhythms for salsa music. To identify the history and key features of Latin music. To identify the pitch of notes from staff notation, and play them accurately. To compose and notate a salsa-inspired melody. To perform a piece of salsa music using voices, instruments and dancing.</p>		
Year 4 Summer Term 2 Musical Instruments – Indonesia	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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</p>	<p>Key knowledge from this unit: To recall and describe key features of known musical genres. To identify the key features of gamelan music. To understand the concept of an octave. To explore how cyclic patterns are used in gamelan music. To explore how different timbres can be combined to create an effect in gamelan music.</p>		
4	<p>Listening <i>*Also form part of the '-inter-related dimensions of music' strand.</i></p>	<p>Composing <i>*Also form part of the '-inter-related dimensions of music' strand.</i></p>	<p>Performing <i>*Also form part of the '-inter-related dimensions of music' strand.</i></p>	<p>Inter-Related Dimensions of Music</p>

Disciplinary Knowledge	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decelendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Pitch</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>Duration</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p> <p>Dynamics</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Tempo</p> <p>To know that playing in time means all performers playing together at the same speed.</p> <p>Timbre</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p> <p>Texture</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>Structure</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p> <p>Notation</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play</p>
	Term and Focus	National Curriculum objectives Pupils should be taught to:		Pupil outcomes Knowledge, understanding and skills

<p>Year 5 Autumn Term 1</p> <p>Composing Notation: Egyptians</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that lines show the pitch of the note.</p>
<p>Year 5 Autumn Term 2</p> <p>Blues</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about worry or sadness.</p> <p>To know that a 'bent note' is a note that varies in pitch, eg the pitch made slide up or down.</p>
<p>Year 5 Spring Term 1</p> <p>South and West Africa</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>
<p>Year 5 Spring Term 2</p> <p>Composition to represent the Festival of Colour: Holi</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Key knowledge from this unit:</p> <p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>
<p>Year 5 Summer Term 1</p> <p>Musical Instruments: India</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Key knowledge from this unit:</p> <p>To identify the history and key features of Bollywood films.</p> <p>To identify how ambient sounds can be used to enhance a film score.</p> <p>To identify performance markings on staff notation and apply these to my performance.</p> <p>To understand the concept of harmony.</p> <p>To perform a film sequence using instruments and movement.</p>
<p>Year 5 Summer Term 2</p> <p>North America</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Key knowledge from this unit:</p> <p>to identify the key features of minimalism.</p> <p>To play a minimalist melody in two parts from staff-notation.</p>

	Use and understand staff and other musical notations 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			To play an interlocking minimalist melody in two parts from staff notation. To understand the connection between minimalist and electronic dance music. To play music from staff notation with accuracy, fluency, control and expression.
5	Listening <i>*Also form part of the ‘- inter-related dimensions of music’ strand.</i>	Composing <i>*Also form part of the ‘- inter-related dimensions of music’ strand.</i>	Performing <i>*Also form part of the ‘- inter-related dimensions of music’ strand.</i>	Inter-Related Dimensions of Music
Disciplinary Knowledge	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies. *Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others’ work.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Pitch To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Duration To know that ‘poly-rhythms’ means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>Dynamics To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Tempo To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>Timbre To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>Texture To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.</p> <p>Structure To know that a loop is a repeated rhythm or melody and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>Notation To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>

Term and Focus	National Curriculum objectives Pupils should be taught to:	Pupil outcomes Knowledge, understanding and skills
Year 6 Autumn Term 1 Advanced Rhythms	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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	Key knowledge from this unit: To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972. To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To know that a quaver is worth half a beat.
Year 6 Autumn Term 2 Dynamics, Pitch and Texture: Coast - Fingal's Cave by Mendelssohn	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions 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	Key knowledge from this unit: To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Year 6 Spring Term 1 Songs of World War 2	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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	Key knowledge from this unit: To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. A 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Year 6 Spring Term 2 Film Music: graphic scores	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Key knowledge from this unit: To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.
Year 6 Summer Term 1 Theme and Variations: Pop Art	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations 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	Key knowledge from this unit: To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

Year 6 Summer Term 2 Composing and Performing a Leavers' Song	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			Key knowledge from this unit: To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are represented in music by Roman numerals. To understand that all types of music notation show note duration.
6	Listening <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Composing <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Performing <i>*Also form part of the '-inter-related dimensions of music' strand.</i>	Inter-Related Dimensions of Music

Disciplinary Knowledge	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. *Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. *Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. *Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. *Constructively critique their own and others' work, using musical vocabulary</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. *Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>	<p>Pitch To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.</p> <p>Duration To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.</p> <p>Dynamics To know that a melody can be adapted by changing its dynamics.</p> <p>Tempo To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>Timbre To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>Texture To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>Structure To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p> <p>Notation To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.</p>
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