

MUSIC



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

EARLY YEARS FOUNDATION STAGE

EYFS

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

PERFORM	EXPLORE AND COMPOSE	LISTEN, REFLECT, APPRAISE
<ul style="list-style-type: none">- Remember and sing entire songs.- Learning a canon of songs by heart (nursery rhymes and pattern songs).- Sing the pitch of a tone sung by another person ('pitch match').- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.- Sing in a group or on their own, increasingly matching the pitch and following the melody.- Play instruments with increasing control to express their feelings and ideas.	<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.	<ul style="list-style-type: none">- Use drawing to represent ideas like movement or loud noises.- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.- Beginning to 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.

How This Can Be Supported:

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.

Invite musicians in to play music to children and talk about it.

Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance.

Play pitch-matching games, humming or singing short phrases for children to copy.

Use songs with and without words – children may pitch match more easily with sounds like 'ba'.

Sing call-and-response songs, so that children can echo phrases of songs you sing.

Introduce new songs gradually and repeat them regularly.

Sing slowly, so that children can listen to the words and the melody of the song.

YEAR 1

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of Year 1 most pupils should be able to:

PERFORM (Singing / Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Speak and chant together. <p>I know what chanting means.</p> <ul style="list-style-type: none"> Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). <p>I know how many beats to breathe in for.</p> <p>I know how to control my voice when singing.</p> <ul style="list-style-type: none"> Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment. <p>I know what mood the song is trying to show.</p> <ul style="list-style-type: none"> Co-ordinate actions to go with a song. <p>I know how to create suitable actions for a song.</p> <ul style="list-style-type: none"> Sing in time to a steady beat. <p>I know what pulse/a steady beat is.</p> <ul style="list-style-type: none"> Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing. <p>I know how to clap in time to the beat.</p> <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> Play instruments by shaking, scraping, rattling, tapping etc. <p>I know how to play an untuned instrument.</p> <p>I know what equipment I need to play an untuned instrument.</p> <ul style="list-style-type: none"> Play in time to a steady beat, using instruments or body sounds. Play loudly, quietly, fast, slow. <p>I know how to use equipment to place my instrument at different sounds.</p> <ul style="list-style-type: none"> Imitate a rhythm pattern on an instrument. <p>I can listen to and copy a leader.</p> <ul style="list-style-type: none"> Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. <p>I know what ostinato means.</p> <ul style="list-style-type: none"> Play a single pitched note to accompany a song (drone). <p>I know what a pitched note is.</p> <ul style="list-style-type: none"> Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'. <p>I can follow the rhythm.</p> <ul style="list-style-type: none"> Follow simple hand signals indicating: loud/quiet and start/stop. 	<p>Exploring:</p> <ul style="list-style-type: none"> Different sounds made by the voice and hands (timbre). <p>I know what timbre is.</p> <ul style="list-style-type: none"> High and low sounds (pitch). <p>I know what pitch is.</p> <ul style="list-style-type: none"> Long and short sounds (duration). <p>I know what duration is.</p> <ul style="list-style-type: none"> Loud and quiet sounds (dynamics). <p>I know what dynamics are.</p> <ul style="list-style-type: none"> Fast and slow sounds (tempo). <p>I know what tempo is.</p> <ul style="list-style-type: none"> Pitch shapes (moving up and down) and rhythmic patterns. <p>I know how to vary the pitch on a tuned instrument.</p> <p>Composing:</p> <ul style="list-style-type: none"> Add sound effects to a story. Choose musical sound effects to follow a story line or match a picture. Use graphics/symbols to portray the sounds they have made made. <p>I know how to use a graphic score.</p> <ul style="list-style-type: none"> Sequence these symbols to make a simple structure (score) <p>I know what a sequence is.</p> <ul style="list-style-type: none"> Compose own sequence of sounds without help and perform. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>KEY WORDS</p> <p>OSTINATO- Repeated rhythmic pattern or melodic shape.</p> <p>DRONE- Pitched note played continuously throughout a piece of music.</p> <p>STEADY BEAT- Regular pulse (in time).</p> <p>SCORE- A written form of musical composition.</p> </div>	<p>Listening:</p> <ul style="list-style-type: none"> Listen to a piece of music and move in time to its steady beat. <p>I can move in time to the beat.</p> <ul style="list-style-type: none"> Recognise and respond through movement /dance to the different musical characteristics and moods of music. <p>I know the different types of music and what they sound like.</p> <ul style="list-style-type: none"> Recognise the sounds of the percussion instruments used in the classroom and identify and name them. <p>I know what the percussion family is.</p> <p>Appraising:</p> <ul style="list-style-type: none"> Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Begin to articulate how changes in speed, pitch and dynamics effect the mood. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION- Steady beat, short and long sounds.</p> <p>PITCH- High and low.</p> <p>TEMPO- Fast and slow.</p> <p>DYNAMICS- Loud and quiet.</p> <p>TIMBRE- The tone quality of the sound – rough, smooth, scratch, etc.</p> <p>STRUCTURE- Phrases of a song, overall plan of a piece.</p> </div>

YEAR 2

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of Year 2 most pupils should be able to:

PERFORM (Singing / Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch. <p>I know how to use my voice to mimic pitches.</p> <ul style="list-style-type: none"> • Sing words clearly and breathing at the end of phrases. • Convey the mood or meaning of the song. • Sing with a sense of control of dynamics(volume) and tempo (speed). <p>I can explain dynamics and tempo with support.</p> <ul style="list-style-type: none"> • Echo sing a short melodic phrases. • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. • Follow a leader (teacher) starting and stopping together. <p>Using Instruments:</p> <ul style="list-style-type: none"> • Play with control: a) maintaining steady beat <ul style="list-style-type: none"> b) getting faster or slower c) getting louder or quieter <p>I know how to play an untuned and tuned instrument with increasing control.</p> <ul style="list-style-type: none"> • Perform a repeated two note melodic ostinato to accompany a song. <p>I can explain what an ostinato is.</p> <ul style="list-style-type: none"> • Perform a rhythm accompaniment to a song. <p>I can listen to a song and know where to join in.</p> <ul style="list-style-type: none"> • Perform a sequence of sounds using a graphic score. <p>I can use a graphic score confidently.</p> <ul style="list-style-type: none"> • Work and perform in smaller groups. • Follow a leader (teacher) starting and stopping together. <p>Demonstrate some confidence in performing as a group and as an individual.</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed. <p>I can manipulate sound on an untuned instrument.</p> <ul style="list-style-type: none"> • Long and short sounds (rhythm – duration). <p>I can explain duration.</p> <ul style="list-style-type: none"> • The rhythm patterns of words and sentences. • Changes in pitch (higher and lower). • Sequences of sound (structure). <p>I know what the structure of a piece of music is.</p> <ul style="list-style-type: none"> • Sounds in response to a stimulus (visual or aural). • How sounds can be manipulated to convey different effects and moods. <p>Compose:</p> <ul style="list-style-type: none"> • Short melodic phrases. <p>I know how to arrange notes to make a phrase.</p> <ul style="list-style-type: none"> • Short repeated rhythmic patterns (ostinati). • Rhythm patterns from words. • A piece of music that has a beginning, middle and end (structure). • Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups. • Music that conveys different moods. <p>I know how to explain the mood of my piece.</p> <p>KEY WORDS</p> <p>PHRASE- Short section of a melody.</p> <p>SEQUENCE- One after another</p> <p>OSTINATO- Short repeated rhythmic pattern or melodic shapes.</p> <p>DRONE- Continuous or repeated pitch or pitches.</p> <p>GRAPHIC SCORE- Notation using pictures or symbols.</p> <p>STEADY BEAT- Regular pulse.</p> <p>RHYTHM PATTERN- A group of long and short sounds.</p>	<p>Listening and appraising</p> <ul style="list-style-type: none"> • Listen with increased concentration. • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds. • Recognise how sounds are made – tapping, rattling, scraping, blowing etc. • Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre). • Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. • Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc). • Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly). <p>MUSICAL ELEMENTS</p> <p>PITCH- High, low, getting higher, getting lower.</p> <p>DYNAMICS- Loud, quiet, getting louder or quieter.</p> <p>TEMPO- Fast, slow, getting faster or slower</p> <p>STRUCTURE- Phrases of a song, overall plan of a piece of music.</p> <p>TIMBRE- The tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright.</p> <p>DURATION- Long and short sounds, beat, rhythm.</p>

YEAR 3

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with confidence, singing an increasing number from memory. <p>I know how to learn a song in sections.</p> <ul style="list-style-type: none"> Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy. With an awareness of the phrases in a song. Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts. <p>I know what a round is.</p> <ul style="list-style-type: none"> Sing songs with a recognised structure (verse and chorus/ call and response). <p>I know what call and response means.</p> <p>Using instruments:</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument in a group or individually. Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat. Use tuned percussion with increasing confidence. <p>I know some notes on a tuned instrument.</p> <ul style="list-style-type: none"> Copy a short melodic phrase by ear on a pitched instrument. Play using symbols including graphic and / or simple traditional notation. <p>I can use traditional notation to represent my songs.</p> <p>I know what notes look like.</p> <ul style="list-style-type: none"> Follow simple hand directions from a leader. Perform with an awareness of others. Combine musical sounds with narrative and movement. Perform a composed piece to a friendly audience, as a member of a group or class. 	<p>Explore:</p> <ul style="list-style-type: none"> Longer – shorter / faster - slower/higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them). Symbols to represent sound (graphic scores / traditional notation). The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods. The different sounds (timbres) that one instrument can make. How the musical elements can be combined to compose descriptive music. <p>Compose:</p> <ul style="list-style-type: none"> Words and actions to go with songs. <p>I know the structure of a song, to create my own words.</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to go with a song, using ostinato patterns. Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. Music that tells a story, paints a picture or creates a mood. Music that uses repetition/echo. 	<p>Listening, reflecting and appraising:</p> <ul style="list-style-type: none"> Listen with concentration to longer pieces / extracts of music. Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> a steady beat / no steady beat a specific rhythm pattern or event the speed (TEMPO) of the music the volume (DYNAMICS) the melody using appropriate musical terms/language <p>I know the difference between live and recorded music.</p> <ul style="list-style-type: none"> Identify common characteristics. Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc). <p>I know the different instrument families.</p> <ul style="list-style-type: none"> Identify repetition in music ie a song with a chorus. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them. <p>MUSICAL ELEMENTS</p> <p>DURATION- Beat (pulse), rhythm, longer, shorter, sustained.</p> <p>TEXTURE- Layering of sounds.</p> <p>TEMPO- Steady, faster, slower.</p> <p>DYNAMICS- Louder, quieter.</p> <p>STRUCTURE- Beginning, middle, end, repetition.</p> <p>PITCH- Notes moving by step/leap.</p> <p>TIMBRE- Sound quality of individual instruments.</p>

YEAR 4

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context). Sing two/three part rounds with more confidence and increasing pitch accuracy. <p>I know how to sing in more than two parts.</p> <ul style="list-style-type: none"> Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently. <p>I know how to copy notes when singing.</p> <p>Using instruments:</p> <ul style="list-style-type: none"> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. Play music that includes RESTS. <p>I know what the different symbols for RESTS are.</p> <ul style="list-style-type: none"> Use tuned percussion instruments with increasing confidence to accompany songs and improvise. <p>I know tuned percussion instruments.</p> <ul style="list-style-type: none"> Play by ear – find known phrases or short melodies using tuned instruments. <p>I know what basic notes I have learned sound like.</p> <ul style="list-style-type: none"> Play music in a metre of two or three time. <p>I know what metre is.</p> <ul style="list-style-type: none"> Read and play from some conventional music symbols. Combine instrumental playing with narrative and movement. Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<p>Explore:</p> <ul style="list-style-type: none"> Sounds to create particular effects (timbre). Rhythm patterns in music from different times and places (duration). The pentatonic scale. <p>I know the different notes that make up the pentatonic scale.</p> <ul style="list-style-type: none"> Pitched notes that move by steps and/ or leaps to make short phrases/melodies. Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc. Combining and controlling sounds to achieve a desired effect. Music that incorporates effective silences (rests). Different groupings of beats (metre of 2/3). <p>Compose:</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to a song using ostinato patterns and drones. A simple melody from a selected group of notes (i.e. a pentatonic scale). Music that has a recognisable structure. A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. <p>• Use a range of ICT to sequence, compose, record and share work KEY WORDS</p> <p>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</p>	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none"> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music. Identify whether a song has a verse/chorus or call and response structure. Identify the use of metre in 2 or 3 in a piece of recorded or live music. Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. <p>MUSICAL ELEMENTS</p> <p>DURATION- Metre – the organisation of beats.</p> <p>TEXTURE- Layers of sound.</p> <p>TIMBRE- Different instruments/ tone quality.</p> <p>PITCH- Pentatonic scales.</p> <p>STRUCTURE- Repetition, verse chorus / call and response, plan.</p> <p>METRE- The organisation of beats into groups.</p> <p>TEMPO- The speed of the music.</p>

YEAR 5

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of year 5 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Communicate the meaning and mood of the song • Sing a simple second part of a two-part song with confidence • Maintain own part in a round • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence. <p>I know how to play a range of tuned and untuned instruments.</p> <ul style="list-style-type: none"> • Read and play with confidence from conventional or graphic notation. • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers. <p>I know how to lead a group, using hand actions to conduct.</p> <ul style="list-style-type: none"> • Maintain a rhythmic or melodic accompaniment to a song. • Maintain own part on a pitched instrument in a small ensemble. • Perform own compositions to an audience. • Use a video recorder to keep a record of work in progress and record performances. <p>I know what makes a good performance.</p> <p>I know how to use a video recorder/iPad to record a performance.</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Chords / harmony – concord and discord. <p>I know how to combine notes to make a chord.</p> <ul style="list-style-type: none"> • Scales, such as PENTATONIC, RAG, BLUES. <p>I know the different scales.</p> <ul style="list-style-type: none"> • Texture created by layering rhythmic and/or melodic ostinatos. • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc <p>I know and recognise the different styles of music.</p> <p>I know how to explain why I enjoy a type of music.</p> <ul style="list-style-type: none"> • Improvising in a variety of styles. <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablets etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions. <p>I know how to loop tracks on an iPad (loopsequencer app).</p> <p>I know how to record on an iPad.</p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>KEY WORDS</p> <p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT.</p> </div>	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. • Identify and discuss 'what happens when' within simple musical structures. • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre), PITCH (melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO.</p> </div>

YEAR 6

SUBSTANTIVE and DISCIPLINARY KNOWLEDGE

By the end of Year 6 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression. • Communicate the meaning and mood of the song. • Sing a simple second part of a two-part song with confidence. • Maintain own part in a round. <p>I know how to listen to others and keep my own part.</p> <ul style="list-style-type: none"> • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence. • Read and play with confidence from conventional or graphic notation. • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi. • Lead/conduct a group of instrumental performers. • Maintain a rhythmic or melodic accompaniment to a song. • Maintain own part on a pitched instrument in a small ensemble. • Perform own compositions to an audience. • Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. <p>I know what makes a good performance.</p>	<p>Explore:</p> <ul style="list-style-type: none"> • Chords / harmony – concord and discord. <p>I know how to use discord to displace harmonies.</p> <ul style="list-style-type: none"> • Scales, such as PENTATONIC, RAG, BLUES. • Texture created by layering rhythmic and/or melodic-ostinatos. • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. • Improvising in a variety of styles. <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions. <p>I know how to manipulate music using an iPad, with a range of applications.</p> <p>KEY WORDS</p> <p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p>	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. • Identify and discuss 'what happens when' within simple musical structures. • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences. <p>I know the qualities of instruments from different countries.</p> <p>I know where they fit in the historical timeline.</p> <ul style="list-style-type: none"> • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. <p>I know how different cultures make music.</p> <ul style="list-style-type: none"> • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. <p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre)</p> <p>PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p>

PROGRESSION OF INSTRUMENTS

EYFS	KS1	YEAR THREE	YEAR FOUR	YEAR FIVE/SIX
Percussion	Percussion Chime Bars	Samba Drums Recorders	Djembe Flutes	One of the following each year: Violin Clarinet Saxophone Ukulele