



Music

Progression of knowledge, skills and understanding

YEAR A			
	Class 3	Class 4	Class 5
Autumn term 1 – Listening, responding, singing and language acquisition.	<p>Charanga unit Mamma Mia (Y4)</p> <p>Listen and appraise: Identify the piece's structure using correct vocabulary. Identify some of the instruments/voices. Find the pulse whilst listening.</p> <p>Singing: Vocalise with appropriate phrasing/ breathing and good posture. Sing with a larger range of notes. Sing in two parts. Sing with clear diction. Sing songs from different musical genres/cultures. Copy back rhythm and pitch.</p>	<p>Charanga unit Fresh Prince of Bel Air – Will Smith (Y5)</p> <p>Listen and appraise: Identify the piece's structure using correct vocabulary. Identify the instruments/voices: Find the pulse whilst listening. Sometimes identify changes in tempo, dynamics and texture.</p> <p>Singing: Sing with a range of an octave or more. Make adjustments to intonation. Breathe when vocalising without interrupting the musical line. Sing in unison by rapping. Copy back rhythm and pitch. Contribute to the performance by singing. Record the performance and discuss their thoughts and feelings towards it.</p>	<p>Charanga unit Dancing in the street - Martha Reeves and the Vandellas (Y5)</p> <p>Listen and appraise: Identify the piece's structure using correct vocabulary. Find the pulse whilst listening Identify changes in tempo, dynamics and texture.</p> <p>Singing: Sing in two parts. Copy back rhythm and pitch. Contribute to the performance by singing. Record the performance and discuss their thoughts and feelings towards it. Sing with a range of an octave or more. Make adjustments to intonation. Breathe when vocalising without interrupting the musical line. Sing songs in two parts that have contrasting melodies and countermelodies.</p>

	<p>Vocabulary: Introduction, verse, chorus, bridge, keyboard, electric guitar, bass, drums, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, solo, pentatonic scale, unison.</p>	<p>Vocabulary: rock, structure, pulse, rhythm, pitch, timbre, bridge, backbeat, amplifier, tempo, texture, dynamics, introduction, verse, chorus, bridge, riff, hook, solo, loops, samples, decks, scratching, drums, bass, synthesizer, rapper, old-school, hip hop, rap, backing loops, funk, unison, melody.</p>	<p>Vocabulary: structure, introduction, verse, chorus, bridge, soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture.</p>
<p>Autumn Term 2 – Responding and Language Acquisition.</p>	<p>Tchaikovsky - focus musician Listen to and begin to respond to music drawn from different traditions and great composers and musicians. Identify the piece's structure using correct vocabulary. Describe and give their opinion on a piece of music using correct vocabulary. Comment on the ways sounds can be combined and used expressively.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 (2 pieces from the nutcracker by the BBC orchestra)</p>	<p>Beethoven – focus musician Listen to, discuss and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. Identify the piece's structure using correct vocabulary. Describe and give their opinion on a piece of music using correct vocabulary. Compare different types of music using correct vocabulary. Evaluate different types of music using correct vocabulary. Discuss and understand how music has changed over time and what influences its creation.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</p> <p>(full performance of Symphony no.5 by the BBC orchestra)</p>	<p>Holst - focus musician Develop an understanding of the history of music from different, cultures, traditions, composers and musicians. Compare and contrast the impact that different composers from different times will have had on the people of the time. Analyse features within different pieces of music using correct vocabulary. Describe, and evaluate music using correct vocabulary. Compare and evaluate music using correct vocabulary. Explain how tempo changes the character of music.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</p> <p>(full performance of Mars by the BBC orchestra)</p>
	<p>Vocabulary: timbre, pitch, tempo, dynamics, pulse, rhythm, composer, orchestra, strings, woodwind, percussion, brass</p>	<p>Vocabulary: timbre, texture, pitch, tempo, dynamics, pulse, rhythm, composer, conductor, orchestra, strings, woodwind, percussion, brass</p>	<p>Vocabulary: timbre, texture, pitch, tempo, dynamics, pulse, rhythm, composer, conductor, orchestra, strings, woodwind, percussion, brass, unison, harmony</p>

Spring term 3 - Notation	<p>Charanga unit Bob Marley – Three little birds (Y3)</p> <p>Read and play instrumental parts: Play simple rhythms from traditional notation/graphic notation. Play accurately and in time, as part of the performance. Read and play notes: C & A and maybe D & G. Recognise and use the note names: crotchet, quaver, minim, rest.</p>	<p>Charanga unit Lean on Me – Bill Withers (Y4)</p> <p>Read and play instrumental parts: Play simple rhythms from traditional notation/graphic notation. Play accurately and in time, as part of the performance. Read and play notes G F & C and maybe A by ear and from notation. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key.</p>	<p>Charanga unit Classroom Jazz 2 (Y6)</p> <p>Read and play instrumental parts: Play rhythms/tunes from traditional notation/graphic notation. Read and play notes C, D, E, F, G, A and maybe B Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve.</p>
	<p>Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing, vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, reggae, pentatonic scale, crotchet, quaver, minim, rest.</p>	<p>Vocabulary: unison, by ear, notation, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo, crotchet, quaver, minim, rest, treble clef, key</p>	<p>Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note, names, big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo, crotchet, quaver, minim, rest, treble clef, key, semibreve.</p>
Spring term 4 - Notation	<p>Charanga unit Dragon Song (Y3)</p> <p>Read and play instrumental parts Play accurately and in time, as part of the performance. Play simple rhythms from traditional notation/graphic notation. Read and play notes G, B and A. Recognise and use the note names: crotchet, quaver, minim, rest.</p>	<p>Charanga Unit Classroom Jazz 1 (Y5)</p> <p>Read and play instrumental parts Play accurately and in time, as part of the performance. Play simple rhythms from traditional notation/graphic notation. Read and play notes G, A, B and maybe D & E. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key.</p>	<p>Charanga unit You’ve got a friend (Y6)</p> <p>Read and play instrumental parts Play accurately and in time, as part of the performance Play rhythms/tunes from traditional notation/graphic notation. Play and read notes C, D, E, F and maybe G and A Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve.</p>
	<p>Vocabulary: keyboard, drums, bass, pentatonic, scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure,</p>	<p>Vocabulary: appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.</p>	<p>Vocabulary: melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre,</p>

	compose, improvise, hook, melody, crotchet, quaver, minim, rest.		texture, structure, dimensions of music, hook, riff, solo, unison, harmony, crotchet, quaver, minim, rest, treble clef, key, semibreve.
Summer term 5 – Playing and composing.	<p>Charanga Unit. Glocks: Act 1 – first notes, learn glocks. Suggested steps: Introducing B, A and G.</p> <p>Keep a steady pulse. Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score. Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes. Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score on a theme. Layer different rhythms against each other to create a piece of music. Create a soundscape or story – include, pitch, tempo and a start/ending.</p>	<p>Charanga Unit. Glocks: Act 3 – more notes, learn glocks. Suggested steps: Autumn Day, March Hare</p> <p>Play longer and more complex rhythms. Play a simple melody in 2 parts with ‘step by step’ movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics. Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence. Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo (this could be in response to story, poem, picture etc.)</p>	<p>Charanga Unit. Glocks: Act 3 – More notes, learn glocks. Suggested steps: Reflections</p> <p>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms. Play a melody with ‘step by step’ movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience. Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section.</p>
	Vocabulary: compose, composer, rhythm, melody, notation, blend, score.	Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale.	Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale, structure, chord sequence, ostinato, riff.
Summer term 6 – Playing and composing.	<p>Charanga Unit. Glocks: Act 2 – playing together, learn glocks: Suggested steps: Classroom Rock/Holidays.</p> <p>Keep a steady pulse.</p>	<p>Charanga Unit. Glocks: Act 3 – more notes, learn glocks: Suggested steps: Sugarplum Waltz, Make it Funky.</p> <p>Play longer and more complex rhythms.</p>	<p>Charanga Unit. Glocks: Act 3 – More Notes: Suggested steps: Moving On</p> <p>Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms.</p>

	<p>Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score. Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes. Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score on a theme. Layer different rhythms against each other to create a piece of music. Create a soundscape or story – include, pitch, tempo and a start/ending.</p>	<p>Play a simple melody in 2 parts with ‘step by step’ movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics. Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence. Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo (this could be in response to story, poem, picture etc.)</p>	<p>Play a melody with ‘step by step’ movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience. Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section.</p>
	<p>Vocabulary: compose, composer, rhythm, melody, notation, blend, score.</p>	<p>Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale.</p>	<p>Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale, structure, chord sequence, ostinato, riff.</p>

YEAR B

	Class 3	Class 4	Class 5
Autumn term 1 – Listening, responding, singing and language acquisition.	<p>Charanga unit Let your spirit fly (Y3)</p> <p>Listen and appraise Identify the piece's structure using correct vocabulary. Identify some of the instruments/voices. Find the pulse whilst listening.</p> <p>Singing Vocalise with appropriate phrasing/ breathing and good posture. Sing with a larger range of notes. Sing in two parts (e.g. a round in a large group). Sing with clear diction. Sing songs from different musical genres/cultures. Copy back rhythm and pitch.</p>	<p>Charanga unit Make you feel my love – Adele (Y5)</p> <p>Listen and appraise Identify the piece's structure using correct vocabulary. Identify the instruments/voices: Find the pulse whilst listening. Sometimes identify changes in tempo, dynamics and texture.</p> <p>Singing Sing with a range of an octave or more. Make adjustments to intonation. Breathe when vocalising without interrupting the musical line. Sing songs in two parts that have contrasting melodies and countermelodies. Sing in unison by rapping. Copy back rhythm and pitch. Contribute to the performance by singing. Record the performance and discuss their thoughts and feelings towards it.</p>	<p>Charanga sing unit Joseph's Dreams – KS2</p> <p>Listen and appraise Identify the piece's structure using correct vocabulary. Find the pulse whilst listening Identify changes in tempo, dynamics and texture.</p> <p>Singing Sing in two parts. Copy back rhythm and pitch. Contribute to the performance by singing. Record the performance and discuss their thoughts and feelings towards it. Sing with a range of an octave or more Make adjustments to intonation. Breathe when vocalising without interrupting the musical line. Sing songs in two parts that have contrasting melodies and countermelodies.</p>
	<p>Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody. Male/female voices.</p>	<p>Vocabulary: Ballad, verse, chorus, interlude, tag, ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p>	<p>Vocabulary: structure, introduction, verse, chorus, bridge, bass line, backbeat, harmony, parts, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, musical, stage show, story-telling.</p>
Autumn term 2 - Language acquisition	<p>Bach - focus musician To listen to and begin to respond to music drawn from different traditions and great composers and musicians. Identify the piece's structure using correct vocabulary.</p>	<p>Saint-Saens – focus musician To listen to, discuss and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>John Williams (film composer)- focus musician To develop an understanding of the history of music from different, cultures, traditions, composers and musicians.</p>

	<p>Describe and give their opinion on a piece of music using correct vocabulary. Comment on the ways sounds can be combined and used expressively.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</p> <p>(Toccata and Fugue in D minor played by the BBC orchestra)</p>	<p>Identify the piece's structure using correct vocabulary. Describe and give their opinion on a piece of music using correct vocabulary. Compare different types of music using correct vocabulary. Evaluate different types of music using correct vocabulary. Discuss and understand how music has changed over time and what influences its creation.</p> <p>(Carnival of the Animals – Danse Macabre, The Swan, Aquarium)</p>	<p>Compare and contrast the impact that different composers from different times will have had on the people of the time. Analyse features within different pieces of music using correct vocabulary. Describe, and evaluate music using correct vocabulary. Compare and evaluate music using correct vocabulary. Explain how tempo changes the character of music.</p> <p>(Theme tunes from Harry Potter, Star Wars, Indiana Jones and Jurassic Park)</p>
	<p>Vocabulary: pulse, rhythm, pitch, tempo, dynamics, melody, composer, classical.</p>	<p>Vocabulary: melody, pitch, duration, timbre, dynamics, tempo, pulse, rhythm, composer, classical.</p>	<p>Vocabulary: melody, pitch, pulse, rhythm, pitch, tempo, dynamics, producer, melody, ostinato, harmony, texture, timbre, classical, composer, film score.</p>
<p>Spring term 3 - Notation</p>	<p>Charanga unit Glockenspiel Stage 1 (Y3)</p> <p>Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D, E and F. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest.</p>	<p>Charanga unit The Beatles – Blackbird (Y4)</p> <p>Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D & E Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key.</p>	<p>Charanga unit Don't Stop Believing – Journey (KS2 units)</p> <p>Read and play instrumental parts Play rhythms/tunes from traditional notation/graphic notation. Copy back, play, invent rhythmic and melodic patterns. Read and play notes F, G, A and Bb Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve.</p>

	Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest.	Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest, treble clef, key.	Vocabulary: introduction, verse, chorus, bridge, ending, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, introduction, verse, chorus, bridge, crotchet, quaver, minim, rest, treble clef, key, semibreve.
Spring term 4 - Notation	Charanga Glockenspiel Stage 2 (Y4) Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes C, D, E, F and G. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest.	Charanga unit Livin' on a prayer (Y5) Read and play instrumental parts Play simple rhythms from traditional notation/graphic notation. Read and play notes B, A and G. Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key.	Charanga unit Happy (Y6) Read and play instrumental parts Play rhythms/tunes from traditional notation/graphic notation. Copy back, play, invent rhythmic and melodic patterns. Read and play notes B, G & A Play accurately and in time, as part of the performance. Recognise and use the note names: crotchet, quaver, minim, rest, treble clef, key, semibreve.
	Vocabulary: introduction, verse, chorus, bridge, notation, note, rest, crotchet, tempo, crotchet, quaver, minim, rest.	Vocabulary: Structure, introduction, chorus, verse, bridge, pulse, rhythm, pitch, bridge, tempo, crotchet, quaver, minim, rest, treble clef, key.	Vocabulary: Structure, introduction, chorus, verse, bridge, groove, riff, bass line, brass section, harmony, melody, pulse, rhythm, pitch, tempo, crotchet, quaver, minim, rest, treble clef, key, semibreve.
Summer term 5 – Playing and composing.	Charanga Unit. Glocks: Act 1 – first notes, learn glocks. Suggested steps: Introducing B, A and G Come together, One More Time, In Three. Keep a steady pulse. Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score.	Charanga Unit. Glocks: Act 3 – more notes, learn glocks. Suggested steps: Accordiality, Bossa Grover Play longer and more complex rhythms. Play a simple melody in 2 parts with 'step by step' movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics.	Charanga Unit. Glocks: Act 4 – Finale: Prepare for Glass band: Classroom Folk, Classroom Groove. Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms. Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience.

	<p>Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes. Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score on a theme. Layer different rhythms against each other to create a piece of music. Create a soundscape or story – include, pitch, tempo and a start/ending.</p>	<p>Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence. Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc.</p>	<p>Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section.</p>
	<p>Vocabulary: compose, composer, rhythm, melody, notation, blend, score.</p>	<p>Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale.</p>	<p>Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale, structure, chord sequence, ostinato, riff.</p>
<p>Summer term 6 – Playing and composing.</p>	<p>Charanga Unit. Glocks: Act 2 – playing together, Large ensembles for everyone, “I Wanna Play in a Band” and “The ‘Be Yourself’ Beat”. Keep a steady pulse. Play simple rhythms from traditional notation/graphic notation. Demonstrate the difference between pulse and rhythm. Play a simple melody solo or in a group Play an accompaniment part (e.g. drone, repeating rhythmic part) Interpret simple graphic score. Show awareness and blend with others when performing. Self-correct when going out of time. Improvise freely using 3 given notes Clap back a different simple rhythm. Create a simple rhythmic passage. Create and play a simple graphic score on a theme.</p>	<p>Charanga Unit. Glocks: Act 3 – more notes, learn glocks: Suggested steps: Roy’s a Rockin’, Charles and David. Play longer and more complex rhythms. Play a simple melody in 2 parts with ‘step by step’ movement. Play a selection of simple chords. Play showing 2 techniques on an instrument (e.g. Glockenspiel – letting the beater bounce back, vibrato). Follow a conductor adapting to changes in dynamics and tempo. Discuss and refine performances, deciding on appropriate tempo and dynamics. Experiment with taking control of tempo and dynamics in group playing. Improvise with call and response ideas. Improvise and compose using pentatonic notes over a drone or chord pattern. Compose a simple chord sequence.</p>	<p>Charanga Unit. Glocks: Act 4 – Finale: Prepare for Glass band: Classroom Folk, Classroom Groove. Play from more complex notations including pitch, dynamic, rhythm and expressive contexts. Play more complex rhythms. Play a melody with ‘step by step’ movement, larger leaps, repetition and appropriate phrasing/articulation. Play a chord sequence. Make choices about appropriate blending in an ensemble. Show and understand the etiquette of performance and communicate with confidence to an audience. Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox Compose a simple chord sequence and suitable melody. Compose an ostinato/riff for an accompaniment Collaborate, compose and notate a song with more than one section.</p>

	Layer different rhythms against each other to create a piece of music. Create a soundscape or story – include, pitch, tempo and a start/ending	Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc.	
	Vocabulary: compose, composer, rhythm, melody, notation, blend, score.	Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale.	Vocabulary: compose, composer, conductor, rhythm, melody, notation, blend, score, chord, pentatonic scale, structure, chord sequence, ostinato, riff.

Inter-related dimensions of music.

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.

Notation Vocabulary.

- Crotchet – 1 beat.
- Quaver – $\frac{1}{2}$ beat.
- Minim – 2 beats.
- Semibreve – 4 beats.
- Rest – no beat.
- Treble Clef – shown to tell us that notes are above middle C.