



The Echelford Primary School - Music Progression Document

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing						
<p>Sings in a group or on his/her own, increasingly matching the pitch and following the melody</p> <p>Explores and engages in music making and dance, performing solo or in groups</p> <p>Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music</p> <p>Sings a range of well-known nursery rhymes and songs</p> <p>Exploring Sound Remembering and maintaining their role within a group performance.</p> <p>Stopping and starting playing at the right time.</p> <p>Celebration Music Using their voices to join in with well-known</p>	<p>Begin to use voice expressively</p> <p>Begin to use voice creatively by singing simple songs</p> <p>Begin to play tuned and untuned instruments musically</p> <p>Timbre and Rhythmic Patterns (Fairy Tales) Using their voices expressively to speak and chant.</p> <p>Pulse and Rhythm (All about me) 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 (playing on the beat) using hands, and tuned and untuned Instruments.</p>	<p>Use voice expressively</p> <p>Use voice creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>On this Island: British songs and sounds Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Orchestral Instruments (Traditional Western stories) Building foundational</p>	<p>Begin to play and perform in solo and ensemble contexts</p> <p>Creating compositions in response to an animation (Mountains) Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>History of Music: Jazz Composing a piece of music in a given style with voices and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered</p> <p>Combining melodies and rhythms to compose a multi-layered</p>	<p>Use voices and musical instruments with increasing accuracy, fluency and expression</p> <p>Composition Adapting and transposing motifs (Romans) 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>History of Music: Rock and Roll Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency</p>	<p>Play and perform in solo and ensemble contexts for a range of audiences</p> <p>Use voices and musical instruments with increasing accuracy, fluency and expression</p> <p>History of Music: Musical Theatre 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>Composition to represent the festival of colour (Theme: Holi Festival) Working as a group to</p>	<p>Use voices and musical instruments with increasing accuracy, control, fluency and expression</p> <p>Play and perform in solo and ensemble contexts for a range of audiences</p> <p>Composing and Performing a Leavers' Song Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic</p>

<p>songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Stopping and starting playing at the right time.</p> <p><u>Transport</u> Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> <p><u>Musical Stories</u> Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p>	<p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p><u>Tempo (Snail and Mouse)</u> Using their voices expressively to speak and chant..</p> <p><u>Pitch and Tempo (Superheroes)</u> Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p><u>Vocal and body sounds (By the sea)</u> Using their voices expressively to speak and chant. 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>musical vocabulary (tempo, dynamics, pitch) through increasingly complex performing, composing and listening tasks.</p> <p>Moving from keeping a steady pulse to performing with increasing control of tempo, dynamics and pitch.</p> <p>Experimenting with sounds to making deliberate musical choices.</p> <p>Beginning with recognising musical elements to explaining their effect.</p> <p><u>African call and response song (Animals)</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>	<p>composition in a given style (pentatonic).</p>	<p>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>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>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>	<p>and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>
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<p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> <p>Music and Movement Using their voices to join in with well-known songs from memory.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p> <p>Big Band Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>		<p><u>Dynamics, timbre, tempo and motifs (Space)</u> Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p><u>Myths and Legends</u> Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p>				
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Performance opportunities

Nativity Class Assemblies	Nativity Class Assemblies	Nativity Class Assemblies	Class Assemblies	Class Assemblies LK2 Christmas Concert	Class Assemblies UK2 Christmas	Class Assemblies Leavers assembly
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End of term Assemblies	End of term Assemblies	End of term Assemblies	LK2 Christmas Concert Production Performance to Year 2. End of term Assemblies	End of term Assemblies	Performance Primary Robbins performance to reading buddies End of term Assemblies	UKS2 Christmas Performance End of term Assemblies
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Composing (and Notation)

<p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p>Explores and engages in music making and dance, performing solo or in groups</p> <p>Exploring Sound Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways.</p> <p>Celebration Music Playing untuned permission 'in time' with a piece of music.</p> <p>Selecting Classroom Instruments to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and</p>	<p>Experiment with sounds using interrelated dimensions of music eg louder, softer, quicker, slower, simple musical notations</p> <p>Timbre and Rhythmic Patterns (Fairy Tales) 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>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Pulse and Rhythm (All about me) Combining instrumental and vocal sounds within a given structure.</p> <p>Tempo (Snail and Mouse) Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations</p> <p>On this Island: British songs and sounds Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music..</p> <p>Orchestral Instruments (Traditional Western stories) Perform simple melodies and accompaniments using orchestral instruments,</p>	<p>Use some staff and other musical notation</p> <p>Begin to compose music on their own and with others, using the interrelated dimensions of music eg my pitch, tempo, dynamics, musical notations</p> <p>Creating compositions in response to an animation (Mountains) Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>History of Music: Jazz 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</p>	<p>Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations</p> <p>Use and understand some staff and other musical notation</p> <p>Composition Adapting and transposing motifs (Romans) 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>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations</p> <p>Use and understand staff and other musical notation</p> <p>History of Music: Musical Theatre Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Composition to represent the festival of colour (Theme: Holi Festival) Composing a detailed piece of music from a given stimulus with voices, bodies and</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations</p> <p>Use and understand staff and other musical notation</p> <p>Composing and Performing a Leavers' Song Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and</p>
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<p>mood.</p> <p><u>Transport</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Experimenting with playing instruments in different ways.</p> <p><u>Musical Stories</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p> <p><u>Music and Movement</u> Experimenting with body percussion and vocal sounds to respond to music.</p> <p><u>Big Band</u> Playing untuned percussion 'in time' with a piece of music</p> <p>Selecting Classroom Instruments to use as instruments.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with</p>	<p>Combining instrumental and vocal sounds within a given structure.</p> <p><u>Pitch and Tempo (Superheroes)</u> Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p><u>Vocal and body sounds (By the sea)</u> 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>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p>	<p>maintaining a steady tempo.</p> <p>Use basic dynamics (loud/quiet) to add expression to performances.</p> <p>Play with accurate pitch when performing short, melodic patterns.</p> <p>Demonstrate awareness of performance conventions, including appropriate audience behaviour and understanding when an encore may be performed in response to audience applause.</p> <p><u>African call and response song (Animals)</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p><u>Dynamics, timbre, tempo and motifs (Space)</u> Selecting and creating longer sequences of appropriate sounds with</p>	<p>pitch and able to identify these symbols using musical terminology.</p>		<p>instruments (Remix, Colours, Stories, Drama).</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p>	<p>incorporating.</p>
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<p>playing instruments in different ways.</p>		<p>voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p><u>Myths and Legends</u> Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p>				
<p>Listening</p>						

<p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p> <p>Exploring Sound Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitches.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Understanding that different instruments make different sounds and grouping them.</p> <p>Celebration Music Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the</p>	<p>Develop listening skills to some recorded and live music</p> <p>Timbre and Rhythmic Patterns (Fairy Tales) 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.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</p> <p>Describing the differences between two pieces of music.</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>Pulse and Rhythm (All about me) Recognising and understanding the difference between pulse and rhythm.</p> <p>Describing the character, mood, or 'story' of music</p>	<p>Listen with concentration and understanding to a range of recorded and high-quality live music</p> <p>On this Island: British songs and sounds Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Orchestral Instruments (Traditional Western stories)</p> <p>Listen to orchestral music linked to traditional Western stories</p> <p>Identify and describe how tempo, dynamics and pitch are used to create mood and atmosphere.</p> <p>Recognise and describe performance conventions, including understanding that an encore occurs when an audience responds positively to a performance.</p> <p>African call and response song (Animals) Recognising timbre changes in music they listen to.</p>	<p>Listen to and begin to recall sounds with aural memory</p> <p>Creating compositions in response to an animation (Mountains) Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world, and different times, 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-dimensions of music) when discussing improvements to their own and others' work.</p> <p>History of Music: Jazz Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>Listen to and recall sounds with increasing aural memory</p> <p>Composition Adapting and transposing motifs (Romans) Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</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/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>History of Music: Rock and Roll Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Identifying common features between</p>	<p>Listen with attention to detail and comment on inter-related dimensions of music</p> <p>History of Music: Rock and Roll Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using 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>Composition to represent the festival of colour (Theme: Holi Festival) 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</p>	<p>Listen with attention to detail and comment on inter-related dimensions</p> <p>Composing and Performing a Leavers' Song Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>
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<p>music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them.</p> <p><u>Transport</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a</p>	<p>they listen to (verbally or through movement).</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><u>Tempo (Snail and Mouse)</u> Describing the character, mood, or 'story' of music they listen to (verbally or 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><u>Pitch and Tempo (Superheroes)</u> Recognising basic tempo, dynamic and pitch changes.</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement).</p> <p>Describing the differences</p>	<p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Dynamics, timbre, tempo and motifs (Space)</u> Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p> <p><u>Myths and Legends</u> Recognising timbre changes in music they listen to.</p>	<p>Understanding that music from different parts of the world, and different times, 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-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>(related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	
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<p>piece of music has a fast, moderate or slow tempo.</p> <p>Listening to and repeating simple lyrics.</p> <p><u>Musical Stories</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitches.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them.</p> <p><u>Music and Movement</u> Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the</p>	<p>between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p><u>Vocal and body sounds (By the sea)</u> Recognising basic tempo, dynamic and pitch changes.</p> <p>Understanding that different types of sounds are called timbres</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or 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 and responding to other performers by playing as part of a group.</p>	<p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music.</p> <p>Suggesting improvements to their own and others' work.</p>				
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<p>music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and identifying high and low pitches.</p> <p>Listening to and repeating simple lyrics.</p> <p>Big Band Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching to the object or instrument.</p> <p>Listening to sounds and identifying high and low pitches.</p> <p>Understanding that different instruments</p>						
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make different sounds and grouping them.						
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Review and evaluate

<p>Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	<p>Discuss music they like/dislike</p> <p>Tempo (Snail and Mouse) Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Confidently discuss music they like/dislike</p> <p>Offer reasons for their opinions</p> <p>Orchestral Instruments (Traditional Western stories)</p> <p>Evaluate own and others' work using appropriate musical vocabulary.</p> <p>African call and response song (Animals) Beginning to suggest improvements to their own work.</p> <p>Dynamics, timbre, tempo and motifs (Space) Beginning to suggest improvements to their own work.</p>	<p>Appreciate and discuss a range of high quality live and recorded music</p> <p>Begin to develop an understanding of the history of music</p> <p>Creating compositions in response to an animation (Mountains) Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Appreciate and understand a range of high-quality live and recorded music of different traditions/composers</p> <p>Develop an understanding of the history of music</p> <p>Composition Adapting and transposing motifs (Romans) Suggesting improvements to others' work, using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>History of Music: Rock and Roll Using musical vocabulary when discussing improvements to their own and others' work.</p>	<p>Make connections across music from different eras, traditions and genres</p> <p>Develop a secure understanding of the history of music</p> <p>History of Music: Musical Theatre Suggesting and demonstrating improvements to own and others' work.</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>Composition to represent the festival of colour (Theme: Holi Festival) 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>Develop a secure understanding of the history of music</p> <p>Make connections across music from different eras, traditions and genres</p> <p>Composing and Performing a Leavers' Song Constructively critique their own and others' work, using musical vocabulary.</p>
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Knowledge



Exploring Sound

I must listen carefully in order to be able to talk about what I hear.

Sounds can be copied by my voice, body percussion and instruments.

Instruments can be played loudly or softly.

Music often has more than one instrument being played at a time.

Celebration Music

There are special songs we can sing to celebrate events.

My voice or an instrument can match an action in a song.

Moving to music can be part of a celebration.

Different sounds can be long or short.

Music can be 'fast' or 'slow'.

Transport

Voices and instruments can imitate sounds from the world around us (eg. vehicles).

The beat is the steady pulse of a song.

Timbre and Rhythmic Patterns (Fairy Tales)

An instrument or rhythm pattern can represent a character in a story.

My voice can create different timbres to help tell a story.

Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

Pulse and Rhythm (All about me)

Notation is read from left to right.

Rhythm means a pattern of long and short notes

Pulse is the regular beat that goes through music.

The pulse of music can get faster or slower

A piece of music can have more than one section, eg a verse and a chorus.

Tempo (Snail and Mouse)

The pulse of the music can change.

Sounds can help tell a story

My voice, body and instruments can show fast and slow beats.

Pitch and Tempo (Superheroes)

On this Island: British songs and sounds

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.

Orchestral Instruments (Traditional Western stories)

Musical instruments can be used to create 'real life' sound effects.

Woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.

Stringed instruments, like violins, make a sound when their strings vibrate.

A brass instrument is played by vibrating your lips against the mouthpiece.

Some tuned instruments have a lower range of

Instrument Learning: Percussion Mangrove Twilight

Mangrove = A mangrove is a type of tree that grows along coastlines, in salty water, and in places where the climate is hot and wet all year round.

Twilight = The light from the sky between full night and sunrise or between sunset and full night.

Calypso = Calypso is a genre of music from Trinidad and Tobago. The words of calypso songs are witty and the music is joyful.

Carnival = A celebration of Caribbean culture that takes place outside, with music, dancing, bright costumes, and food. The Notting Hill carnival takes place every august in London.

Arpeggio = the notes are played one at a chord where a time.

Call-and-response = is like a conversation in music. One player asks a musical question, and the other player replies with a musical answer. You could use a rhythm or a tune.

Instrument Learning: Percussion Ripples

	2 quavers	1 beat, 1/2 beat each
	crotchet	1 beat
	minim	2 beats
	semibreve	4 beats
	minim rest	2 beats of silence



The 4/4 time signature means that there are 4 crotchet beats in each bar.

Some different ways pitch can move: scale, step, arpeggio, chord moving in thirds.

scale = a sequence of notes that move in step, up and down

moving in step = notes moving up or down one note at a time

arpeggio = the notes of a chord played one at a time in sequence

chords moving in thirds = two notes from a chord, three notes apart, moving up in step

Glissando = starting at the bottom, glide the

Instrument Learning: Percussion Rosewood Gratitude

Balafon = A gourd resonated xylophone that is played with wood and rubber mallets. The instrument is a grandparent to the marimba. Balafon music was used in royal courts and ceremonies amongst the Mande, Senoufo, and Gur peoples of West Africa.

Rosewood gratitude is anchored around a rhythm called the 'son' clave, a common rhythm pattern in music of African and South American origin.

Semi-quavers (running faster), quavers (jogging), crotchet (walk), minim (stride), 4/4.

	4 semi-quavers	1 beat, 1/4 beat each
	2 quavers	1 beat, 1/2 beat each
	crotchet	1 beat
	minim	2 beats
	4/4 time signature	4 crotchet, beats in each bar

Scale = a sequence of notes that move in step, up and down.

Triad = a three note chord.

Instrument Learning: Percussion Calypso Soley Leve

Calypso = Calypso is a genre of music from Trinidad and Tobago. It originated in the struggle for emancipation from slavery. The words of calypso songs are witty and imaginative, and the music is upbeat and joyful.

Emancipation = the freeing of someone from slavery.

Protest = objecting to something with words or actions.

Steel bands = a band made up of lots of steel pans. The tradition of playing steel pans comes from Trinidad and Tobago. In the UK, as well as in Trinidad, there is a competition each year to find the best steel band. Bands can grow to 100+ players.

Lord Kitchener - A calypso king - Lord Kitchener's real name is Aldwyn Roberts and he is described as 'the grand master of calypso'.

Music can be 'fast' or 'slow'

Musical Stories

A piece of music can tell a story with sounds.

Different instruments can sound like a particular character.

To understand what 'high' and 'low' notes are.

Music and Movement

The beat is the steady pulse of a song.

Music can be 'fast' or 'slow'.

We can match our body movements to the speed (tempo) or pulse (beat) of music.

Signals can tell us when to start or stop playing.

Big Band

An orchestra is a big group of people playing a variety of instruments together.

Music often has more than one instrument being played at a time.

Performing means playing a finished piece of music for an audience.

Tempo can be used to represent mood or help tell a story.

'Tuned' instruments play more than one pitch of notes.

Following a leader when we perform helps everyone play together accurately.

Vocal and body sounds (By the sea)

Dynamics can change how someone listening feels about music.

Your voice can be used as a musical instrument.

Body percussion means making sounds with your body not your voice, eg clapping or slapping knees.

Music can be represented by pictures or symbols.

pitches and some have a higher range of pitches.

African call and response song (Animals)

Dynamics can change the effect a sound has on the audience.

Long and short sounds of a spoken phrase can be represented by a rhythm.

Structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.

The tempo of a musical phrase can be changed to achieve a different effect.

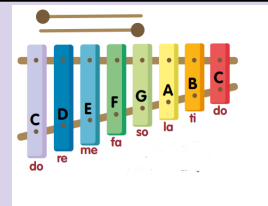
An instrument can be matched to an animal noise based on its timbre.

Dynamics, timbre, tempo and motifs (Space)

A 'soundscape' is a landscape created using only sounds.

A composer is someone who creates music and writes it down.

A motif is a 'sound idea' that can be repeated throughout a piece of music.



Composition: in response to an animation (Mountains)

The timbre of instruments played affect the mood and style of a piece of music.

An ensemble is a group of musicians who perform together.

To perform well, it is important to listen to the other members of your ensemble.

History of Music: Jazz Syncopation' means a rhythm that is played off the natural beat.

Ragtime is piano music that uses syncopation and a fast tempo.

Jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.

'Scat singing' is using made-up words to create

beater up the bars and then back down the bars.

Hand-to-hand sticking = play tuned percussion alternating hands.

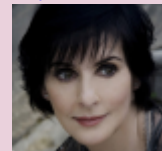
Roll = choose one note and very quickly play it using two beaters, swapping between them evenly.

Shimmer = run the beater back and forth over a small number of bars gently to create the effect of shimmering.

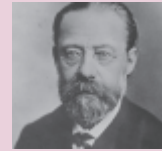
Philip Glass: Águas da Amazônia



Enya: Orinoco flow



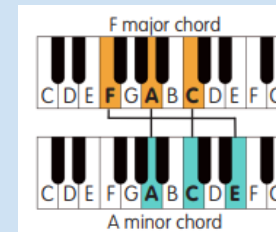
Bedrich Smetana: 'Vtáva' from Má vlast



Nuno Brito: H2drop

Chord = two or more notes played at the same time.

Chords Rosewood gratitude alternates two chords – F major and A minor. The root note of F major is F and the root note of A minor is A. The chords alternate every two bars. Count like this: F-2-3-4, F-2-3-4, A-2-3-4, A-2-3-4.



Composition: to represent the festival of colour (Theme: Holi Festival)

A vocal composition is a piece of music created only using voices.

Varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

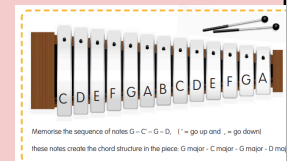
Human voices have their own individual timbre, and that this can be adapted by using the voice in





Calypso Rose - A calypso queen - Calypso Rose was the first woman to win the Calypso Monarch competition.



The Clave Rhythm = = a distinctive rhythm that can be heard in music of the Caribbean, South America, Africa, and India, and in afro-beat, dance, and modern rock and pop music.



Memorise the sequence of notes G-C-G-D, '↑' = go up and, '↓' = go down these notes create the chord structure in the piece: G major - C major - G major - D minor

		<p><u>Myths and Legends</u> A graphic score can show a picture of the structure of music.</p> <p>A graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p> <p><u>Musical Storytelling</u></p> <p>Tempo: the speed of the music (fast or slow)</p> <p>Instrument sound: a sound produced by musical instruments</p> <p>Dynamics: the volume of the music</p> <p>Encore: when the audience claps and asks musicians to play more music.</p> <p>Sound Effect: a sound created to represent something in a film, television, programme or play.</p>	<p>the sound of an instrument playing.</p>	 <p>Lily May: Ripples</p>  <p><u>Composition: Adapting and transposing motifs (Romans)</u> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p> <p><u>History of Music: Rock and Roll</u> 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.</p> <p>To know that a bass line</p>	<p>different ways.</p> <p>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><u>History of Music: Musical Theatre</u> To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>To know that choreography means the organisation of steps or moves in a dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p>	<p><u>Composition: Composing and Performing a Leavers' Song</u> A chord progression is a sequence of chords that repeats throughout a song.</p> <p>A melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>Chord progressions are represented in music by Roman numerals.</p> <p>All types of music notation show note duration.</p>
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				<p>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 playing in time means all performers playing together at the same speed.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>		
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The Inter-Related Dimensions of Music

<p><u>Pitch</u> To understand that what 'high' and 'low' notes are.</p> <p><u>Duration</u> Different sounds can be long or short.</p> <p><u>Dynamics</u> Instruments can be played loudly or softly.</p> <p><u>Tempo</u> To recognise music that is 'fast' or 'slow'. We can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p><u>Timbre</u> Different instruments can sound like a particular character.</p>	<p><u>Pitch</u> Pitch means how high or low a note sounds. 'Tuned' instruments play more than one pitch of notes.</p> <p><u>Duration</u> Rhythm means a pattern of long and short notes.</p> <p><u>Dynamics</u> Dynamics means how loud or soft a sound is. Sounds can be adapted to change their mood, eg through dynamics.</p> <p><u>Tempo</u> The 'pulse' is the steady beat that goes through music.</p>	<p><u>Pitch</u> Some tuned instruments have a lower range of pitches and some have a higher range of pitches. A melody is made up from high and low pitched notes played one after the other, making a tune.</p> <p><u>Duration</u> 'Duration' means how long a note, phrase or whole piece of music lasts. The long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p><u>Dynamics</u></p>	<p><u>Pitch</u> The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. Some traditional music around the world is based on five-notes called a 'pentatonic' scale. A pentatonic melody uses only the five notes C D E G A.</p> <p><u>Duration</u> Different notes have different durations, Crotchets are worth one whole beat. Written music tells you how long to play a note for.</p>	<p><u>Pitch</u> 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. A glissando in music means a sliding effect played on instruments or made by your voice. 'Transposing' a melody means changing its key, making it higher or lower pitched.</p> <p><u>Duration</u> Combining different instruments playing different rhythms</p>	<p><u>Pitch</u> A minor key (pitch) can be used to make music sound sad. Major chords create a bright, happy sound. A 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. Varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p><u>Duration</u> 'Poly-rhythms' means many different rhythms played at once.</p>	<p><u>Pitch</u> The Solfa syllables represent the pitches in an octave. 'Major' key signatures use note pitches that sound cheerful and upbeat. 'Minor' key signatures use note pitches that can suggest sadness and tension. A melody can be adapted by changing its pitch.</p> <p><u>Duration</u> All types of music notation show note duration. Representing beats of silence or 'rests' in written music is</p>
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<p>Voices and instruments can imitate sounds from the world around us (eg. vehicles).</p> <p>Texture Music often has more than one instrument being played at a time.</p> <p>Structure To recognise the chorus in a familiar song.</p> <p>Notation Signals can tell us when to start or stop playing.</p>	<p>Tempo is the speed of the music.</p> <p>Timbre 'Timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>My voice can create different timbres to help tell a story.</p> <p>Texture Music has layers called 'texture'.</p> <p>Structure A piece of music can have more than one section, eg a verse and a chorus.</p> <p>Notation Music can be represented by pictures or symbols.</p>	<p>Dynamics can change the effect a sound has on the audience</p> <p>Tempo The tempo of a musical phrase can be changed to achieve a different effect.</p> <p>The pulse of music can change.</p> <p>My voice, body and instruments can show fast and slow beats.</p> <p>Timbre Musical instruments can be used to create 'real life' sound effects.</p> <p>An instrument can be matched to an animal noise based on its timbre.</p> <p>Texture A graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>Structure Structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>Notation 'Notation' means writing music down so that someone else can play it.</p>	<p>Dynamics The word 'crescendo' means a sound getting gradually louder</p> <p>Timbre The timbre of instruments played affect the mood and style of a piece of music.</p> <p>Texture 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 In a ballad, a 'stanza' means a verse. 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>creates layers of sound called 'texture'.</p> <p>Playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>A motif in music can be a repeated rhythm.</p> <p>Dynamics Changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>Tempo Playing in time means all performers playing together at the same speed.</p> <p>Timbre Grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>Both instruments and voices can create audio effects that describe something you can see.</p> <p>Texture Combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>Harmony means playing two notes at</p>	<p>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 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 A slow tempo can be used to make music sound sad.</p> <p>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 Human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>Texture A chord is the layering of several pitches played at the same time.</p> <p>Poly-rhythms means many rhythms played at once.</p> <p>Structure A loop is a repeated</p>	<p>important as it helps us play rhythms correctly.</p> <p>A quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.</p> <p>Dynamics A melody can be adapted by changing its dynamics.</p> <p>Tempo A melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>Timbre 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 Texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>A counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
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A graphic score can show a picture of the structure and / or texture of music.

the same time, which usually sound good together.

Structure
Deciding the structure of music when composing can help us create interesting music with contrasting sections.

An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.

Musical motifs (repeating patterns) are used as a building block in many well-known pieces of music

Notation
'Performance directions' are words added to music notation to tell the performers how to play.

rhythm or melody, and is another word for ostinato.

12-bar Blues is a sequence of 12 bars of music, made up of three different chords.

Notation
Simple pictures can be used to represent the structure (organisation) of music.

In written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

A 'polyphonic' texture means lots of individual melodies layered together, like in a canon.

Structure
A chord progression is a sequence of chords that repeats throughout a song.


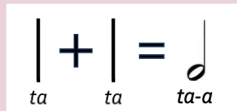

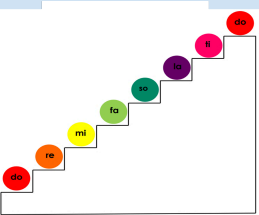




A canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.

A 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Ground bass is a repeating melody played on a bass instrument in Baroque music.

Notation
'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'.

Chord progressions are represented in music by Roman numerals.

			<p>I am learning the difference between pulse and rhythm.</p> <p>I am learning to use the rhythm names 'ta' and 'te te'.</p> <p>I am learning to use stick notation for rhythms 'ta' and 'te te'.</p> <p>I am learning to sing so and mi from hand signs.</p>	<p>I am learning to use the 'ta' rest.</p> <p>I am learning to use the 'ta-a' rhythm.</p> <p>I am learning to use bar lines and time signatures.</p> <p>I am learning to recognise and understand time signatures.</p>	<p>I am learning to understand stick notation, notes and rests.</p> <p>I am learning to recognise and use a range of dynamics</p>	<p>I am learning structure and tonality</p> <p>I am practising singing in 3 and 4 part rounds</p>
			<p>If a piece of music is forte, then it is loud.</p> <p>f</p> <p>Pulse is the steady beat that runs through the music. It is like a heartbeat or the tick-tock of a clock.</p> <p>Rhythm is a pattern of sounds of different lengths. If you play a pattern of sounds of different durations, you've made a rhythm.</p> <p>If a piece of music is piano, then it is quiet/soft.</p> <p>p</p> <p>If a piece of music is allegro, then it is fast.</p>	<p>Crescendo means getting gradually louder.</p> <p>A 'ta rest' is a silence that is one ta beat long.</p>  <p>Diminuendo means getting gradually quieter.</p> <p>'Ta-a' is the rhythm name for a note that is equal in length to two 'ta' beats.</p>  <p>A 'ta-a' rest is also equal to two 'ta' beats.</p> <p>'Ta-a-a-a' is the rhythm name for a note that is equal in length to four 'ta' beats.</p>	<p>A single quaver (1/2 beat) is recognised as:</p>  <p>This is the sol-fa scale:</p>   <p>do</p>  <p>re</p>  <p>mi</p>	<p>Tremolo is a the rapid repetition of a note. It is creates a trembling effect.</p> <p>Paired quavers are when two quavers join together. Together their value makes 1 beat.</p>  <p>Texture is 1 of the 8 elements in music</p> <p>There are 3 types of texture we learn:</p> <ol style="list-style-type: none"> 1-Monophonic 2-Homophonic 3-Polyphonic <p>Monophonic</p> <p>'Mono' means 1</p> <p>Monophonic texture means there is 1 melody line. You will usually hear 1 instrument playing, or</p>

'Ta' is the rhythm name for one sound per beat. It is the rhythm syllable for a crotchet.

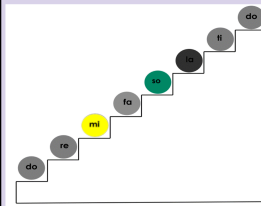
'Te te' is the rhythm name for two sounds that share one beat. They are the rhythm syllable for two quavers

Stick notation is a way to write down rhythms using simple symbols.



If a piece of music is *adagio*, then it is slow.

'So' is a higher pitch than 'mi'



A 'ta-a-a-a' rest is also equal to four 'ta' beats.

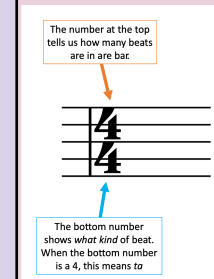
If a piece of music is *legato*, then it is smooth.

Bar lines divide music into sections called bars.

A double bar line is a special type of bar line that shows where the music ends.

If a piece of music is *staccato*, then the notes are short and spiky.

Time signatures tell us how many beats are in each bar.



The first beat of a bar is called a strong beat.



Notes and Rests	Name	Beats
	semibreve	4
	dotted minims	3
	minims	2
	crotchet	1
	quaver	1/2
	semiquaver	1/4

Semi quavers are 1/4 of a beat. They are also known as the rhythm name 'tiri tiri.'

Pizzicato is a technique mainly used on string instruments such as the violin. Musicians will not use their bows but will use their fingers to pluck the strings

several instruments playing the same melody.

Homophonic

'Homo' means 2. Homophonic texture means there is a main melody supported with an accompaniment.

Polyphonic

'Poly' means multiple or several

Polyphonic texture means there are 2 or more different melodies happening at the same time

I am learning to join pitch and rhythm.

I am learning to use 'so' and 'mi' on the staff.

I am learning to sing and use the pitch la.

I am learning to use the pitches so, mi and la in context.

I am learning to use new pitches 'do' and 're'.

I am learning to use the pentatonic scale.

I am learning to use ledger lines.

I am learning to use low so and low la.

I am learning the tiri tiri rhythm.

I am learning to understand bars and time signatures.

I am learning to play and perform music in 4 parts

I am developing my understanding of time signatures

I am practising singing in 3 and 4 part rounds

If a piece of music is in unison, then it has two or more musical parts at the same pitch at the same time.

A crotchet is a musical note with the time value of one beat - or a quarter of a semibreve.



A staff is the system of five horizontal lines and four spaces on which musical notes are written.

The staff helps us to write down pitches. We use all five lines. The first line is at the bottom and the fifth line is at the top.



Accelerando is an Italian word that means "gradually getting faster". It can be shortened to 'accel.'

'Do' is at the beginning of our staircase, or scale! It is lower than 'mi,' 'so' or 'la.'



'Re' sits between 'do' and 'mi.'



Rallentando is an Italian word that means "slowing down".

A scale is a sequence of notes in order, either ascending or descending.

Penta = five (think pentagon!)

The te te and tiri tiri rest look very similar! It's important not to get them confused.

The te te rest looks like this:



The 'tiri tiri' rest looks like this:



Mezzo forte = Moderately loud



Music is often divided into sections.

Common sections you will often hear (especially in popular music) is the intro, verse, chorus, bridge, outro form.

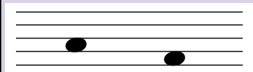
Ternary form in music is made up of 3 sections: A, B and a return to A

Major key= a scale of notes that usually sounds happy and bright

Minor key= a different pattern of notes to major key. Sounds sad and dark

When we write the pitch – we use a dot (or blob!) to show where it is on the staff.

On the line means the line passes through the middle of the blob. In the space means the blob sits in the space between the two lines, just touching each of the two lines.



A quaver is a musical note that lasts for half a beat. That means that two quavers last as long and one crotchet.



'La' is one step above 'so.'



A minim is a musical note that's worth two beats.



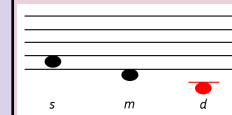
Tonic = tones, or notes

Pentatonic = five tones!

The pentatonic scale always consists of do, re, mi, so and la.

A duet is a piece of music that is performed by two people.

A ledger line is a short, horizontal line used to extend the musical staff when notes fall above or below the lines and spaces of the standard staff.



A round is a composition where multiple performers sing the same melody, but each starts at a different time.

The notes of the scale keep repeating, this is how we have low and high notes!

Mezzo piano
=Moderately quiet

pp

Pianissimo
=Very quiet

ff

Fortissimo
=Very loud

