



St Francis Xavier Catholic Primary School

Music Long Term Plan

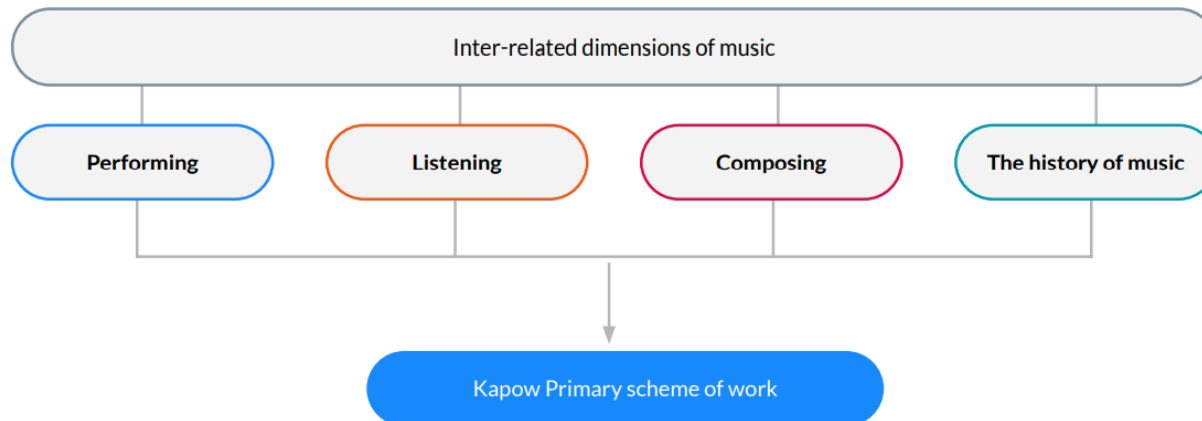
At St Francis Xavier, we follow the Kapow Primary Music scheme, which fully fulfils the statutory requirements of the National Curriculum (2014):

- ★ Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- ★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- ★ Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Kapow Primary's Music scheme takes a **holistic approach** to music, in which **the individual strands below are woven together to create engaging and enriching learning experiences**. There are five key strands which run throughout the scheme, which encompass the requirements stated in the National Curriculum:

- ❖ *Listening*
- ❖ *Composing*
- ❖ *Performing*
- ❖ *The History of Music*
- ❖ *Inter-related Dimensions of Music*

How is the Music scheme of work organised?



All the strands of the Kapow scheme are organised under the umbrella of the *'inter-related dimensions of music'*. Sometimes known as the *elements of music*, these are the **building blocks of music** and therefore **run throughout the scheme of work as an overarching strand**.

The inter-related dimensions of music are:

- Pulse
- Pitch
- Duration
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Notation

It is designed as a 'spiral curriculum' with the following principles in mind:

- **Cyclical**: Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth**: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior knowledge**: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control.

Music will also be taught in a variety of ways linked to the class topic.

- Children will have opportunities to listen to a wide variety of styles in music specific lessons as well as other areas in the curriculum such as liturgies and masses.
- They will perform and compose their own music.
- They will be taught subject specific language in order to evaluate music of both their own and other composers.
- They will be taught how to read music and - either through educational visits or professionals- how to play an instrument.
- Children learn and rehearse hymns and songs in singing assemblies.
- Children will have the opportunity to take part in extra-curricular music clubs such as the school choir.

By the time children leave St Francis Xavier, they will have played a musical instrument and attended a live performance. They will be able to evaluate and discuss music using the correct subject specific language. They will have gained confidence listening and responding to music and using it to express themselves.

The expected impact of following the Kapow Primary Music scheme of work is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music.

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring Sound	Set up continuous provision in your classroom.	Music and Movement	Transport	Set up continuous provision in your classroom.	Big Band
Year One	Keeping the Pulse (Theme: My favourite things)		Sound Patterns (Theme: Fairytales)	Pitch (Theme: Superheroes)		Musical Symbols (Theme: Under the Sea)
Year Two	Call and Response (Theme: Animals)		Instruments (Theme: Musical Storytelling)	Structure (Theme: Myths and Legends)		Pitch (Theme: Musical Me)
Year Three	Ballads		Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)		Traditional instruments and improvisation (Theme: India)
Year Four	Adapting and transposing motifs (Theme: Romans)		Body Tuned Percussion (Theme: Rainforest)	Samba and carnival sounds and instruments	Changes in pitch, tempo and dynamics (Theme: Rivers)	Instrumental Sessions: Recorders
Year Five	Composition notation (Theme: Ancient Egypt)		Blues	South and West Africa		Composition to represent the festival of colour (Theme: Holi festival)
Year Six	Dynamics, pitch and tempo (Theme: Fingal's Cave)		Theme and variations (Theme: Pop Art)	Baroque		Composing and performing a Leavers' Song

EYFS Outline

Progression of key skills:

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

Unit 1	Exploring Sound	Exploring how we can use our voice and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.
Unit 2	Music and Movement	Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.
Unit 3	Transport	Using their voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.
Unit 4	Big Band	Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Year One

Autumn 1 - Keeping the Pulse

Spring 1 – Sound Patterns

Spring 2 – Pitch

Summer 2 – Musical Symbols

Progression of key skills:

Listening –

- Recognising and understanding the difference between pulse and rhythm.
- Understanding that different types of sounds are called timbres.
- Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).
- Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.
- Describing the differences between two pieces of music.
- Expressing a basic opinion about music (like/dislike).
- Listening to and repeating short, simple rhythmic patterns.
- Listening and responding to other performers by playing as part of a group.

Composing –

- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.
- Combining instrumental and vocal sounds within a given structure.
- Creating simple melodies using a few notes.
- Choosing dynamics, tempo and timbre for a piece of music.
- Creating a simple graphic score to represent a composition.
- Beginning to make improvements to their work as suggested by the teacher.

Performing –

- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

The inter-related dimensions of music –

Pitch:

- To understand that pitch means how high or low a note sounds.
- To understand that 'tuned' instruments play more than one pitch of notes.

Duration:

- To know that rhythm means a pattern of long and short notes.

Dynamics:

- To know that dynamics means how loud or soft a sound is.
- To understand that sounds can be adapted to change their mood, eg through dynamics.

Tempo:

- To know that the 'pulse' is the steady beat that goes through music.
- To know that tempo is the speed of the music.

Timbre:

- To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.
- To know that my voice can create different timbres to help tell a story.

Texture:

			<ul style="list-style-type: none">• To know that music has layers called 'texture'. <p>Structure:</p> <ul style="list-style-type: none">• To know that a piece of music can have more than one section, eg a versed and a chorus. <p>Notation:</p> <ul style="list-style-type: none">• To understand that music can be represented by pictures or symbols.
--	--	--	--

Year Two

Autumn 1 – Call and Response

Spring 1 – Instruments

Spring 2 – Structure

Summer 2 – Pitch

Listening –

- Recognising timbre changes in music they listen to.
- Recognising structural features in music they listen to.
- Listening to and recognising instrumentation.
- Beginning to use musical vocabulary to describe music.
- Identifying melodies that move in steps.
- Listening to and repeating a short, simple melody by ear.
- Suggesting improvements to their own and others' work.

Composing –

- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- Successfully combining and layering several instrumental and vocal patterns within a given structure.
- Creating simple melodies from five or more notes.
- Choosing appropriate dynamics, tempo and timbre for a piece of music.
- Using letter name and graphic notation to represent the details of their composition.
- Beginning to suggest improvements to their own work.

Performing –

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

The inter-related dimensions of music –

Pitch:

- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.
- To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Duration:

- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

Dynamics:

- To know that dynamics can change the effect a sound has on the audience.

Tempo:

- To understand that the tempo of a musical phrase can be changed to achieve a different effect.

Timbre:

- To know that musical instruments can be used to create 'real life' sound effects.
- To understand an instrument can be matched to an animal noise based on its timbre.

Texture:

- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music

Structure:

- To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.

Notation:

- To know that 'notation' means writing music down so that someone else can play it.
- To know that a graphic score can show a picture of the structure and / or texture of music.

Year Three

Autumn 1 - Ballads

Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.

Spring 1 – Developing singing techniques

Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.

Spring 2 – Pentatonic melodies and composition

Using the story of Chinese New Year as a stimulus: revising key musical terminology, playing and creating pentatonic melodies, composing a piece of music in a group using layered melodies and performing a finished piece.

Summer 2 – Traditional instruments and improvisation

Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

Listening –

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).
- Understanding that music from different parts of the world has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-related

Composing –

- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.

Performing –

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

The inter-related dimensions of music –

Pitch:

- To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.
- To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.
- To understand that a pentatonic melody uses only the five notes C D E G A.

Duration:

- To know that different notes have different durations, and that crotchets are worth one whole beat.
- To know that written music tells you how long to play a note for.

Dynamics:

- To know that the word 'crescendo' means a sound getting gradually louder.

Timbre:

- To understand that the timbre of instruments played affect the mood and style of a piece of music.

Texture:

- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Structure:

- To know that in a ballad, a 'stanza' means a verse.

The history of music –

- Understanding that music from different times has different features.

dimensions of music)
when discussing
improvements to their
own and others' work.

- To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.

Notation:

- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.

Year Four

Autumn 1 – Adapting and transposing motifs

Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs, adapt, transpose motifs, and perform them to their peers.

Spring 1 – Body and tuned percussion

Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.

Spring 2 – Samba and carnival sounds and instruments

Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.

Summer 2 – Changes in pitch, tempo and dynamics

Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.

Listening -

- Recognising the use and development of motifs in music.
- Identifying gradual dynamic and tempo changes within a piece of music.
- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).
- Identifying common features between different genres, styles and traditions of music.
- Recognising, naming and explaining the effect of the interrelated dimensions of music.
- Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.

Composing -

- Composing a coherent piece of music in a given style with voices, bodies and instruments.
- Beginning to improvise musically within a given style.
- Developing melodies using rhythmic variation, transposition, inversion, and looping.
- Creating a piece of music with at least four different layers and a clear structure.
- Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.
- Suggesting improvements to others' work, using musical vocabulary.

Performing –

- 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.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.

The inter-related dimensions of music –

Pitch:

- To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.
- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

Duration:

- To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
- To know that a motif in music can be a repeated rhythm.

Dynamics:

- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Tempo:

- To know that playing in time means all performers playing together at the same speed.

Timbre:

- To know that grouping instruments according to their timbre can create contrasting 'textures' in music.
- To understand that both instruments and voices can create audio effects that describe something you can see.

Texture:

The history of music –

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

<ul style="list-style-type: none"> • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 			<ul style="list-style-type: none"> • To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. • To understand that harmony means playing two notes at the same time, which usually sound good together. <p>Structure:</p> <ul style="list-style-type: none"> • To know that 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. • To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music. <p>Notation:</p> <ul style="list-style-type: none"> • To know that 'performance directions' are words added to music notation to tell the performers how to play. 	
---	--	--	--	--

Year Five

Autumn 1 – Composition notation

Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.

Spring 1 – Blues

Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.

Spring 2 – South and West Africa

Learning 'Shosholozza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.

Summer 2 – Composition to represent the festival of colour

Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.

Listening -

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).
- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate

Composing -

- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating

Performing -

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- 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.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.

The inter-related dimensions of music –

Pitch:

- To understand that a minor key (pitch) can be used to make music sound sad.
- To understand that major chords create a bright, happy sound.
- To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Duration:

- To know that 'poly-rhythms' means many different rhythms played at once.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Dynamics:

- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

Tempo:

- To understand that a slow tempo can be used to make music sound sad.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.

The history of music –

- Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.

<p>their own and others' work.</p>	<p>improvements to own and others' work.</p>		<p>Timbre:</p> <ul style="list-style-type: none"> • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. <p>Texture:</p> <ul style="list-style-type: none"> • To understand that a chord is the layering of several pitches played at the same time. • To know that poly-rhythms means many rhythms played at once. <p>Structure:</p> <ul style="list-style-type: none"> • To know that a loop is a repeated rhythm or melody, and is another word for ostinato. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. <p>Notation:</p> <ul style="list-style-type: none"> • To know that simple pictures can be used to represent the structure (organisation) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	
------------------------------------	--	--	---	--

Year Six

Autumn 1 – Dynamics, pitch and tempo

Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.

Spring 1 – Theme and Variations

Exploring the musical concept of theme and variations and discovering how rhythms can 'translate' onto different instruments

Summer 1 – Baroque

Exploring the music and composers of the Baroque Period and investigating the structural and stylistic features of their work.

Summer 2 – Composing and performing a leavers song

Creating their own leavers' song personal to their experiences as a class; listening to and critiquing well-known songs, writing the lyrics, exploring the concept of the four chord backing track and composing melodies.

Listening –

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
- Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Use musical vocabulary correctly when describing

Composing –

- Improvising coherently and creatively within a given style, incorporating given features.
- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.
- Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Recording own composition using appropriate forms of notation and/or technology and incorporating.

Performing –

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and

The inter-related dimensions of music –

Pitch:

- To know that the Solfa syllables represent the pitches in an octave.
- To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.
- To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.
- To know that a melody can be adapted by changing its pitch.

Duration:

- To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
- To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.
- To know that a quaver is worth half a beat.

Dynamics:

- To know that a melody can be adapted by changing its dynamics.

Tempo:

- To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Timbre:

The history of music –

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

<p>and evaluating the features of a piece of music.</p> <ul style="list-style-type: none"> • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. 	<ul style="list-style-type: none"> • Constructively critique their own and others' work, using musical vocabulary. 	<p>fluency from graphic and staff notation and from their own notation.</p> <ul style="list-style-type: none"> • Performing by following a conductor's cues and directions. 	<ul style="list-style-type: none"> • To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright. <p>Texture:</p> <ul style="list-style-type: none"> • To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. <p>Structure:</p> <ul style="list-style-type: none"> • To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way <p>Notation:</p> <ul style="list-style-type: none"> • To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. • To know that chord progressions are represented in music by Roman numerals. 	
--	---	--	---	--