




Fladbury CE VA First School Curriculum

Music

At Fladbury, our music curriculum inspires our children to be curious to know more about a wide range of different music styles and genres. Children's' curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with significant people within their locality. Children at Fladbury will develop the skills required to ask questions, think critically and develop perspective and judgement. These enquiry skills will help our children understand the how music has evolved and how music has influenced our lives today. Pupils will also develop their understanding of the Music and how cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and preferences in Music. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our Music teaching and learning will pull on prior learning to draw similarities and differences between societies, countries and time periods through music.

“Happy Hearts, Open Minds, Bright Futures.”
 “Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything.” Plato

| Intent | Implementation | Impact |
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| What will take place before teaching in the classroom? | What will this look like in the classroom indoors and the classroom outdoors? | How will this be measured? |
| <p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. | <p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Music is taught in half-termly topics, focusing on knowledge and skills stated in the National Curriculum. • To ensure that Music has the same importance given to it as the core subjects, as it is important in enabling all children to gain 'real-life' experiences through music. • Through teaching, we will attempt to excite and intrigue our children to find out more about different styles of music. • Develop deep subject knowledge and key skills while differentiating work for all abilities. • The children will be encouraged to research independently to further their own enjoyment and fascination about the topic or subject. | <p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the different music styles at an age appropriate level. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing music, their own work and identifying their own strengths and areas for development. • Children enjoy Music lessons and look forward to finding out more in this subject. |
| <p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • To ensure our high quality Music curriculum should inspire children's curiosity and fascination about the Music all around them and Music in the wider world. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as Musicians. • Ensure the children will be taught about various music genres and famous Music figures. • Monitor progress • Ensure an appropriate progression of skills and knowledge of all areas of music is in place over time so that pupils are supported to be the best musicians they can be, and challenge teachers to support struggling musicians and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. | <p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the music curriculum. • Be organised so that pupils can work independently, in pairs, small groups or whole class as appropriate to support pupils in their development of their skills using instruments and singing. | <p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • Clear progression of skills in line with expectations set out in the progression grids. • Children show what they have learned comparative to their starting points at the end of every topic. • Evidence of work will show a range of topics covered, cross curriculum links and differentiated work. • Recordings or performances show a progression of skills at the end of each topic. |

| Happy Hearts | Open Minds | Bright Futures |
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| <p>Through our Music Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning through different styles and genres of Music.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of Music through carefully planned and enthusiastically delivered learning opportunities thus, creating an intrinsic passion for Music.</p> | <p>The Music curriculum at Fladbury endeavours to expose our children to different music cultures and open their minds to different ways of enjoying different styles of music. Children will begin to understand the concepts of continuity and change, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children are encouraged to use their voices and have an opinion on music through the ages that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and give their own opinions.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries through music.</p> | <p>Through learning about Music, the History of Music and changes over time, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes.</p> <p>Children develop a musical perspective by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>Through learning about music through the ages, children begin to make connections between; cultural, economic, political, religious and social music styles. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in-depth knowledge of the wider world through different music genres and styles. Children will learn to be proud of their heritage and culture whilst learning all about different musical cultures.</p> |

Age Related Statutory Coverage

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

| EYFS | KS1 | KS2 |
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| <p>ELG:</p> <ul style="list-style-type: none"> The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | <p>Pupils in KS1 should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>Pupils in KS2 should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. |

Our curriculum for 22-23 has been specifically designed to meet the needs of the children in our current groups and classes. This is likely to change again next year due to ever-changing year group numbers and class structures.

| | Autumn | Spring | Summer |
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| Maple | <ul style="list-style-type: none"> • Begin to make sense of their own musical skills • Experiment using a variety of different musical instruments. <ul style="list-style-type: none"> • Make sounds and beats using their bodies. <ul style="list-style-type: none"> • Movement to music • Concepts of music (loud or quiet, slow, fast) • Circle time with musical instruments to support attention and listening skills <ul style="list-style-type: none"> • Sound discrimination | | |
| Elm | <p>My Stories Learn to sing nursery rhymes and action songs:</p> <p>Our World</p> <ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs • Improvising leading to playing classroom instruments • Singing and learning to play instruments within a song • Share and perform the learning that has taken place | <p>In The Groove to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>Rhythm in the way we walk and Banana Rap Reggae and hip-hop Action songs that link to the foundations of music</p> | <p>Your Imagination Pop genre Using your imagination</p> <p>Relax, Rewind and Replay 1 Consolidation the learning that has occurred during the year. A context for the History of Music and the beginnings of the Language of Music.</p> |
| Ash | <p>Ho, Ho, Ho! A Christmas song to embed the interrelated dimensions of music through games, singing and playing.</p> <p>Glockenspiel 1 Learning about the language of music through playing the glockenspiel.</p> | <p>Three Little Birds Three Little Birds by Bob Marley – a Reggae song.</p> <p>The Dragon Song This is a song about kindness, respect, friendship, acceptance and happiness.</p> | <p>Bringing Us Together/ Friendship Song This is a Disco song about friendship, peace, hope and unity.</p> <p>Reflect, Rewind and Replay 3 Consolidation the learning that has occurred during the year.</p> |
| Oak | <p>Mamma Mia Music and styles of the 70s and 80s, analysing performance, Sweden as a country.</p> <p>Glockenspiel 2 (Move to Spring 1) Learning about the language of music through playing the glockenspiel, building on Glockenspiel 1</p> | <p>Stop (Moved to Aut 2 – For Anti-Bullying Week) Stop! – A song/rap about bullying.</p> <p>Lean on Me A Soul/Gospel Song by Bill Withers</p> | <p>Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>Reflect, Rewind and Replay 4 Consolidation the learning that has occurred during the year.</p> |

The Sequence of Learning

Controlling sounds through singing and playing (Play and Perform)

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| <p>Maple Class (P):</p> <ul style="list-style-type: none"> • They can use their voice to speak/sing/chant. • They can join in with singing. • They can clap short rhythmic patterns. • They can experiment with creating sounds with different instruments. | <p>Elm Class (R/1):</p> <p>EYFS</p> <ul style="list-style-type: none"> • They can use their voice to speak/sing/chant. • They can join in with singing. • They can clap short rhythmic patterns. • They can experiment with creating sounds with different instruments. <p>Early Years – Greater Depth</p> <ul style="list-style-type: none"> • They can perform a rhythm. <p>Year 1</p> <ul style="list-style-type: none"> • They can use their voice to speak/sing/chant. • They can join in with singing. • They can clap short rhythmic patterns. • They can use instruments to perform a simple piece. • They can respond to musical indications about when to play or sing. • They can respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. <p>Listening</p> <ul style="list-style-type: none"> • Respond to different moods of music, in different ways. <p>Year 1 – Greater Depth</p> <p>They can perform a rhythm to a steady pulse.</p> | <p>Ash Class (2/3):</p> <p>Year 2</p> <ul style="list-style-type: none"> • They can follow the melody using their voice or an instrument. • They can sing songs as an ensemble following the tune (melody) well. • They can perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). • They can play simple rhythmic patterns on an instrument. • They can sing/ clap a pulse increasing or decreasing in tempo. • They have control when playing instruments. • They can perform musical patterns keeping a steady pulse. <p>Year 2 – Greater Depth</p> <ul style="list-style-type: none"> • They can understand the importance of a warm-up. • They can sing/ play rhythmic patterns in contrasting dynamics; keeping to the pulse. <p>Year 3</p> <ul style="list-style-type: none"> • They can sing songs from memory with increasing expression, accuracy and fluency. • They can maintain a simple part within an ensemble. • They can modulate and control their voice when singing and pronounce the words clearly. • They can play notes on tuned and un-tuned instruments with increasing clarity and accuracy. • They can improvise (including call and response) within a group using the voice. • They can collaborate to create a piece of music. <p>Listening</p> <ul style="list-style-type: none"> • They can describe music using appropriate vocabulary. • Begin to compare different kinds of music • Recognise differences between music of different times and cultures. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse. | <p>Oak Class (3/4):</p> <p>Year 3</p> <ul style="list-style-type: none"> • They can sing songs from memory with increasing expression, accuracy and fluency. • They can maintain a simple part within an ensemble. • They can modulate and control their voice when singing and pronounce the words clearly. • They can play notes on tuned and un-tuned instruments with increasing clarity and accuracy. • They can improvise (including call and response) within a group using the voice. • They can collaborate to create a piece of music. <p>Listening</p> <ul style="list-style-type: none"> • They can describe music using appropriate vocabulary. • Begin to compare different kinds of music • Recognise differences between music of different times and cultures. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse. <p>Year 4</p> <ul style="list-style-type: none"> • They can perform a simple part of an ensemble rhythmically. • They can sing songs from memory with increasing expression, accuracy and fluency. • They can improvise using repeated patterns with increasing accuracy and fluency <p>Listening</p> <ul style="list-style-type: none"> • They can describe what they hear using a wider range of musical vocabulary. • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects. • Understand the cultural and social meaning of lyrics. • Appreciate harmonies, drone and ostinato. • Explore ways the way in which sounds are combined towards certain effects. • Understand the relationship between lyrics and melody. <p>Year 4 – Greater Depth</p> <ul style="list-style-type: none"> • They can use selected pitches simultaneously to produce simple harmony. |
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Creating and developing musical ideas (Create and Compose)

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| <p>Maple Class (P):</p> <ul style="list-style-type: none"> • They can make a range of sounds with their voice. • They can make a range of sounds with instruments. | <p>Elm Class (R/1):</p> <ul style="list-style-type: none"> • They can make a range of sounds with their voice. • They can make a range of sounds with instruments. • They can represent sounds pictorially. <p>Early Years – Greater Depth</p> <ul style="list-style-type: none"> • They can begin to sequence sounds to create a rhythm or beat. • They can repeat (short rhythmic and melodic) patterns? • They can begin to read pictorial representations of music. (e.g. colour coded bells, music story maps) <p>Year 1</p> <ul style="list-style-type: none"> • They can make a range of sounds with their voice. • They can make a range of sounds with instruments. • They can identify changes in sounds. • They can tell the difference between long and short sounds. • They can represent sounds pictorially. • They can make a sequence of sounds for a purpose. <p>Year 1 – Greater Depth</p> <ul style="list-style-type: none"> • They can repeat (short rhythmic and melodic) patterns. • They can give a reason for choosing an instrument. | <p>Ash Class (2/3):</p> <p>Year 2</p> <ul style="list-style-type: none"> • They can order sounds to create a beginning, middle and end. • They can represent sounds pictorially with increasing relevance. • They can choose sounds to achieve an effect (including use of technology). • They can begin to compose short melodic patterns using two or three notes (tuned instruments/voice). • They can create short, rhythmic patterns – sequences of long and short sounds. • They are selective in the control used on an instrument in order to create an intended effect. • They can create their own symbols to represent sounds. • They can choose sounds to create an effect on the listener. <p>Year 2 – Greater Depth</p> <ul style="list-style-type: none"> • They can use simple structures (e.g. repetition and order) in a piece of music. • They know that phrases are where we breathe in a song. <p>Year 3</p> <ul style="list-style-type: none"> • They can create repeated patterns using a range of instruments. • They can combine different sounds to create a specific mood or feeling • They understand how the use of tempo can provide contrast within a piece of music. • They can begin to read and write musical notation. • They can effectively choose, order, combine and control sounds to create different textures. • They can use silent beats for effect (rests). • They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can create accompaniments for melodies. • They can compose a simple piece of music that they can recall to use again? • They understand metre in 4 beats; then 3 beats? | <p>Oak Class (3/4):</p> <p>Year 3</p> <ul style="list-style-type: none"> • They can create repeated patterns using a range of instruments. • They can combine different sounds to create a specific mood or feeling • They understand how the use of tempo can provide contrast within a piece of music. • They can begin to read and write musical notation. • They can effectively choose, order, combine and control sounds to create different textures. • They can use silent beats for effect (rests). • They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can create accompaniments for melodies. • They can compose a simple piece of music that they can recall to use again? • They understand metre in 4 beats; then 3 beats? <p>Year 4</p> <ul style="list-style-type: none"> • They can use notations to record and interpret sequences of pitches. • They can use notations to record compositions in a small group or on their own. • They can use notation in a performance. <p>Year 4 – Greater Depth</p> <ul style="list-style-type: none"> • They can explore and use sets of pitches, e.g. 4 or 5 note scales. • They can show how they can use dynamics to provide contrast |
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Responding and reviewing (Appraising skills)

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| <p>Maple Class (P):</p> <ul style="list-style-type: none"> • They can begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) • They can begin to express how music makes them feel. | <p>Elm Class (R/1):</p> <ul style="list-style-type: none"> • They can say if they like or dislike a piece of music. • They can identify and distinguish environmental sounds? • They can begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow) • They can begin to express how music makes them | <p>Ash Class (2/3):</p> <p>Year 2</p> <ul style="list-style-type: none"> • They can identify particular features when listening to music. • They can begin to associate sounds they hear with instruments. • They can independently identify the pulse in a | <p>Oak Class (3/4):</p> <p>Year 3</p> <ul style="list-style-type: none"> • They can use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music. • They can evaluate and improve their work, explaining how it has improved using a success |
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| | <p>feel.</p> <p>Early Years – Greater Depth</p> <ul style="list-style-type: none"> • They can identify reasons why they like some music more than others. <p>Year 1</p> <ul style="list-style-type: none"> • They can form an opinion to express how they feel about a piece of music. • They can recognise repeated patterns. • They can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds. • They can hear the pulse in a piece music. • They can tell the difference between loud and quiet sounds. • They can describe how sounds are made and changed. • They can respond to different moods in music and say how a piece of music makes them feel. <p>Year 1 – Greater Depth</p> <ul style="list-style-type: none"> • They can identify what different sounds could represent and give a reason why. • They can identify texture - listening for whether there is more than one sound at the same time. • They can identify musical structure in a piece of music (verse, chorus etc.). | <p>piece of music and tap along.</p> <ul style="list-style-type: none"> • They can listen carefully to recall short rhythmic patterns. • They can begin to recognise changes in timbre, dynamics and pitch. • They are able to recognise and name different instruments by sight. • They can evaluate and improve their own work and give reasons. Listening • Listen to simple inter-related dimensions of music • Verbally recall what they have heard with simple vocabulary – loud, soft, high, low • Begin to say what they like and dislike <p>Year 2 – Greater Depth</p> <ul style="list-style-type: none"> • They can tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect. <p>Year 3</p> <ul style="list-style-type: none"> • They can use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music. • They can evaluate and improve their work, explaining how it has improved using a success criterion. • They know that music can be played or listened to for a variety of purposes (including different cultures and periods in history). • They are able to recognise a range of instruments by ear. • They can internalise the pulse in a piece of music. • They can identify the features within a piece of music. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can recognise changes in sounds that move incrementally and more dramatically. • They can compare repetition, contrast and variation within a piece of music. | <p>criterion.</p> <ul style="list-style-type: none"> • They know that music can be played or listened to for a variety of purposes (including different cultures and periods in history). • They are able to recognise a range of instruments by ear. • They can internalise the pulse in a piece of music. • They can identify the features within a piece of music. <p>Year 3 – Greater Depth</p> <ul style="list-style-type: none"> • They can recognise changes in sounds that move incrementally and more dramatically. • They can compare repetition, contrast and variation within a piece of music. <p>Year 4</p> <ul style="list-style-type: none"> • They can explain why silence is used in a piece of music and say what effect it has. • They can start to identify the character of a piece of music. • They can describe and identify the different purposes of music. • They can use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. <p>Year 4 – Greater Depth</p> <ul style="list-style-type: none"> • They can identify how a change in timbre can change the effect of a piece of music. |
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Overarching Music Vocabulary

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| <p>Maple Class (P):</p> <p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p> <p>pulse and rhythm listen, voice, instruments, experience, respond, explore, practise, make, movement, music, rhythm, song, sing, sounds.</p> | <p>Elm Class (R/1):</p> <p>EYFS nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p> <p>pulse, rhythm and pitch Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.</p> <p>Year 1 Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p> <p>pulse, rhythm, pitch and dynamics. Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition.</p> | <p>Ash Class (2/3):</p> <p>Year 2 Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p> <p>pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. Opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern.</p> <p>Year 3 Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p> <p>pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation, complex melodies, composition, inter-related dimensions</p> | <p>Oak Class (3/4):</p> <p>Year 3 Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p> <p>pulse, rhythm, pitch, dynamics and tempo. Styles, Instrumental families, instrument, wind, string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation, complex melodies, composition, inter-related dimensions.</p> <p>Year 4 Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p> <p>pulse, beat, rhythm, pitch, texture, tempo, dynamics, timbre, structure, notation. Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language, genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes.</p> |
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