|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Barton St Lawrence Primary School Vertical Progression – Expressive Arts & Design –**  **Creating with materials & Being imaginative & expressive - Music** | | | | |
| **Statement of Intent:** Pupils at St Lawrence Church of England Primary School are easy to distinguish by the personal qualities they present. They are happy, confident, articulate children with a love of learning and a sense of **service**, who recognise and celebrate their own individuality and that of other members of our community. They are generous, kind and welcoming; they are forgiving and understand justice. With God by their side, they face the world with resilience, integrity and joy. | | | | |
| **Intent in Music:** Our music curriculum aims to provide all pupils with a high quality music education which engages and inspires children to develop a life-long love of music, increases their self-**confidence**, creativity, and imagination, and provides opportunities for **individual**self-expression and a sense of personal achievement. We do this by setting tasks that are open-ended and can have a variety of responses. We offer opportunities for children to develop their talents in all aspects of music including composition, singing and appreciation. Our vision is that children will develop an ability to listen to, and appreciate a wide variety of music, including different styles, periods and cultures and that they will have opportunities to explore and express, in **articulate**ways, ideas and feelings about music. Through the variety of enrichment opportunities provided, we hope that we will enable all children to have access to music and to develop an **enjoyment**of music, which will always be part of their lives. These activities include (amongst others) taking part in the Sing Together project at King George’s Hall, the KS1 Nativity, the KS2 end of year play which is often described as ‘showstopping’, the Community Carol Concert which takes place in church, and the biannual KS2 visit to see the Hallé  Orchestra. Throughout school, children will explore a range of musical elements, for example: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. We encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned and develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience. Singing lies at the heart of good music teaching and joining together during collective worships is an important part of school life and emphasises to the children how the teaching of music is ‘**Rooted in God**’. | | | | |
| Focus | Performing | Listening and Appraising | Composing | Musical Elements |
| Nursery | * Remember & sing familiar songs e.g. pop songs, rhymes * Taps out simple repeated rhythms * Creates sounds to accompany stories * Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs * • Play instruments with increasing control to express their feelings & ideas | * Explore & learn how sounds & movements can be changed e.g. louder, quieter * Notice what other children & adults do, mirror what is observed, adding variations & doing it spontaneously * • Respond to what they have heard, expressing their thoughts & feelings | * Develop an understanding of how to create & use sounds intentionally * • Create own songs, or improvise a song around one they know |  |
| Reception | **Using their voices**:   * **Sing in a group or on their own, increasingly matching the pitch & following the melody** * Speak and chant short phases together * Find their singing voice and begin to develop an awareness of pitch over a small range of notes * Make changes in their voices to express different moods /feelings * Co-ordinate actions to go with a song * Sing short phrases or responses on their own * Sing a variety of songs both accompanied and unaccompanied.   **Using Classroom Instruments:**   * **Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to** * Play instruments by shaking, scraping, rattling, tapping etc * Start and stop together * Begin to develop a sense of beat, using instruments or body sounds * Respond to symbols or hand signs * Play loudly, quietly, fast, slow * Copy a simple rhythm pattern or number of beats played on an instrument. * Play along to music showing a developing awareness of the beat * Play with a sense of purpose and enjoyment. | * **Listening:** * Listen to sounds and respond by talking about them or physically with movement and dance * Recognise the sounds of the percussion instruments used in the classroom and identify and name them * Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs. * **Listen attentively, move to & talk about music, expressing their feelings & responses** * **Respond imaginatively to music e.g. *this music sounds like dinosaurs*** * **Appraising:** * Begin to identify and describe key features or extreme contrasts within a piece of music Begin to use musical terms (louder/quieter, faster/slower, higher/lower) | * **Choose particular movements, instruments/sounds for their own imaginative purposes** * **Explore & engage in music making & dance, performing solo or in groups** * Begin to create and manipulate different effects on a sound source or instrument * Add chosen sound effects at an appropriate moment in a story or song * Sort and name different sounds * Create a sequence of different sounds in response to a given stimuli | * **Tempo:** * Identify fast and slow tempos * **Dynamics:** * Recognise loud and soft * **Pitch:** * Recognise differences between fast and slow * **Exploring:** * Different sounds made by the voice, hands, found objects and conventional instruments (**timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration**) * Loud and quiet sounds (**dynamics)** * Fast and slow sounds (**tempo)** * Begin to be aware of the effect that different sounds have to convey mood or meaning |
| Early Learning Goal | **Number**  **- Sing a range of well-known nursery rhymes & songs**  **- Perform songs, rhymes, poems & stories with others,& - when appropriate – try to move in time with music** | | |  |
| EYFS Vocabulary | STEADY BEAT Regular pulse (in time)  INSTRUMENTS turtle drum, boom whackers, drum, triangle, cymbals  SOUND shake, scrape, rattle, tap  MUSICAL ELEMENTS fast, slow, high, low, long, short, loud, quiet | | | |
| Year 1 | **Performing**   * Play tuned and untuned instruments. * Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). * Use their voices expressively by singing songs and speaking chants and rhymes to communicate meaning * To use our voices expressively through singing and chanting. * To explore sounds that we can make using our bodies and express our feelings through movement or actions * To play unturned musical instruments and explore how the musical instruments can be used to make music expressive. * Enjoy and have fun performing. * Choose a song/songs to perform to a well-known audience.   **Notation:**   * Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. * Explore standard notation | * **Listening** To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. * Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. * Know how music is used for particular purposes (for example, for dance, as a lullaby). * Listen with concentration to a range of high quality live and recorded music. * Find the steady beat. * Talk about feelings created by the music. * Recognise some band and orchestral instruments * Begin to understand where the music fits in the world. | **Improvising**   * Experiment with, create, select and combine sounds using the interrelated dimensions of music. * Experiment with and create musical patterns within a major and minor scale using a choice of 3 notes * Explore, choose and organise sounds and musical ideas. * Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. * Make improvements to their own work. * Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.   **Composing**   * To explore, choose and organise sounds and be able to describe them using signs and symbols. * To create musical patterns, rehearse and perform with others and make improvements to our own work. * Explore and create graphic scores: * Create musical sound effects and short sequences of sounds in response to music and video stimulus. * Create a story, choosing and playing classroom instruments and/or soundmakers. * Recognise how graphic notation can represent created sounds. Explore and invent your own symbols. * Use music technology to capture, change and combine sounds. * Use simple notation if appropriate: * Create a simple melody using crotchets and minims | **Tempo**   * Identify the differences between fast and slow tempos.   **Timbre**   * Recognise the difference between singing and speaking. * Recognise the difference between wood, metal, skin *(drum)* and ‘shaker’ sounds. * Match selected sounds with their pictured source. * Explore the different kinds of sound that my singing and speaking voice can make. * Use sound words or phrases to describe selected sounds and the ways in which they are produced (e.g. blow, tap, rattle, shake etc).   **Texture**   * Recognise a song with an accompaniment and one without accompaniment.   **Pitch**   * Identify high and low sounds (also getting higher / getting lower)   **Duration**   * Respond to sounds of different duration. * Recognise the difference between long and short sounds. * Copy simple patterns of sound of long and short duration.   D**ynamics**   * Differentiate between loud sounds, quiet sounds and silence. |
| Year 1 Vocabulary | Steady beat, symbols |  | Patterns, rhythm pattern, pitch pattern, drone (pitched note played continuously throughout a piece of music), ostinato (repeated rhythmic melody) | Loud, soft, faster, slower, accompaniment, instrumental, verse, chorus, higher, lower, silence, wood, metal, skin, shaker |
| Year 2 | **Using their voices:**   * Sing a variety of songs with more accuracy of pitch * Sing words clearly and breathing at the end of phrases * Convey the mood or meaning of the song by using their voices expressively * Sing with a sense of control of **dynamics**(volume) and **tempo** (speed) * Echo sing a short melodic phrases * Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices * Follow a leader (teacher)starting and stopping together   **Using Instruments:**   * Play with control:   a) maintaining steady beat  b) getting faster or slower  c) getting louder or quieter   * Perform a repeated melodic ostinato to accompany a song * Perform a rhythm accompaniment to a song * Perform a sequence of sounds using a graphic score * Work and perform in smaller groups using tuned and untuned instruments * Follow a leader (teacher)starting and stopping together   Demonstrate some confidence in performing as a group and as an individual | **Listening**   * To listen with increased concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end / verse and chorus). * Know some key features of a few different styles of music, e.g. baroque music may include a harpsichord, blues music might be sad, jazz music may contain some improvisation etc. * Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds * Recognise how sounds are made – tapping, rattling, scraping, blowing etc * Recognise and respond to different changes of speed (**tempo**)/volume (**dynamics)** and **pitch** * Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) * Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) | **Explore:**   * Ways in which sounds are made (*tapped, blown*, *scraped, shaken*), and can be changed * Long and short sounds (**rhythm – duration)** * The rhythm patterns of words and sentences * Changes in **pitch** (higher and lower) * Sequences of sound (**structure**) * Sounds in response to a stimulus (**visual or aural**) * How sounds can be manipulated to convey different effects and moods   **Compose:**   * Short melodic phrases * Short repeated rhythmic patterns (**ostinati**) * Rhythm patterns from words * A piece of music that has a beginning, middle   and end (**structure**)   * Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups * Music that conveys different moods * Make improvements to your own work | **Pitch**   * Identify high and low sounds (also getting higher / getting lower)   **Duration**   * Respond to sounds of different duration. * Recognise the difference between steady beat and no beat. * Identify similar rhythmic patterns.   **Dynamics**   * Differentiate between loud sounds, quiet sounds and silence. * Identify music becoming louder and softer   **Tempo**   * Identify the differences between fast and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**  Identify different qualities of sound such as smooth, scratchy, dull, clicking, ringing (**timbre)**   * Match selected sounds with their pictured source. * Identify different voices by their vocal qualities.   **Texture**   * Determine one strand of music or more than one strand.   **Structure**   * Recognise that the sections of a piece of music sound the same or different. |
| Year 2 Vocabulary | Graphic score, phrase | Beginning, middle, end, verse, chorus | rhythm | Tempo, dynamics, duration, rhythmic pattern |
| Year 3 | **Using their voices:**   * Sing songs expressively in a variety of styles with confidence, singing an increasing number from memory * Show increasing accuracy of pitch and awareness of the shape of a melody. * Imitate increasingly longer phrases with accuracy * With an awareness of the phrases in a song * Understand that posture, breathing and diction are important. * Demonstrate an awareness of character or style in performance. * Chant or sing a round in two parts * Sing songs with a recognised structure (verse and chorus/ call and response) * Follow simple hand directions from a leader (focusing upon starting and finishing together) * Combine musical sounds with narrative and movement   **Using instruments**:   * Keep a steady beat on an instrument in a group or individually * Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat * Use tuned percussion with increasing confidence * Copy a short melodic phrase by ear on a pitched instrument * Play using symbols including graphic and / or simple traditional notation * Perform with an awareness of others | **Listening, reflecting and appraising**:   * Listen with concentration to longer pieces / extracts of music of high quality and to internalise and recall sounds with increasing aural memory * Listen to live/recorded extracts of different kinds of music and identify where appropriate   + a steady beat / no steady beat   + a specific rhythm pattern or event   + the speed (TEMPO) of the music   + the volume (DYNAMICS)   + the melody   using appropriate musical terms/language  Know how these element of music can be organised into a simple structure   * Identify common characteristics * Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) * Identify repetition in music ie a song with a chorus * Recognise aurally wooden, metal, skin percussion instruments and begin to know their names * Listen to their own compositions and use musical language to describe what happens in them * To understand that sound and music is used for different and specific purposes. | **Explore:**   * Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned percussion and voices. * Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) * Symbols to represent sound (graphic scores / traditional notation) * How the musical elements can be combined to compose descriptive music   **Compose:**   * A simple rhythmic accompaniment to go with a song, using ostinato patterns * Music that uses repetition / echo * And organise sounds and be able to describe them using signs and symbols * Musical patterns, rehearse and perform with others and make improvements to their own work | **Musical Elements**  **Pitch**   * Identify high and low sounds, including steps and leaps   **Duration**   * Copy simple patterns of sound of long and short duration. * Identify similar rhythmic patterns   **Dynamics**   * Differentiate between loud sounds, quiet sounds and silence and be able to replicate changes in dynamics   **Tempo**   * Identify the differences between fast, moderate and slow tempos. * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**   * Recognise the difference between singing and speaking. * Recognise the difference between wood, metal, skin *(drum)* and ‘shaker’ sounds. * Match selected sounds with their pictured source. * Use sound words or phrases to describe selected sounds and the ways in which they are produced.   **Texture**   * Recognise a song with an accompaniment and one without accompaniment and recognize when this changes throughout the song * Determine one strand of music or more than one strand and recognize changes   **Structure**   * Recognise that the sections of a piece of music sound the same or different and begin to recognize sections of music that are repeated |
| Year 3 Vocabulary | phrase | repetition | Musical symbols, notation | Layering, step, leap |
| Year 4 | **Using their voices:**   * Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody * Sing two part rounds with more confidence and increasing pitch accuracy * Copy short phrases and be able to sing up and down in step independently.   **Using instruments:**   * Play music that includes RESTS * Use tuned instruments with increasing confidence to accompany songs and improvise * Play by ear – find known phrases or short melodies of a limited range of notes using tuned instruments * Play music in a metre of two or three time * Read and play from some **conventional** music symbols * Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. * Play with rhythmic accuracy * Perform to an audience of adults, an assembly or other classes with increasing confidence | **Listening, Reflecting and Appraising:**   * Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments * Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the **tempo, dynamics, metre, texture, timbre**) * Recognise music from different times and countries identifying key elements that give it its unique sound. * Identify repeated rhythmic or melodic phrases in live or recorded music * Identify whether a song has a verse/chorus or call and response structure * Identify the use of metre in 2, 3 or 4 in a piece of recorded or live music * Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. * Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. | **Explore:**   * Sounds to create particular effects (**timbre)** * Rhythm patterns in music **(duration)** * Pitched notes that move by steps and/ or leaps to make short phrases/melodies * Combining and controlling sounds to achieve a desired effect * Music that incorporates effective silences (rests) * Different groupings of beats (metre of 2/3)   **Compose:**   * A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones** * A simple melody from a selected group of notes for a particular purpose * Combine and organise musical ideas within a musical structure * A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect * Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience * Improve their own and others' work in relation to its intended effect. | **Knowledge and Understanding**   * Analyse and compare sounds. * Develop an understanding of the history of music. * **Pitch** * Determine upwards and downwards direction in listening, performing and moving. Recognise and imitate melody patterns in echoes. * Show the overall contour of melodies as moving upwards, downwards or staying the same. * Determine movement by step, by leaps or by repeats.   **Duration**   * Indicate the steady beat by movement, including during a silence. * Respond to changes in the speed of the beat. * Respond to the strong beats whilst singing. * Use instruments to keep a steady beat * **Dynamics** * Recognise differences in dynamic levels.   **Tempo**   * Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.   **Timbre**   * Describe and aurally identify the tone colours of instruments * Compare instrumental tone colour.   **Texture**   * Recognise the difference between thick (many sounds) and thin (few sounds) textures. * Recognise changes in texture. * Identify the melodic line in a texture. * Recognise the difference between unison (one same pitched sound) and harmony (various pitched sounds at the same time).   **Structure**   * Recognise call and response form. * Differentiate between the contrasting sections of a song. * Recognise the difference between the verse and refrain of a song. |
| Year 4 Vocabulary | Tone, style, rest. melody | Tempo, dynamics, texture, timbre, structure | Ostinato, drone | Thick texture, thin texture, call and response, verse and chorus, metre |
| Year 5 | **Using their voices:**   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Sing a simple second part of a two part song with confidence * Maintain own part in a round * Perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion   **Using instruments:**   * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play with confidence from conventional or graphic notation * Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. * Perform with sensitivity to different dynamics, tempi * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Maintain own part on a pitched instrument in a small ensemble * Perform own compositions to an audience * Use an video recorder to keep a record of work in progress and record performances. | **Listening, Reflecting and Appraising**   * Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation * Identify and discuss ‘what happens when’ within simple musical structures * Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music * Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing * Recognise binary (one melody labelled ‘A’ is followed by a new melody labelled ‘B’ = AB melody form) and ternary (one melody labelled ‘A’ is followed by a new melody labelled ‘B’ which then goes back to melody A = ABA melody form) form. | **Explore:**   * Chords / harmony – concord and discord * Texture created by layering rhythmic and/or melodic ostinatos * Developing ideas, using musical devices such as repetition, question and answer, ostinato. * Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African **etc** * Improvising in a variety of styles   **Compose / Arrange:**  (Always considering the musical elements)   * Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions. * Exploring the sound and structure of songs that using electronic sounds. * Composing a short electronic composition for a specific purpose. * Compose a piece of music using electronic sounds. * Exploring sounds that are generated by electronic devices. * Exploring the sound and structure of songs that use electronic sounds. * Composing a short electronic composition for a specific purpose. * Improve their own and others' work in relation to its intended effect. * **BROUGHTON HIGH SCHOOL** | **Knowledge and Understanding** Analyse and compare sounds. Explore and explain their own ideas and feelings about music using expressive language and musical vocabulary.  Use and understand staff and other musical notations. Develop an understanding of the history of music. **Musical Elements Pitch** Identify short phrases and long phrases. Identify the prominent melody patterns in a piece of music. Improvise a melodic pattern. **Duration** Perform rhythmic patterns and ostinati *(repeated melody lines).* Identify a silence in a rhythmic pattern with a gesture. Create rhythmic patterns including silences and notate. Indicate strong and weak beats through movements. Recognise a metre *(the way beats are grouped)* of 2 or 3 Recognise a change in metre. **Tempo** Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. **Dynamics** Recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter).* Assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes).* **Timbre** Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music. **Texture** Understand the process by which a round *(one melody, sung/played by groups starting at different times e.g. ‘London’s Burning’)* works. Identify the various and varying textures in a round. Show how rounds and canons *(more than one melody line, sung/played on top of each other by groups starting at different times e.g. ‘Pachelbel’s Canon’)* are constructed. Understand how the texture might vary in a song. **Structure** Identify binary and ternary form from notational devices. Identify binary and ternary form when listening. Identify rondo (a form which always returns back to the first ‘A’ melody line e.g. ABACADAE etc.) form. |
| Year 5 Vocabulary | Play by ear, harmony, melodic accompaniment | Binary, ternary, metre | Concord and discord, | Crescendo, diminuendo, strings, woodwind, orchestra, band, brass, percussion, round, canon, rondo |
| Year 6 | **Performing**   * Sing songs; speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * Play tuned and untuned instruments with control and rhythmic accuracy. * Practise, rehearse and present performances with an awareness of the audience. | **Listening**   * Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. * Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | **Creating**   * Improvise and develop rhythmic and melodic material when performing. Explore, choose, combine and organise musical ideas within musical structures. * Create own songs reflecting the meaning of words * Arrange a song for class performance with an appropriate pitched or unpitched instrument | **Knowledge and Understanding** Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Use and understand staff and other musical notations. Develop an understanding of the history of music. **Pitch** Identify short phrases and long phrases. Identify the prominent melody patterns in a piece of music. Improvise a melodic pattern. Improvise a melody. **Duration** Perform rhythmic patterns and ostinati *(repeated melody lines).* Identify a silence in a rhythmic pattern with a gesture. Create rhythmic patterns including silences and notate. Indicate strong and weak beats through movements. Recognise a metre *(the way beats are grouped)* of 3 or 4. Recognise a change in metre. **Dynamics** Recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter).* Assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes.* **Tempo** Identify the differences between fast and slow tempos. Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. **Timbre** Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music. **Texture** Understand how the texture might vary in a song. **Structure** Identify binary and ternary form when listening. Identify rondo (a form which always returns back to the first ‘A’ melody line e.g. ABACADAE etc.) form. |
| Year 6 Vocabulary | Diction, musical expression |  | Scales, such as PENTATONIC, RAG, BLUES | Accents, strong beats, weak beats, crotchet, minim, clef, quaver, semi-breve |

|  |
| --- |
|  |