

“Aspire not to have more,  
but to be more.”



# Music Curriculum

**Section 1: Long Term Plan**

**Section 2: Programme of Study EYFS, KS1, KS2**

**Section 3: Progression of skills: Listening, composing, performing and the history of music**

**Section 4: Progression through the inter-related dimensions of music**

**Section 5: Vocabulary**

**Section 6: 'I can' statements to support assessment (*ArtForms doc.*)**

## Music Long Term Plan

*All classes take part in weekly whole school singing sessions*

*EYFS have two music sessions per week with the pianist in addition to music in provision.*

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	<p><i>Song themes – Nursery rhymes, counting, Farms, animals, body parts</i></p> <p><b>Kapow – Music and Movement</b></p> <p>Khachaturian – Sabre dance</p> <p>Schubert: Military March</p>	<p><i>Song themes – Nursery rhymes, counting, Weather/seasons</i></p> <p><b>Kapow – Celebration Music</b></p> <p>Tchaikovsky – The Nutcracker</p>	<p><i>Song themes – Nursery rhymes, counting,</i></p> <p><b>Kapow –Exploring Sound</b></p> <p>Mozart – Rondo alla turca</p>	<p><i>Song themes – Nursery rhymes, counting, Growing</i></p> <p>Bach - Toccata and Fugue in D minor</p>	<p><i>Song themes – Nursery rhymes, counting,</i></p> <p><b>Kapow – Musical Stories (Bear Hunt)</b></p> <p>Grieg – Hall of the mountain king</p>	<p><i>Song themes – Nursery rhymes, counting, Pirates</i></p> <p><b>Kapow- Big Band</b></p> <p>FILM - Pirates of the Carribean</p>
Year 1	<p><b>Kapow – Pulse &amp; Rhythm- All about me</b></p> <p>Pop – Pharrell Williams - Happy</p> <p>Vivaldi – The four seasons - Autumn</p>	<p><b>Kapow – Classical music – dynamics &amp; tempo</b></p> <p>Composition: Fox &amp; star</p> <p>Composition: Song writing - Trees</p> <p>Prokofiev -Peter and the wolf</p>	<p><b>Kapow – Pitch &amp; tempo</b></p> <p>Vivaldi – The four seasons - Winter</p>	<p><b>Kapow - Timbre &amp; rhythmic patterns</b></p> <p>Composition: Song writing – Howard Carter</p> <p>Saint-Saens – Carnival of the animals</p> <p>Vivaldi – The four seasons - Spring</p>	<p><b>Kapow –Musical vocabulary– Under the sea</b></p> <p>Debussy – Clair de lun</p>	<p><b>Kapow – Vocal &amp; body sounds – By the sea</b></p> <p>Composition: Storm at sea</p> <p>Composition: Song writing – Lighthouses</p> <p>Benjamin Britten– Storm</p>
Year 2	<p><b>Kapow – Orchestral Instruments (lesson 1 only)</b></p> <p><b>Kapow – Musical me</b></p> <p>Pachelbel - Canon</p>	<p><b>Kapow – British Isles songs and sounds</b></p> <p>Train composition (computing)</p> <p>Vaughn Williams – Lark ascending</p>	<p><b>DRUMS</b></p> <p>Grieg – Morning from Peer Gynt</p>	<p><b>DRUMS</b></p> <p>Elgar – Pomp and Circumstance</p> <p>Handel - Zadok the Priest</p>	<p>Rimsky Korsakov - Flight of the bumble-bee</p>	<p>Benjamin Britten– A young person’s guide to the orchestra (New Jersey symphony animated version)</p>

Year 3	<b>Kapow 4 - Rainforest</b> Rainforest composition			Iron man composition (Computing)	<b>TRINITY UNIVERSITY</b> <b>SINGING</b>	<b>RECORDERS</b>
	Argentina – Tango (Libertango) Piazzolla Brazil – Fanfarra - Sergio Mendes	Igor Stravinsky - Firebird	Strauss – Blue Danube	Ravel - Bolero	Mozart – Serenade - A little night music	Prokofiev – Romeo & Juliet
Year 4	<b>DRUMS</b>	<b>DRUMS</b>	Around the world India-Classical – Sahela Re -Kishori Amonkar Trinida – Calypso – Tropical Bird – Trinidad Steel Band Nigeria – drumming – Jin-Go-la-Ba – Babantunde Olantunji South Africa – Choral Inkanyezi Nezazi – Ladysmith Black Mambazo	<b>Kapow 3– Pentatonic melodies and composition</b>	<b>Leeds Leider – Opera workshop and performance</b>	
	George Frederick Handel – Water Music	Mussorgsky – Night on the bare mountain		Zorba the Greek - Traditional Greek dance	Khachaturian – Spartacus Adagio	Bizet – Carmen – les Toreadors
Year 5	<b>RECORDERS</b>	<b>RECORDERS</b>	<b>Kapow 3 – Jazz</b>	<b>Kapow 6 Songs of WW2</b>	<b>Kapow 4- Rock’n’roll</b>	<b>Kapow- Blues Kapow – Ancient Egypt (composition notation)</b>
	Blues - Negro Spirituals Wade in the water	Handel – Hallelujah from Messiah	Duke Ellington – Take the A train Benny Goodman – Sing sing sing	Tchaikovsky – 1812 Overture  Glen Miller – In the mood	Elvis Presley – Blue Suede shoes	Strauss – Einleitung (Space Odyssey) Gustav Holst – The Planets John Williams – Star Wars
Year 6	Highwayman Composition	Victorian Mill composition (computing)	<b>Kapow 6 – Baroque</b> (Monteverdi, Pachelbel, Purcell, Bach, Handel)		<b>DRUMS</b>	<b>DRUMS</b>
	Ralph Vaughan- Williams – Lark Ascending Elgar - Variations	Handel - Zadok the Priest (Coronation)	Richard Wagner – Ride of the Valkyries	Beethoven – Symphony number 5	Debussy – Water Music	<b>Kapow – Dynamics, pitch, tempo Fingals Cave</b> Mendelson – Fingals cave

\*Listening piece for discussion \*Topic linked composition

# Music programmes of study: Key stages 1 and 2 National Curriculum in England

## Purpose of study

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.

## Aims

The national curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- 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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content - Key stage 1

Pupils should be taught to:

- 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.

## Subject content - Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 and develop an understanding of the history of music.

## EYFS Statutory Framework and Development Matters

All vocal communication is comprised of musical elements such as pitch, rhythm and timbre, demonstrating that musicality is an intrinsic part of being human. Music is a core component of children’s learning and should be shared with young children to ensure they have broad, balanced and rounded experiences in early childhood and beyond. Music interweaves through all areas of learning and can be considered in 4 aspects:

- Hearing and Listening
- Vocalising and Singing
- Moving and Dancing
- Exploring and Playing

Three and Four year olds	Communication and Language	Sing a large repertoire of songs
	Physical Development	Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.

	Expressive Arts and Design	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Listen attentively, move to and talk about music, expressing their feelings and responses.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.</p>
ELG	Expressive Arts and Design Being imaginative and expressive	<p>Sing a range of well-known nursery rhymes and songs.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

## Progression of skills

\*Also form part of the 'Inter-related dimensions of music' strand.

<b>LISTENING</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p>*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>	<p>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.</p>	<p>*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.</p>

## LISTENING

Year 3	Year 4	Year 5	Year 6
<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing imp</p>	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss</p>	<p>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> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>



## COMPOSING

EYFS	Year 1	Year 2
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>

## COMPOSING

Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style with voices and instruments</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Beginning to improvise musically within a given style.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary</p>	<p>Composing a piece of music from a given stimulus with voices, bodies and instruments</p> <p>Improvise coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>

<b>PERFORMING</b>		
<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience. Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>*Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>

<b>PERFORMING</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

<b>THE HISTORY OF MUSIC</b>			
<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Understanding that music from different times has different features. (Also part of the Listening strand)</p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)</p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)</p>	<p>*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. (Also part of the Listening strand)</p>

## The inter-related dimensions of music

	EYFS	Year 1/2
<b>PITCH</b>	To understand that what 'high' and 'low' notes are.	<p>To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. 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.</p>
<b>DURATION</b>	To recognise that different sounds can be long or short	<p>To know that rhythm means a pattern of long and short notes. 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.</p>
<b>DYNAMICS</b>	To understand that instruments can be played loudly or softly	<p>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. To know that dynamics can change the effect a sound has on the audience.</p>
<b>TEMPO</b>	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>To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music. To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p>

## The inter-related dimensions of music

	Year 3/4	Year 5/6
<b>PITCH</b>	<p>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.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>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).</p> <p>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.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>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.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>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.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
<b>DURATION</b>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>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.</p> <p>To understand that all types of music notation show note duration</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
<b>DYNAMICS</b>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>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.</p> <p>To know that a melody can be adapted by changing its dynamics.</p>
<b>TEMPO</b>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>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.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

## The inter-related dimensions of music

	EYFS	Year 1/2
<b>TIMBRE</b>	To know that different instruments can sound like a particular character.	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre</p>
<b>TEXTURE</b>	To know that music often has more than one instrument being played at a time.	<p>To know that music has layers called 'texture'.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>
<b>STRUCTURE</b>	To recognise the chorus in a familiar song.	<p>To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>
<b>NOTATION</b>	To know that signals can tell us when to start or stop playing.	<p>To understand that music can be represented by pictures or symbols.</p> <p>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>

## The inter-related dimensions of music

	Year 3/4	Year 5/6
<b>TIMBRE</b>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>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>
<b>TEXTURE</b>	<p>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.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
<b>STRUCTURE</b>	<p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>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>
<b>NOTATION</b>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>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'.</p>