



Music Progression Document



Music

Curriculum Intent

It is our intent that children will leave our schools resilient, emotionally literate, aspirational, effective communicators who are happy and therefore ready for the next stage of their life through the behaviour, knowledge and skills they have learnt whilst in our care. If we can achieve this for our children then we believe we are giving them the best opportunity to achieve success in their life. Through an inclusive and stimulating environment we will develop every child and allow them to write their own story in life. This intent is defined as our REACH principles.

Resilient: Every child is resilient.

Emotionally Literate: Every child is aware of their feelings and those of others.

Aspirational: Every child aspires for more in their learning and in life.

Communicators: Every child is an effective communicator.

Happy: Every child has the right to be happy. Bilton Community Federation

Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.**

Music At BJS, we believe that all children have the opportunity to experience, achieve and enjoy the subject of music. Learning and teaching in music is not only based around the four areas of the National Curriculum (listening, composing, performing and evaluating) but also forms part of our whole school cross curricular approach to learning and teaching. We value music as a form of confidence building, expression, as a social subject and for enjoyment. It is also a way of artistically promoting our school and helps to unite the local community.

Kapow
Primary

At BJS, we follow the Kapow Primary's music scheme, which takes a holistic approach to music - the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically.

Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.



Music vocabulary

Year 6



Dynamics, pitch and texture

classical, **characterise**, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture

Songs of World War 2

accuracy, backing track, compare, contrast, **complement**, control, **counter-melody**, diaphragm, dynamics, **era**, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, **morale**, **notate**, octave, parts, performance techniques, phrase, **phrasing**, pitch, purpose, **score**, **Solfa**, **Solfa ladder**, tempo

Film music

accelerando, Body percussion, brass, **characteristics**, chords, **chromatics**, **clashing**, composition, **conversation**, convey, crescendo, descending, dynamics, emotion, **evoke**, features, **imagery**, improvise, **interpret**, **interval**, **major**, **melodic**, melody, **military**, **minor**, **modulate**, musical, orchestral, pitch, **polished**, sequence, solo, soundtrack, symbol, **timpani**, tension, texture, **tremolo**, unison, **urgency**

Theme and variations (Theme: Pop Art)

3/4 time, **4/4 time**, **accidentals**, body percussion, diaphragm, **legato**, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, **semi-quaver**, staccato, tempo, theme, **TIKI-TIKI**, **TI-TIKI**, **TIKI-TI**, **translate**, **variations**, vocal line, woodwind

Baroque

Baroque, **bass clef**, **bass instrument**, **canon**, counter melody, **counter-subject**, **fugue**, **ground bass**, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, **polyphonic**, oratorio, **recitative**, a round, rhythmic ostinato, **sharp note**, staff notation, **subject**, texture

Composing and performing a Leavers' song

allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, **diminuendo**, dynamics, evaluate, forte, **largo**, lyrics, melody, mood, musical features, notation, piano, **poetic structure**, repetitive, rhyme, **ritardando**, tempo, sequence, stave notation, structure, upbeat, verse

Music vocabulary



Year 5

Composition notation (Theme: Ancient Egypt)

accuracy, backing track, **balance**, composition, control, crotchet, **dotted minim**, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, **pitch notation**, quaver, repeating, rhythm, semibreve, **sheet music**, **staff notation**, **stave**, structure, tempo, tune, tuned percussion, unison, vocal warm-ups

Blues

12-bar blues, ascending scale, backing track, bar, bent notes, blues, **blues scale**, chord, convey, **descending scale**, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation

South and West Africa

a capella, **break**, call and response, chords, chord progression, **diction**, **djembe**, duo, dynamics, **eight-beat break**, ensemble, expression, improvisation, major chord, **master drummer**, metronome, performance, **polyrhythms**, **pronunciation**, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals

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

dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, **synesthesia**, tempo, texture, timbre, **visual representation**, vocal sounds

Looping and remixing

accuracy, backbeat, body percussion, **fragment**, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure

Musical theatre

action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions

Cultural Capital

At BJS, we strive to equip children with the knowledge and cultural capital they need to succeed in life. The Cultural capital is the accumulation of knowledge, behaviours, and skills that children can draw upon and which demonstrates their cultural awareness, knowledge and competence. For children to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital and music is a subject that is able to help children achieve this. Music is a wonderful way to showcase the differences and similarities and allows us to engage the children's curiosity and to develop an understanding of the wider community. Music provides an opportunity for children to experience other cultures in a supportive and informative environment, enhancing their own personal cultural capital.

Our Christian Values

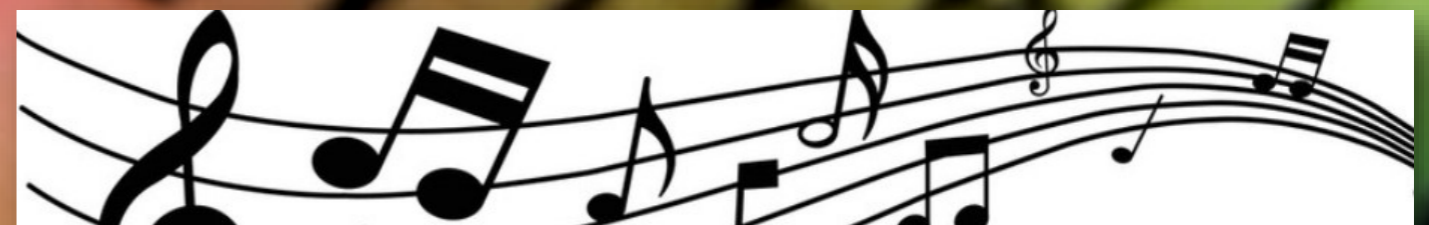
The values of care, respect, co-operation and resilience are integral to the study and the practice of music. By caring for their own instruments and showing respect for fellow musicians, children develop a sense of responsibility. Co-operation is fostered through ensemble (whole class and group) performances, where individuals must collaborate and support one another. Finally, resilience is honed as children persevere in mastering new skills, overcoming new challenges, and striving for excellence in their musical pursuits.

What makes our curriculum unique?

All children at BJS have either weekly lessons of 30 minutes or bi-weekly for an hour. These lessons will either be taught by the class teacher or a specialist music teacher. In the lessons, children are provided with the opportunity to listen to a variety of genres of music, compose their own music and to play a wide variety of both tuned and un-tuned instruments. Instrumental lessons are also available (Piano, drums, guitar, singing, recorder, flute and violin) to all children for a small fee through our peripatetic music service.

All BJS children have the opportunity to join the school choir, where we sing both familiar and unfamiliar songs and we often learn sign language alongside the singing. Our choir has taken part in many activities such as performing at The Temple Speech Rooms, our wonderful Christmas and Summer Fayres and has proudly entertained the older generations at some of our local homes for the elderly. Through these performances, the children gain memorable experiences that enhance their appreciation of music.

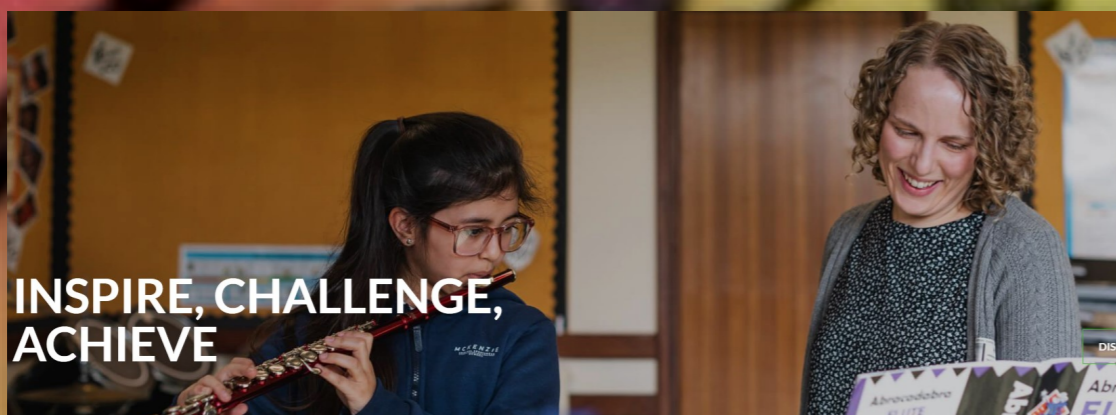
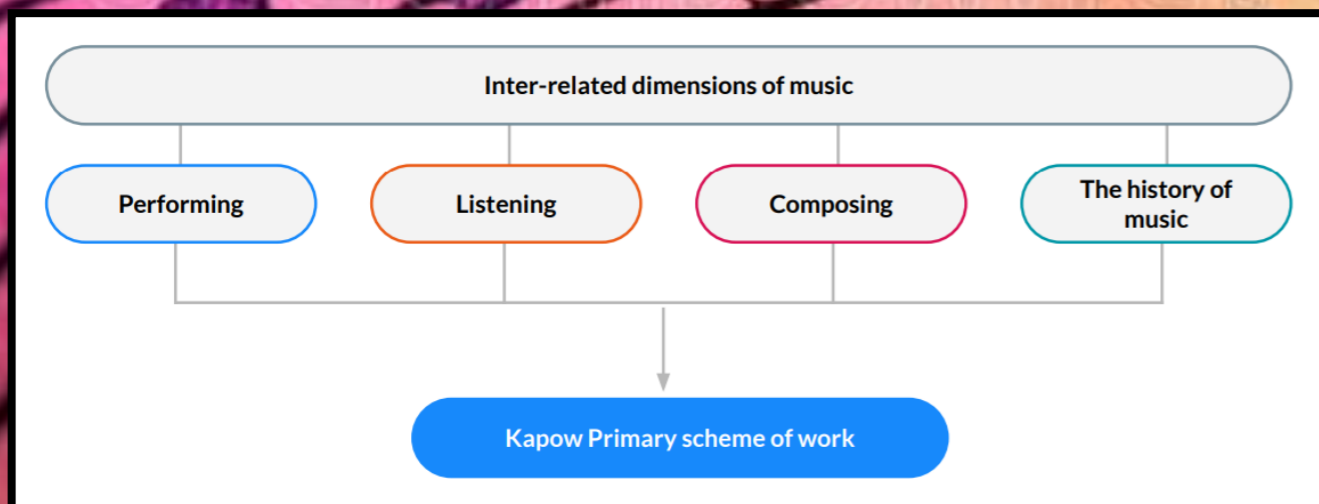
Singing assemblies take place regularly and link to special times in the Christian calendar. Children take part in events such as the Christmas Carol Concert at the local church.



Curriculum Overview

	Autumn	Spring	Summer
Year 3	<p>Ballads</p> <p>Creating compositions in response to an animation</p>	<p>Pentatonic melodies and composition</p> <p>Developing singing technique</p>	<p>Jazz</p> <p>Traditional instruments and improvisation</p>
Year 4	<p>Body and tuned percussion</p> <p>Samba and carnival sounds/ instruments</p>	<p>Rock and Roll</p> <p>Adapting and transporting motifs</p>	<p>Changes in pitch, tempo and dynamics</p> <p>Creating compositions</p>
Year 5	<p>Composition notation</p> <p>Blues</p>	<p>South and West Africa</p> <p>Composition to represent festivals</p>	<p>Looping and remixing</p> <p>Musical theatre</p>
Year 6	<p>War songs</p> <p>Developing pitch and control</p> <p>Advanced rhythmic patterns</p>	<p>Dynamics, pitch and texture</p> <p>Film music/compositions and graphic score to perform</p>	<p>Theme and variations</p> <p>Instruments – composing and performing</p>

How the curriculum is organised



Music vocabulary



Year 4

Body and tuned percussion (Theme: Rainforests)

body percussion, combine, compose, **contrasting rhythms**, dynamics, inspiration, layers, **loop**, **organisation**, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion

Rock and Roll

bass line, beat, chorus, dynamics, **flat notes**, **hand jive**, in-time, in-tune, notation, **originate**, pitch, rhythm, rhythmic patterns, **rock and roll**, sections, sequence, **sharp notes**, style, tempo, untuned percussion, verse, vocals, **walking bass line**

Changes in pitch, tempo and dynamics (Theme: Rivers)

a capella, **breath control**, cue, **diction**, directing, dynamics, expression, **harmony line**, layer, melody, mood, notation, opinion, **ostinato**, percussion, **in the round**, parts, rhythm, staff notation, tempo, texture, **vocal ostinato**

Haiku, music and performance (Theme: Hanami festival)

composing, **col legno**, descriptive, dynamics, duration, effect, **forte**, **glissando**, **haiku**, inspiration, inter-related dimensions of music, melody, **piano**, pitch, **pizzicato**, represent, silent, **sliding pitch**, sound, sound effects, **staccato**, structure, syllable, tempo, texture, timbre, verse, vocabulary

Samba and carnival sounds and instruments (Theme: South America)

agogo, **bateria**, **caixa**, carnival, **chocalho**, composition, crescendo, **cowbell**, dynamics, ensemble, features, **ganza**, influenced, **metronome**, off-beat, percussion, pulse, **repique**, rhythm, **rhythmic break**, **samba**, **samba breaks**, structure, **surdo**, **syncopated rhythms**, **tamborim**, texture, unison, untuned percussion

Adapting and transposing motifs (Theme: Romans)

backing track, bass line, beat, call and response, compose, **crotchet**, **dotted minim**, flats, graphic notation, in-time, in-tune, key, **key signature**, loop, lyrics, **minim**, motif, notation, **ostinato**, pitch, **quavers**, repeating patterns, repetition, rhythm, rhythmic notation, riff, **semibreve**, sharps, tempo, **transpose**, tuned instrument, **vocal warm-ups**

Music vocabulary

Year 3



Ballads

ballad, chorus, compose, dynamics, emotions, **ensemble**, facial expressions, **features**, feelings, instrumentals, lyrics, melody, **nonsense words**, performance, **phrases**, **poem**, pop songs, rehearse, rhyme, solo, **stanza**, **story mountain**, **summarize**, tune, verse, vocabulary, volume

Creating compositions in response to an animation (Theme: Mountains)

atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, **melodic pattern**, melody, opinion, notation, pitch, **repeated rhythm**, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,

Developing singing technique (Theme: The Vikings)

accuracy, backing track, beat, body percussion, call and response, **co-ordinated**, **crotchet**, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, **key change**, **major key**, **minim**, **minor key**, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, **tension**, tune, vocal warm-up,

Pentatonic melodies and composition (Theme: Chinese New Year)

accuracy, **crescendo**, **control**, composition, duration, dynamics, expression, features, **fluency**, **folk music**, glockenspiel, **grid notation**, **harmony**, **layered melodies**, letter notation, melody, **musical terminology**, notation, notes, **octaves**, **pentatonic melody**, **pentatonic scale**, **phrases**, **scale**, timbre, tempo, untuned percussion,

Jazz

call and response, **traditional jazz**, improvisation, **jazz**, **off-beat**, motif, pitch, **ragtime**, rhythm, **scat singing**, **straight quaver**, **strung quaver**, **swung rhythm**, **swing music**, **syncopated rhythm**, **syncopation**, tune,

Traditional instruments and improvisation (Theme: India)

Bollywood, compose, **drone**, dynamics, **harmonium**, improvise, **Indian flute**, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, **rag**, **sarangi**, **sitar**, **tabla**, **tala**, tempo,

Progression of Skills

Progression of skills

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 (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</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>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</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/deceleration) 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. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</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 and evaluate their own and others' work.</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>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</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>

Progression of Skills

Progression of skills

Composing

Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</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>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</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 detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</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>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</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>

Example Knowledge Organiser

Musical style: Jazz

This unit is about Jazz music, including the styles of Ragtime, Traditional jazz and Swing. It was started by African-Americans in New Orleans, who mixed African and European musical styles together to create the Jazz style.



FAMOUS JAZZ MUSICIANS

Scott Joplin

Cab Calloway

Ella Fitzgerald

Instruments



Trumpet



Piano



Trombone



Drums



Contrabass



Saxophone

Vocabulary

1890-1920

Ragtime

Early jazz piano music which uses syncopation and off-beats.

1917

Traditional Jazz

A type of jazz music using a large band with call and response and improvisation.

1926

Scat

A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.

Motif

A short pattern of pitches used repeatedly.

Swung rhythm

A pair of quavers which are not played equally.

Syncopation

Playing or emphasising the off beat.

Tempo

The speed or pace of the music. It can change throughout a piece of music.

Rhythm

A pattern of long and short sounds (and silences) within a piece of music.

Off-beat

The beats in between the ones you would naturally clap on.

Call and response

When the leader sings or plays a part, and everyone sings or plays a response back.

Improvising

Making up music as it is played or performed.

Progression of knowledge

The inter-related dimensions of music

	Year 3	Year 4	Year 5	Year 6
Timbre	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	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.
Texture	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
Structure	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.

Progression of Skills

Progression of skills

Performing

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

Progression of Skills

Progression of skills

The history of music (KS2 only)

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

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Progression of knowledge

The inter-related dimensions of music

	Year 3	Year 4	Year 5	Year 6
Pitch	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that 'poly-rhythms' means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.
Dynamics	To know that the word 'crescendo' means a sound getting gradually louder.	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	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.	To know that a melody can be adapted by changing its dynamics.
Tempo	N/A	To know that playing in time means all performers playing together at the same speed.	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.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

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