



Brooklands  
Primary School

# Brooklands Primary School Curriculum Overview

## Music

At Brooklands Primary School, it is our intent that the study of music should provide every child with access to an exciting, relevant, well-organised and inspiring programme of learning about Music, so that they may develop into confident, well-rounded individuals, with inquiring minds.

|   |           | Stage   | Focus   | Early Learning Goals - by the end EYFS   |             |
|---|-----------|---|---|--|-------------|
| <i>"Music is Life Itself" – Louis Armstrong</i> |           |   |   |  |             |
| EYFS  | Nursery   | Skills  | Vocabulary  | Progression  |             |
|   |           | <p>I can sing a large repertoire of songs.<br/>           I can use drawing to represent ideas such as loud noises.<br/>           I can listen with increased attention to sounds and to respond to what they have heard, expressing their thoughts and feelings.<br/>           I can sing and remember entire songs.<br/>           I can sing the pitch of a tone sung by another person (pitch match).<br/>           I can sing a melodic shape (moving melody, such as moving up and down, down and up) of familiar songs.<br/>           I can create and improve my own songs based around a familiar song.<br/>           I can play instruments with increasing control to express my feelings or ideas.</p> | <p>Song, singing, instruments, listen, pattern.</p>   | <p><i>This builds on Nursery by extending the repertoire and vocal range of songs.</i></p> <p><i>This leads to Y1 by developing children's confidence and ability to sing a range of songs and play different percussion instruments. Children sing songs by heart, joining in with refrains (chorus), then learning verses and call and response songs. Identify words and phrases.</i></p> |             |
|   | Reception | Skills  | Vocabulary  |  |             |
|   |           | <p>I can attentively, move to and talk about music, expressing my feelings and responses.<br/>           I can watch and talk about musical performance, expressing my feelings and responses.<br/>           I can sing in a group or on their own, increasingly matching the pitch and following the melody.<br/>           I can explore and engage in music making, performing solo or in groups.</p>   | <p>Names of percussion instruments: tambourine, drum, rhyme, rhythms, beat (pulse), chorus, verse, melody, pitch, performance</p> |  |             |
| Year  | Composers | Key Themes  | Key Knowledge and Skills  | Musical styles and elements  | Progression |

**Expressive Arts**  
 I can listen attentively and respond to what I hear with relevant questions, comments and actions. I can make comments about what I have heard and ask questions to clarify my understanding;  
 I can sing and perform a range of well-known nursery rhymes and songs.

| Y1   | Vivaldi<br>Lloyd-Webber<br>Ladysmith<br>Black<br>Mambazo    | <i>Listening</i>  | <p>I can move and dance with the music.</p> <p>I can find the steady beat.</p> <p>I can talk about feelings created by the music.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I can describe tempo as fast or slow.</p> <p>I can describe dynamics as loud and quiet.</p> <p>I can join in sections of the song, eg chorus.</p> <p>I can begin to understand about different styles of music.</p>   | <p><b>Musical Skills:</b></p> <p><b>Pulse/Beat/Metre</b> I can watch, follow, feel and move to a steady beat with others. I can find and enjoy moving to music in different ways. I can respond to the pulse in recorded/live music through movement and dance.</p> <p><b>Rhythm</b> I can recognise and clap long sounds and short sounds, and simple combinations. I can perform short, copycat rhythm patterns accurately, led by the teacher. I can perform short, repeating rhythm patterns while keeping in time with a steady beat.</p> <p><b>Pitch (Melody)</b> I can recognise, sing and play high and low-pitched notes.</p> <p><b>Tempo</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p><b>Dynamics</b> I can talk about loud sounds and quiet sounds and give some examples.</p> <p><b>Timbre</b> I can identify different sounds in the environment, indoors and outside. I can identify the sounds of the instruments played in school. I can identify some of the sounds of the instruments heard when listening to music.</p> <p><b>Texture</b> I can sing together. I can listen out for combinations of instruments together.</p> <p><b>Structure (Form)</b> I can add movement to key sections of a song. I can understand when to sing in a verse and a chorus.</p> <p><b>Musical Styles:</b></p> <p>Hip-hop, jazz, pop, gospel, classical</p> | <p><i>This builds on EYFS by building on the very basic elements of music and names of instruments.</i></p> <p><i>This leads to Y2 by continuing to develop understanding and confidence in using a range of instruments to accompany music.</i></p> |
|------|---|-------------------|---|---|--|
|      |   | <i>Singing</i>    | <p>I can sing, rap, rhyme, chant and use spoken word.</p> <p>I can demonstrate good singing posture.</p> <p>I can sing songs from memory.</p> <p>I can sing in unison.</p>  |   |  |
|      |   | <i>Composing</i>  | <p><b>Explore and create graphic scores:</b></p> <p>I can create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>I can create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p>I can recognise how graphic notation can represent created sounds. Explore and invent my own symbols.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p> <p>I can use simple notation if appropriate: create a simple melody using crotchets and minims.</p>                    |   |  |
|      |   | <i>Performing</i> | <p><b>Enjoy and have fun performing.</b></p> <p>I can choose a song/songs to perform to a well-known audience.</p> <p>I can prepare a song to perform.</p> <p>I can communicate the meaning of the song.</p> <p>I can add actions to the song.</p> <p>I can play some simple instrumental parts.</p>  |   |  |
| Year | Composers   | Key Themes        | Key Knowledge and skills  | Musical styles and elements   | Progression  |
| Y2   | Ravel<br>Gloria<br>Gaynor<br>Mozart<br>Elgar<br>Saint-Saens | <i>Listening</i>  | <p>I can mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>I can walk in time to the beat of a piece of music.</p> <p>I can identify the beat groupings in the music I listen to.</p> <p>I can move and dance with the music confidently.</p> <p>I can talk about how the music makes me feel.</p> <p>I can find different steady beats and describe tempo as fast or slow.</p> <p>I can describe dynamics as loud or quiet.</p> <p>I can join in sections of the song, eg call and response.</p> | <p>Musical Styles; Gospel, orchestral, jazz, rock, pop</p> <p><b>Musical Elements:</b></p> <p><b>Pulse/Beat/Metre</b> I can recognise and move in time with the beat. Play the steady beat on percussion instruments. I can play in time with a steady beat in 4/4 and 3/4.</p> <p><b>Rhythm</b> I can recognise, copy and create simple rhythms by ear and notation: minims, crotchets, quavers and their rests. quavers and their rests. <b>Pitch (Melody)</b> I can show the shape of a melody as rising and falling in pitch. I can</p>   | <p><i>This builds on Y1 by developing understanding and skills of range of musical styles, elements, names of composers and elements</i></p> <p><i>This leads to Y3 by providing the children</i></p>  |

|      |   | <i>Singing</i>    | <p>I can mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>I can walk in time to the beat of a piece of music. Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>I can move and dance with the music confidently.</p> <p>I can talk about how the music makes me feel. I can find different steady beats. I can describe tempo as fast or slow.</p> <p>I can describe dynamics as loud or quiet. I can join in sections of the song, eg call and response. I can start to talk about the style of a piece of music.</p> <p>I can recognise some band and orchestral instruments and start to talk about where music might fit into the world.</p> | <p>learn to sing a melody by ear or from notation. I can learn to rehearse and play a melodic instrumental part by ear or from notation. I can copy simple melodies by ear or from reading notation.</p> <p><b>Tempo</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. I can control the speed of a steady beat, getting faster and getting slower.</p> <p><b>Dynamics</b> I can listen out and respond to forte (loud) sections of music. I can identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.</p> <p><b>Timbre</b> I can choose particular instruments for rehearsal and performing. I can identify the sound of different tuned and untuned percussion instruments.</p> <p><b>Texture</b> I can understand that singing and playing together creates a musical texture. I can add body percussion accompaniments. I can listen to the accompaniment to a song.</p> <p><b>Structure (Form)</b> I can show the different sections of a song structure or piece of music through actions.</p> | <i>with the basic understanding of the elements of music.</i>  |
|------|---|-------------------|---|--|--|
|      | <b>Vocabulary</b>   | <i>Composing</i>  | <p>I can explore and create graphic scores: create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>I can create a story, choosing and playing classroom instruments.</p> <p>I can use music technology, if available, to capture, change and combine sounds.</p>  |  |  |
|      | Rhythm, pitch, tempo, dynamics, timbre, texture, structure, score, notes, percussion, names of percussion instruments |                   |   |  |  |
|      |   | <i>Performing</i> | <p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. I can talk about what the song means and why it was chosen to share.</p>  |  |  |
| Year | Composers   | Key Themes        | Key Knowledge and skills  | Musical styles and elements  | Progression  |
| Y3   | Handel,<br>John Williams<br>Earth, Wind and Fire  | <i>Listening</i>  | <p>I can share my thoughts and feelings about the music.</p> <p>I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>I can invent different actions to move in time with the music.</p> <p>I can talk about what the song or piece of music means.</p> <p>I can identify some instruments you can hear playing. I can identify if it's a male or female voice singing the song.</p> <p>I can talk about the style of the music.</p>   | <p>Musical Styles: Country, baroque, film music, disco, pop, sea shanty</p> <p><b>Musical Elements</b></p> <p><b>Pulse/Beat/Metre</b> I can recognise and move in time with the beat. I can play the steady beat on percussion instruments. I can recognise the 'strong' beat. I can play in time with a steady beat in 2/4, 4/4 and 3/4.</p> <p><b>Rhythm</b> I can recognise, copy and create by ear and notation: minims, crotchets, quavers and their rests.</p> <p><b>Pitch (Melody)</b> I can show the shape of a melody as rising and falling in pitch. I can learn to sing a melody by ear or from notation. I can learn to rehearse and play a melodic instrumental part by ear or from notation. I can copy simple melodies by ear or from reading notation. <b>Tempo</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. I</p>  | <p><i>This builds on Y2 by continuing to develop children's understanding of a range of different styles and elements, and an increasing understanding of how they are combined to make organized sound.</i></p> <p><i>This leads to Y4 by developing confidence in composing own music,</i></p> |
|      | <b>Vocabulary</b>   | <i>Singing</i>    | <p>I can sing as part of a choir. I can sing a widening range of unison songs, of varying styles and structures.</p> <p>I can demonstrate good singing posture.</p> <p>I can perform actions confidently and in time to a range of action songs. I can sing songs from memory and/or from notation.</p> <p>I can sing with awareness of following the beat.</p>   |  |  |
|      | Rhythm, pitch, tempo, dynamics, timbre,   |                   |   |  |  |

|   |                   |   |   |                                    |
|---|-------------------|---|---|------------------------------------|
| texture, structure, score, notes, percussion, names of percussion instruments | <i>Composing</i>  | I can create music and/or sound effects in response to music and video stimulus. I can use music technology, if available, to capture, change and combine sounds. I can compose over a simple chord progression. I can start to use simple structures within compositions, eg introduction, verse, chorus or AB form. I can use simple dynamics. I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. I can create a simple melody using crotchets, minims and perhaps paired quavers.             | can change the speed of a steady beat, moving from fast to slow, slow to fast. <b>Dynamics</b> I can listen out and respond to forte (loud) sections of music. I can identify instruments playing loud dynamics when listening to the music. I can use dynamics to help communicate the meaning of a song. <b>Timbre</b> I can choose particular instruments for rehearsal and performing. <b>Texture</b> I can understand that singing and playing together creates a musical texture. I can add body percussion accompaniments. | <i>carefully selecting sounds.</i> |
|   | <i>Performing</i> | I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups. I can include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. I can talk about what the song means and why it was chosen to share. I can reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment. | <b>Structure (Form)</b> I can show the different sections of a song structure or piece of music through actions.  |                                    |

| Year | Composers   | Key Themes        | Key Knowledge and skills   | Musical styles and elements  | Progression   |
|------|---|-------------------|--|--|---|
| Y4   |   | <i>Singing</i>    | I can rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. I can sing as part of a choir with awareness of size.<br>I can sing 'on pitch' and 'in time'.<br>I can sing expressively, with attention to breathing and phrasing.<br>I can talk about the different styles of singing used for different styles of song.   | <b>Musical Styles</b><br>20 <sup>th</sup> 21 <sup>st</sup> Century orchestral, reggae, soul; ballad, R&B, pop, folk, jazz, disco, musicals, classical, Romantic, rock.<br><b>Musical Elements</b><br><b>Pulse / Beat / Metre:</b> I can recognise and move in time with a steady beat. I can play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.<br><b>Rhythm:</b> Recognise by ear and notation: Semibreves, minims, crotchets, quavers and semiquavers. I can copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.<br><b>Pitch:</b> Melody: I can identify and explain what a melody is. I can learn to sing and follow a melody by ear and from notation.<br><b>Tempo:</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat.<br><b>Dynamics:</b> I can identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.<br><b>Timbre:</b> I can explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.<br><b>Texture:</b> I can identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.<br><b>Structure (form):</b> I can identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus. | <i>This builds on Y3 by continuing to develop children's understanding of a range of different styles and elements, and an increasing understanding of how they are combined to make organized sound.</i><br><br><i>This leads to Y5 by developing confidence in composing own music, carefully selecting sounds.</i> |
|      |   | <i>Listening</i>  | I can think about why the song or piece of music was written. I can find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. I can identify the tempo as fast, slow or steady. I can discuss the structures of songs.<br>I can recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Classical, Rock.  |  |   |
|      | <b>Vocabulary</b>   | <i>Composing</i>  | I can combine known rhythmic notation with letter names, to create short, pentatonic phrases. I can compose over a simple chord progression. I can create music in response to a stimulus. I can start to use simple structures within compositions, eg introduction, verse, chorus or AB form. I can use simple dynamics. I can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. I can create a melody using crotchets, minims, quavers and their rests.   |  |   |
|      | Berstein, Beethoven, Johann Strauss II, Philip Dodderidge | <i>Performing</i> | I can rehearse and enjoy the opportunity to share what has been learned in the lessons.<br>I can perform, with confidence, a song from memory or using notation.<br>I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups. I can communicate the meaning of the words and articulate them clearly. I can use the structure of the song to communicate its mood and meaning in the performance. I can reflect on the performance and how well it suited the occasion. I can discuss and respond to any feedback; consider how future performances might be different.  |  |   |
| Year | Composers   | Key Themes        | Key Knowledge and skills   | Musical styles and elements  | Progression   |
| Y5   | Coleridge-Taylor, Vaughan-Williams, John Williams         | <i>Listening</i>  | I can talk about feelings created by the music and justify a personal opinion with reference to the Musical Elements. I can find and demonstrate the steady beat. I can identify the musical style of a song or piece of music. I can identify instruments by ear and through a range of media. I can discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form and explain a bridge passage and its position in a song. I know and understand what a musical introduction is and its purpose. I can recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk and Musicals. | <b>Musical Styles</b> Orchestral, Gospel, pop, rock 'n' roll, South African, jazz, film, hiphop, romantic musicals<br><br><b>Musical Elements</b><br><b>Pulse/Beat/Metre</b> I can recognise and move in time with the changing speed of a steady beat. I can play in time with a steady beat and identify the metre. <b>Rhythm</b> I can recognise by ear and notation: Minims, dotted  | <i>This builds on Y4 by continuing to develop children's understanding of a range of different styles and elements, and an increasing understanding of how they are combined to</i>   |



|      |   | <i>Singing</i>    | I can rehearse and learn songs from memory and/or with notation. I can sing in unison and parts, and as part of a smaller group. I can sing 'on pitch' and 'in time'. I can sing a second part in a song. I can sing expressively, with attention to breathing and phrasing. I can sing expressively, with attention to dynamics and articulation. I can talk about the different styles of singing used for different styles of song. I can talk confidently about how connected you feel to the music and how it connects in the world. I can respond to a leader or conductor.   | crotchets, crotchets, quavers and their rests I can copy simple rhythm patterns I can create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. <b>Pitch (Melody)</b> I can identify and explain steps, jumps and leaps in the pitch of a melody. I can learn to sing and follow a melody by ear and from notation. I can learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. <b>Tempo</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat. I can change the speed of a steady beat, moving from fast to slow, slow to fast. I can control the speed of a steady beat, getting faster and getting slower. <b>Dynamics</b> I can identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. <b>Timbre</b> I can recognise the following ensembles: • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media. <b>Texture</b> I can identify solos and instrumental breaks in songs and music and talk about solo voices, backing vocals and different vocal textures. <b>Structure (Form)</b> I can identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures. | <i>make organized sound.</i><br><br><i>This leads to Y5 by developing confidence in composing own music, carefully selecting sounds, as well as performing to an audience.</i>   |
|------|---|-------------------|---|---|--|
|      |   | <i>Composing</i>  | <i>I can create music in response to music and video and narrative stimulus. I can use music technology, if available, to capture, change and combine sounds. I can start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). I can use chords to compose music to evoke a specific atmosphere, mood or environment. I can use simple dynamics. I can use rhythmic variety. I can compose song accompaniments, perhaps using basic chords. I can use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). I can create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. I can use a pentatonic and a full scale.</i>   |   |  |
|      |   | <i>Performing</i> | <i>I can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. I can perform in smaller groups, as well as the whole class. I can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles. I can perform from memory or with notation, with confidence and accuracy. I can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. I can discuss and talk musically about the strengths and weaknesses of a performance. I can collect feedback from the audience and reflect how future performances might be different.</i>  |   |  |
| Year | Composers   | Key Themes        | Key Knowledge and skills  | Musical styles and elements   | Progression  |
| Y6   | Copeland<br>Stravinsky<br>Supaman<br>Tchaikovsky<br>John Williams<br>Chopin<br>Richard Rogers | <i>Listening</i>  | I can talk about feelings created by the music and justify a personal opinion with reference to Musical Elements. I can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. I can identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, pianos and synthesizers, and vocal techniques such as scat singing. I can discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break and explain a bridge passage and its position in a song. I can recall by ear memorable phrases heard in the music. I can recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music. | <b>Musical Styles</b><br>20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.<br><br><b>Musical Elements</b><br><br><b>Pulse/Beat/Metre</b> I can recognise and move in time with the changing speed of a steady beat. I can play in time with a steady beat and identify the metres. I can identify syncopation and swing. <b>Rhythm</b> I can recognise by ear and notation: • Minims, crotchets, quavers, semiquavers and their rests. <b>Pitch (Melody)</b> I can identify major and minor tonality by ear and from notation. I can learn to play one or more of four differentiated melodic instrumental parts, by ear and   | <i>This builds on Y5 by providing more opportunities for children to develop their own musical skills and appreciation of a wider range of music.</i><br><br><i>This leads to Y7 by providing children with a deeper understanding of how all the musical elements combine and further increase confidence</i> |
|      |   | <i>Singing</i>    | I can rehearse and learn songs from memory and/or with notation. I can sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing in parts where appropriate. I can sing with and without an accompaniment. I can sing syncopated melodic patterns. I can demonstrate and maintain good posture and breath control whilst singing. I can sing expressively, with attention to breathing and phrasing and with attention to dynamics and articulation. I can talk about the different styles of   |   |  |

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|--|-------------------|---|---|
|  |                   | singing used for the different styles of songs sung in this year. I can discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.  |   |
|  | <i>Composing</i>  | I can create music in response to music, narrative and video stimulus. I can use music technology, if available, to capture, change and combine sounds. I can use simple dynamics and rhythmic variety. I can compose song accompaniments, perhaps using basic chords. I can use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). I can create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. I can use a pentatonic and a full scale and use major and minor tonality.   | <p>from notation. <b>Tempo</b> I can recognise the difference between the speed of a steady beat, a fast beat and a slow beat and change the speed of a steady beat, moving from fast to slow, slow to fast.. <b>Dynamics</b> I can identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. <b>Timbre</b> I can recognise the following ensembles: • Pop group • A Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. <b>Texture</b> I can sing and play instruments in different-sized groups. I can identify solos and instrumental breaks in songs and music. I can talk about solo voices, backing vocals and different vocal textures. I can refer to repeated rhythmic or melodic patterns as riffs/ostinati. <b>Structure (Form)</b> I can talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> |
|  | <i>Performing</i> | I can create, rehearse and present a holistic performance for a specific event, for an unknown audience. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. I can create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. I can perform from memory or with notation. I can understand the value of choreographing any aspect of a performance. I understand the importance of the performing space and how to use it. I can record the performance and compare it to a previous performance. I can collect feedback from the audience and reflect how the audience believed in the performance. I can discuss how the performance might change if it was repeated in a larger/smaller performance space. |   |