

# **Hampton Vale Primary Academy**

## **Music Curriculum Overview**

Strands & Concepts		
Singing, Playing & Performing	Exploring and Composing	Listen, Reflect and Appraise
Voice	How sounds are made	Instruments
Instruments	Interrelated dimensions of music	Genres
Ensemble	Responding to stimulus	Music History

## Singing Playing and Performing

Voice	Sing with accuracy and expression	Sing in a variety of styles
	Sing with awareness of inter-related dimensions of music	Sing with confidence - breathing, posture ,diction
	Sing confidently as part of a group	
Instruments	Play tuned and untuned instruments with accuracy and expression	Play an accompaniment to given stimulus
	Follow symbols/graphic notation /simple musical notation	Combine musical sounds with narrative and movement
Ensemble	Follow musical direction from leader	Perform with an awareness of others
	Maintain own part in group/ensemble	Perform with confidence in a class ensemble

## Listen, Reflect and Appraise

Instruments	Recognise percussion and orchestral instruments	Recognise extreme contrasts
	Identify musical	Appraise peers compositions using musical language
	Describe music using the inter-related dimensions of music	
Genres	Rock/Pop/R&B	Gospel/Blues/Jazz
	Classical	Folk/Country/Reggae
Music History	Medieval/Renaissance	Baroque/Classical
	Nationalist	Modern

## Exploring and Composing

How sounds are made	Explore our vocal sounds	Compose sound effects to narrative
	Explore Instrumental sounds	Combine and control sounds to desired effect
	Sequence sounds to compose score	
Interrelated dimensions of music	Pulse/Rhythm	Tempo/Dynamics
	Pitch/Timbre	Duration/Structure
Responding to stimulus	Explore and compose a piece in response to a variety of stimuli	Compose music that tells a story
	Music that reflects image/atmosphere/emotions	Manipulating sounds to desired effect

# Musical Knowledge

## **Pitch** - High or low sound

**Ascending** - Increase in pitch level

**Chord** - a combination of three or more notes

**Clef** - Musical notation at the start of the composition

**Descending** - Decrease in pitch level

**Drone** - Monotonous sound

**Flat** - Noted lowered in pitch by  $\frac{1}{2}$

**Glissando** - Rapid ascend or descend of the pitch

**Harmony** - One or more notes that heard simultaneously

**Interval** - Difference in pitch between two notes

**Intonation** - Singing in an accurate tone

**Major** - Scale mode that sounds happy

**Melody** - Series of notes that creates a sequence

**Minor** - Scale mode that sounds sad

**Notation** - System of symbols representing different pitch

**Note** - Symbol representing pitch

**Octave** - Musical interval of eight notes

**Pentatonic** - Consisting of five notes

**Scale** - Successive notes representing key

**Score** - A written form of a musical composition

**Sharp** - Raised in pitch by  $\frac{1}{2}$  of a tone

**Staves** - Five parallel lines to write musical notes on

**Step** - musical interval of two tones

**Tone** - tuned sound

**Tonic** - The first note of a scale

**Unison** - Performing a sound at the same pitch

## **Dynamics** - Loud or quiet sound

**Chrescendo** - Increasing volume

**Diminuendo** - Decreasing volume

**Forte** - Louder than speaking voice (loud)

**Fortissimo** - Speaking loud voice (very loud)

**Fortississimo** - Shouting voice (very very loud)

**Forte Piano** - Loud, then immediately quiet

**Mezzo Forte** - Speaking voice (average)

**Mezzo Piano** - Speaking voice (average)

**Piano** - Softer than the speaking voice (soft)

**Piano Forte** - Quiet, then immediately loud

**Pianissimo** - Almost at a whisper (very soft)

**Pianississimo** - Whispering (very very soft)

## **Duration** - How long the sound is

**Beat** - The unit of musical rhythm

**Rhythm** - Group of beats played together

**Semibreve** - Whole note equal to four beats

**Minim** - Half note equal to two beats

**Crotchet** - Quarter note equal to one beat

**Quaver** - Eighth note equal to half beat

**Meter** - Recurring accent within composition

**Articulation** - Accents to specific rhythmic beats

**Brake** - beat that indicates silence

**Rhythmic pattern** - Selection of different duration beats

**Syncopation** - displace of the accent within the beat

# Musical Knowledge

## **Timbre** - Quality of the sound

**Alto** - High vocal range performed by a woman

**Bass** - Very low vocal range performed by a man

**Conductor** - A person who directs an orchestra or a choir

**Effect units** - Electronic device that alters the sound

**Envelope** - Describes how a sound changes overtime

**Frequency** - The rate of the sound wave

**Legato** - Notes played smoothly and connected

**Mezzo** - Middle vocal range performed by a woman

**Orchestra** - Large instrumental ensemble

**Pizzicato** - Notes played roughly picked or plucked

**Playing Technique** - When the performer modifies the sound.

**Spectrum** - Variation of different timbres

**Soprano** - Very high vocal range performed by a woman

**Tenor** - High vocal range performed by a man

**Texture** - Combination of elements that makes quality of a sound

**Tonal Character** - Tona that is specific to curtain instrument

**Tremolo** - Trembling effect

**Vibrato** - Very fast and constant change of a pitch

## **Tempo** - How fast or slow

**Adagio** - Slowly with a great expression 66-76 BPM

**Allegro** - Fast, quickly and bright 120-156 BPM

**Andante** - At a walking pace 76-108 BPM

**BPM** - beats per minute

**Largo** - Broadly 40-60 BPM

**Metronome** - Device that performs BPM

**Moderato** - at a moderate speed 98-112 BPM

**Presto** - Very Very Fast 168-200 BPM

**Pulse** - repetitive beat that indicates the speed

**Ritenuito** - Slowing down

## **Structure** - Plan of the composition

**Bar** - A segment of the composition that complies with meter

**Chorus** - A part of a song which repeated after every verse

**Cycle** - Several compositions connected with same motif

**Inro** - Introduction

**Motif** - A short musical phrase that recurs though the piece

**Phrase** - Complete musical sentence

**Repeat sign** - Indicates repetitio

**Solo** - Section of piece played by single performer

**Song** - Vocal composition

**Verse** - Variable element of the song

# **Hampton Vale Primary Academy**

## **Reception Curriculum**



## Reception (18 lessons)

Singing/Playing/Performing		Exploring/Composing		Listen/Reflect/Appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	4 lessons
Instruments	2 lesson	Inter-related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons		

## Reception Knowledge Statement

Key Vocabulary		Interrelated dimensions of music			
Singing voice	<i>Exploring how singing voice is different from talking voice</i>	Duration	<i>Short and long sounds</i>	Tempo	<i>How fast or slow the music sound</i>
Rhythm Pattern	<i>A selection of beats</i>	Pitch	<i>High and low sound</i>	Structure	<i>Phrase of a song and overall plan of a composition</i>
Steady beat	<i>Ongoing pulse like a heartbeat</i>	Dynamics	<i>Loud and quiet sound</i>	Timbre	<i>Sound or tone quality (rough smooth, scratchy)</i>

# Reception

## Singing , Playing and Performing

Voice

2 lessons

**Lesson 1:** Sing short phrases/responses on their own with confidence.

**Lesson 2:** Sing a variety of songs

Instruments

2 lesson

**Lesson 1:** Play tuned and untuned instruments.

**Lesson 2:** Play an accompaniment to given stimulus

Ensemble

2 lessons

**Lesson 1:** Perform with confidence

**Lesson 2:** Perform with awareness of others

## Reception

### Singing, Playing, Composing

Voice	2 lessons	<b>Lesson 1:</b> Sing short phrases/responses on their own.
		<b>Lesson 2:</b> Sing a variety of songs accompanied and unaccompanied with actions to go with song.
Instruments	1 lesson	<b>Lesson 1:</b> Play instruments by tapping, scraping, rattling, tapping.
		<b>Lesson 2:</b> Copy simple rhythm patterns on a instrument.
Ensemble	2 lessons	<b>Lesson 1:</b> Play instruments within group developing an awareness of beat.
		<b>Lesson 2:</b> Start and stop, responding to hand signs, play loudly, quietly, fast, slow.

# Reception

## Exploring and Composing

How are sounds made?

2 lessons

**Lesson 1:** Explore vocal and instrumental sounds .

**Lesson 2:** Sequence sounds

Inter related dimensions of music

2 lesson

**Lesson 1:** Pitch & Tempo

**Lesson 2:** Duration & Dynamics

Responding to stimulus

2 lessons

**Lesson 1:** Manipulate sounds to desired effect

**Lesson 2:** Compose music that tells a story

## Reception

### Listen , Reflect and Appraise

Instruments

4 lessons

**Lesson 1:** Recognise sounds of percussion instruments used in music room .

**Lesson 2:** Listen to orchestral instruments .Begin to identify the sounds of orchestral instruments.

**Lesson 3:** Listen to sounds and respond by talking about them when listening to each others piece .

**Lesson 4:** Begin to use musical terms  
(**Louder/quieter,faster,slower,higher/lower**)to describe music they have listened to.

Genres

2 lessons

**Lesson 1:** Begin to identify and describe key features or extreme contrasts within a piece of music.

**Lesson 2:** Listen to a range of genres and discuss using musical terms - louder/quieter faster/slower higher/lower

# **Hampton Vale Primary Academy**

## **Year 1 Curriculum**

## Year 1 (18 lessons)

Singing , Playing and Performing		Exploring and Composing		Listen ,Reflect and appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	2 lesson
Instruments	2 lesson	Inter-related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons



## Year 1 Knowledge Statement

Key Vocabulary		Interrelated dimensions of music			
Ostinato	<i>Repeated musical or rhythmic pattern</i>	Duration	<i>Short and long sounds Ta - long sound Ti- short sound</i>	Tempo	<i>How fast or slow the music sound</i>
Drone	<i>Continuous repetitive pitch</i>	Pitch	<i>High and low sound</i>	Structure	<i>Phrase of a song and overall plan of a composition</i>
Steady beat	<i>Ongoing pulse like a heartbeat</i>	Dynamics	<i>Loud and quiet sound</i>	Timbre	<i>Sound or tone quality (rough smooth, scratchy)</i>

# Year 1

## Strand 1: Singing, Playing and Performing

Voice

2 lessons

**Lesson 1:** Singing songs with accuracy

**Lesson 2:** Perform with confidence

Instruments

2 lessons

**Lesson 1:** Play with an accompaniment to given stimulus.

**Lesson 2:** Play a rhythmic ostinato -

Ensemble

2 lessons

**Lesson 1:** Follow simple hand signals from leader.

**Lesson 2:** Maintain own part in group

# Year 1

## Strand 1: Exploring and Composing

How sounds are made

2 lessons

**Lesson 1:** Explore vocal sounds.

**Lesson 2:** Combine sounds to control sounds to desired effect.

Inter related dimensions of music

2 lessons

**Lesson 1:** Pitch & duration

**Lesson 2:** Tempo & dynamics

Responding to stimulus

2 lessons

**Lesson 1:** Compose music that tells a story.

**Lesson 2:** Explore and compose a piece in response to a stimulus

## Year 1

### Strand 1: Listen, Reflect and Appraise

Instruments

3 lessons

**Lesson 1:** Recognise instruments

**Lesson 2:** Appraise peers compositions

**Lesson 3:** Identify musical terms

Genres

1 lesson

**Lesson 1:** Classical/ Jazz/ Country/ POP

Musical History

2 lessons

**Lesson 1:** Classical

**Lesson 2:** Wolfgang Amadeus Mozart

# **Hampton Vale Primary Academy**

## **Year 2 Curriculum**

## Year 2 (18 lessons)

Singing Playing and Performing		Exploring and Composing		Listen, Reflect and Appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	2 lessons
Instruments	2 lessons	Inter related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons

## Year 2 Knowledge Statement

Key Vocabulary		Interrelated dimensions of music			
Phrase	<i>Short section of melody</i>	Duration	<i>Beats of rhythm long /Short sounds Ta - long sound Ti- short sound</i>	Tempo	<i>Fast/Slow Getting faster or slower</i>
Rhythm pattern	<i>Group of long and short beats</i>	Pitch	<i>High and low, Getting higher, getting lower.</i>	Structure	<i><b>Phrase</b> of a song and overall plan of a composition</i>
Graphic score	<i>Picture notation</i>	Dynamics	<i>Loud and quiet . getting louder, getting quieter</i>	Timbre	<i>Sound or tone quality (Bright, dull, heavy))</i>

## Year 2

### Strand 1: Singing, Playing and Performing

Sing with accuracy and expression in variety of styles	2 lessons	<b>Lesson 1:</b> Sing songs clearly and breathing at the end of each phrase
		<b>Lesson 2:</b> Identify and sing pitch change or staying same
Play tuned and untuned instruments Follow symbols-graphic notation	2 lessons	<b>Lesson 1:</b> Play a two note melodic ostinato <b>Lesson 2:</b> Perform a sequence of sounds from a graphic score
Follow musical direction from leader. Perform with confidence in a group	2 lessons	<b>Lesson 1:</b> Follow lead and play with control-steady beat, faster,slower,stopping altogether.
		<b>Lesson 2:</b> Perform a rhythm accompaniment to a song.



## Year 2

## Exploring and Composing

How sounds are made	2 lessons	<b>Lesson 1:</b> Explore how long and short sounds are made(duration).
		<b>Lesson 2:</b> Change the ways in which sound are made on instrument by tapping,scraping ,rattling,blown.
Inter- related dimensions of music	2 lessons	<b>Lesson 1:</b> Create sequences of sound using dynamics,tempo and pitch changes .
		<b>Lesson 2:</b> Use words and sentences to create rhythm patterns .
Responding to stimulus	2 lessons	<b>Lesson 1:</b> Explore how sounds are manipulated to convey different effects and moods .
		<b>Lesson 2:</b> Compose a piece of music that tells a story that has a structure- start , middle and end .

## Year 2

### Strand 3: Listen, Reflect and Appraise

Instruments  Recognition of orchestral /percussion	2 lessons	<b>Lesson 1:</b> Recognise sound and use names to different instrument sections.
		<b>Lesson 2:</b> How are these orchestral instruments played and which ones make high pitched and low pitched sounds ?
Genres	2 lessons	<b>Lesson 1:</b> Listen to examples of Rock and Folk music ,discuss differences .
		<b>Lesson 2:</b> Recognise and articulate differences in musical genres with musical terms.
Music History	2 lessons	<b>Lesson 1:</b> Recognise music from the Medieval period . Can you recreate it ?
		<b>Lesson 2:</b> Listen and appraise each groups composition from medieval times .

# **Hampton Vale Primary Academy**

## **Year 3 Curriculum**

## Year 3 (18 lessons)

Singing Playing and Performing		Exploring and Composing		Listen, Reflect and Appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	2 lessons
Instruments	2 lessons	Inter related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons

## Year 3 Knowledge Statement

Key Vocabulary		Interrelated dimensions of music			
Rhythm pattern	<i>Group of long and short beats</i>	Duration	<i>Beat or rhythm expressed by music symbols</i>	Tempo	<i>Fast/Slow Getting faster or slower</i>
Repetition	<i>Action of repeating</i>	Pitch	<i>High and low, Getting higher, getting lower.</i>	Structure	<i>Beginning, end, middle and repetition</i>
Music Symbols	<i>Symbols that helps to read music</i>	Dynamics	<i>Loud and quiet . getting louder, getting quieter</i>	Timbre	<i>Sound quality, colour of individual instruments</i>

**Strand 1: Singing, Playing and Performing**

Voice	2 lessons	<b>Lesson 1:</b> Sing with increasing accuracy of longer phrases
		<b>Lesson 2:</b> Sing with an awareness of shape of melody and understand breathing, diction and posture are important .
Instruments	2 lessons	<b>Lesson 1:</b> Play tuned instrument and copy short melodic phrase by ear. <b>Lesson 2:</b> Maintain a melodic ostinato simultaneously with a different ostinato using a graphic score/notation.
Ensemble	2 lessons	<b>Lesson 1:</b> Perform a steady beat with an awareness of others in group .
		<b>Lesson 2:</b> Perform a composed piece to a friendly audience as a member of a group/class

Strand 2: Exploring and Composing

How sounds are made	2 lessons	<b>Lesson 1:</b> Explore pitch notes moving step by step and leap notes
		<b>Lesson 2:</b> Compose music that uses repetition /echo to desired effect
Inter-related dimensions of music	1 lesson	<p><b>Lesson 1:</b> Explore how musical elements can be combined to compose descriptive music.</p> <p><b>Lesson 2:</b> How can you make different timbres with one instrument ?</p>
Responding to stimulus	2 lessons	<b>Lesson 1:</b> Compose music that tells a story , paints a picture or creates a mood.
		<b>Lesson 2:</b> Explore and compose music that reflects image, atmosphere and emotions .

## Strand 3: Listen, Reflect and Appraise

Instruments	2 lessons	<b>Lesson 1:</b> Untuned percussion instrument recognition
		<b>Lesson 2:</b> Orchestral Instrument recognition
Genres	2 lessons	<b>Lesson 1:</b> Identify common characteristics of different genres
Music History	2 lessons	<b>Lesson 1:</b> Recognise familiar orchestral instruments in recorded music from the Renaissance , Baroque era.
		<b>Lesson 2:</b> Listen with concentration to longer pieces /extracts of music in different musical periods eg Medieval /Classical



# **Hampton Vale Primary Academy**

## **Year 4 Curriculum**

## Year 4 (18 lessons)

Singing Playing and Performing		Exploring and Composing		Strand 3	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	2 lessons
Instruments	2 lessons	Inter related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons

## Year 4 Knowledge Statement

Key Vocabulary		Interrelated dimensions of music			
Meter	<i>Regular recurring accent of the beat</i>	Duration	<i>Organisation of beats in terms of meter</i>	Tempo	<i>Beats per minute</i>
Interval	<i>Changing pitch in steps, skips and leaps</i>	Pitch	<i>Scales, Tonic note and Arpeggios</i>	Structure	<i>Call and response</i>
Music Symbols	<i>Rest - Silence in music</i>	Dynamics	<i>Forte - Loud Piano - quiet</i>	Timbre	<i>Sound quality, colour of individual instruments</i>
		Texture	<i>Layers of sound</i>		

## Year 4

### Strand 1: Singing, Playing and Performing

Voice Sing in a variety of styles Sing with increasing confidence	2 lessons	<b>Lesson 1:</b> Sing songs showing musical expression
		<b>Lesson 2:</b> Sing two part/three part songs with more accuracy
Instruments	2 lessons	<b>Lesson 1:</b> Learn how to follow the notation
		<b>Lesson 2:</b> Play an accompaniment by following the notation
Ensemble	2 lessons	<b>Lesson 1:</b> Play music in meter
		<b>Lesson 2:</b> Connect instrumental music with narrative and movement.

## Strand 2: Exploring and Composing

How sounds are made	2 lessons	Lesson 1: Composing using ICT
		Lesson 2: Compose using pentatonic scale
Inter related dimensions of music	2 lessons	Lesson 1: Compose music that reflect feelings  Lesson 2: Compose music using interrelated music dimensions to reflect feelings
Responding to stimulus	2 lessons	Lesson 1: Finding an inspiration to compose music from stimulus
		Lesson 2: Understanding how structure can help in composing from stimulus.

## Year 4

### Strand 3: Listen, Reflect and Appraise

#### Instruments

3 lessons

**Lesson 1:** Melodic and Rhythmic phrases played by different instruments

**Lesson 2:** Composing melodic or rhythmic pattern

**Lesson 3:** Developing rhythmic or melodic pattern into composition.

#### Genres

1 lessons

**Lesson 1:** American music

#### Music history

2 lessons

**Lesson 1:** Contrast of different country music in the same periods

**Lesson 2:** Most powerful compositions through the ages.

# **Hampton Vale Primary Academy**

## **Year 5 Curriculum**

## Year 5 (18 lessons)

Singing Playing & Performing		Exploring & Composing		Listen, Reflect & Appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	1 lesson
Instruments	2 lesson	Inter related dimensions of music	2 lessons	Genres	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons



## Year 5 Knowledge statement

<b>Rhythm</b> <i>Systematic arrangement of beats</i>	<b>Style</b> <i>Way of expressing and giving characteristic to music</i>	<b>Duration</b> <i>Understanding the value of note and how it would be arranged in meter</i>	<b>Timbre</b> <i>How differ sounds of instruments in symphonic orchestra, opera singers</i>	<b>Tempo</b> <i>Terminology of tempi: Lento, Largo, Allegro, Allegretto, Presto</i>
<b>Harmony</b> <i>Combination of musical notes that are sounded simultaneously</i>	<b>Expression</b> <i>Characterising piece of music by using different music elements</i>	<b>Pitch</b> <i>Ability to recognise different scales and use it inpractice</i>	<b>Dynamics</b> <i>Understanding of musical terms and their symbols</i>	
<b>Accompaniment</b> <i>Music part that supports another instrument or voice</i>		<b>Texture</b> <i>How different instruments can create different texture to create expressive style</i>	<b>Structure</b> <i>Different classical composition structures (Sonata/ Concerto, Etude, Symphony)</i>	

## Year 5

### Strand 1: Singing Playing & Performing

Voice	2 lessons	Lesson 1: Learning and singing two part song
		Lesson 2: Learning and singing two part song
Instruments	1 lesson	Lesson 1: Playing by ear and conventional notation introductions
		Lesson 2: Learning how to read conventional notation
Ensemble	2 lessons	Lesson 1: Playing your own part and maintaining accuracy
		Lesson 2: Performing as an ensemble with accuracy and expression

## Year 5

### Strand 2: Explore and Compose

How sounds are made	2 lessons	Lesson 1: Chords and harmony
		Lesson 2: Layering sounds and creating texture
Inter related dimensions of music	2 lessons	Lesson 1: Composing music in a group using classroom instruments to replicate a style
		Lesson 2: Composing music in a group using classroom instruments to replicate a style
Responding to stimulus	2 lessons	Lesson 1: Create a composition in a group using ICT and other devices to create futuristic and electronic sounds
		Lesson 2: Create a composition in a group using ICT and other devices to create futuristic and electronic sounds

**Strand 3: Listen Reflect and Appraise**

Instruments

2 lessons

**Lesson 1: Timbre and Texture****Lesson 2: Structure of different compositions**

Genre

2 lessons

**Lesson 1: Folk and country music****Lesson 2: Sharing children's discovered music from Folk and country genres**

Music History

2 lessons

**Lesson 1: Romantic period****Lesson 2: Romantic period music listening and appraising.**

# **Hampton Vale Primary Academy**

## **Year 6 Curriculum**

## Year 6 (18 lessons)

Singing Playing and Performing		Exploring and Composing		Listen ,Reflect and Appraise	
Voice	2 lessons	How sounds are made	2 lessons	Instruments	2 lessons
Instruments	2 lesson	Inter related dimensions of music	2 lessons	Genre	2 lessons
Ensemble	2 lessons	Responding to stimulus	2 lessons	Music History	2 lessons

## Year 6 Knowledge statement

<b>Rhythm</b> <i>Systematic arrangement of beats</i>	<b>Style</b> <i>Way of expressing and giving characteristic to music</i>	<b>Duration</b> <i>Understanding the value of note and how it would be arranged in meter</i>	<b>Timbre</b> <i>How differ sounds of instruments in symphonic orchestra, opera singers</i>	<b>Tempo</b> <i>Terminology of tempi: Lento, Largo, Allegro, Allegretto, Presto</i>
<b>Harmony</b> <i>Combination of musical notes that are sounded simultaneously</i>	<b>Expression</b> <i>Characterising piece of music by using different music elements</i>	<b>Pitch</b> <i>Ability to recognise different scales and use it inpractice</i>	<b>Dynamics</b> <i>Understanding of musical terms and their symbols</i>	
<b>Accompaniment</b> <i>Music part that supports another instrument or voice</i>		<b>Texture</b> <i>How different instruments can create different texture to create expressive style</i>	<b>Structure</b> <i>Different classical composition structures (Sonata/ Concerto, Etude, Symphony)</i>	

**Strand 1: Singing, Playing & Performing**

<b>Voice</b> Sing with accuracy	2 lessons	<b>Lesson 1:</b> Sing confidently in a wide variety of styles with expression .
		<b>Lesson 2:</b> Maintain own part in a two/three part round with confidence and accuracy.
<b>Instruments</b> Play with accuracy and expression	2 lessons	<b>Lesson 1:</b> Perform with sensitivity to different dynamics and tempi.  <b>Lesson 2:</b> Play by ear with increasing accuracy using longer phrases and melodies.
<b>Ensemble</b>  Maintain own part in ensemble	2 lessons	<b>Lesson 1:</b> Lead /conduct a group of instrumental performers and maintain own part in a small ensemble.
		<b>Lesson 2:</b> Read and play with confidence from conventional notation .



**Strand 2: Exploring and composing**

How sounds are made	2 lessons	<b>Lesson 1: Alternative scales</b>
		<b>Lesson 2: Exploring repetition devices</b>
Inter related dimensions of music	2 lesson	<b>Lesson 1: Improvising in different styles. Start composing your song (Learn about 8th rhythm note )</b>
		<b>Lesson 2: Composing a song</b>
Responding to stimulus	2 lessons	<b>Lesson 1: Compose music to a script</b>
		<b>Lesson 2: Compose to a script using ICT</b>

## Strand 3: Listen , Reflect and Appraise

Instruments	2 lessons	<b>Lesson 1:</b> Recognise all orchestral sounds within a piece of music .
		<b>Lesson 2:</b> Recognise and identify features of expression in an extract of music.
Genre	2 lessons	<b>Lesson 1:</b> Recognise and identify features in Folk ,Country and Reggae music.
		<b>Lesson 2:</b> Use musical vocabulary /knowledge to talk and discuss music from different traditions and cultures.
Music History	2 lessons	<b>Lesson 1:</b> Distinguish between timbre and texture in a wide range of instruments across musical time periods.
		<b>Lesson 2:</b> Compare two pieces of music from different historical time periods and discuss differences and similarities.