

Heelands School Music:

Curriculum Progression

Intent:

Music is given a high profile at Heelands School. As well as being a National Curriculum subject with core value, we regard Music to be a valuable force for enriching pupil's wellbeing, work, attitudes, offering multiple benefits across the whole curriculum and beyond. Our commitment to high quality Music Education supports children's personal development. Our Music Policy summarises the fundamental importance of making music thus: Making music feels good physically and emotionally. It engages the body, raises the spirit and moves the soul.

We offer a firm grounding in core musicianship skills sufficient for children to be able to access with confidence further music making opportunities both at junior and secondary school, and in their wider life on into adulthood.

By the time children leave Heelands School at the age of seven, they will be able to sing confidently and mostly accurately, and will have gained substantial experience of the potential for pleasure and satisfaction that participating in regular choral activities brings. Children will:

- Develop an understanding of a range of singing styles and genre
- Sing expressively and with good articulation
- Be able to hold a part in a group
- Understand the posture and breathing needed for singing

They will have regular experiences of playing percussive different instruments, including developing basic musicianship skills of:

- Internalization of a steady beat
- Being 'together', ie starting, stopping, staying in time
- Following a leader
- Knowing when to play and how to count simple rests
- Employing appropriate dynamics, accents and phrasing.

Children will have the opportunity to listen to a range of music, and be encouraged to evaluate their responses, making choices about preferences. They will be introduced to a different artist each half term from our 'Artist of the Half Term'. This covers a wide range of genres, countries and styles of music to help enhance children's musical experiences. The children listen to these on a daily basis.

Children will be encouraged to be creative in their music making, offering their ideas and exploring percussion instruments in their play, pitched and non-pitched, as an introduction to composition.

Implementation:

Key implementation principles are:

- Weekly Music lessons for EYFS, Year 1 and Year 2, incorporating singing games and movement
- Daily opportunities to sing in class and in play for all pupils
- Daily opportunities to sing at the beginning and the end of our assemblies - often the songs are linked to our 'Value' for each half term.
- Performances: a minimum of Harvest Assembly, Christmas Nativity, Class performances, Summer (Year 2) Leavers' Celebration.

Differentiation and Inclusion:

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident, accurate pupils or an adult to enable participation. Some children with SEND will need to participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed. Opportunities for children to lead and develop ideas will contribute to the extension for more able children. Teachers plan lessons and activities that incorporate scope for elaboration, demonstration, leading, solo work etc for children who demonstrate strength in music.

Impact:

Assessment:

The impact of teaching music is seen across the school with an increase in the profile of music. Whole-school and parental engagement we hope will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future. Assessment in Music is light touch, and almost all via observation, both visual and auditory, either by the teacher leading, or by the supporting teaching assistant, often using an iPad to record these. These recordings can also be used when doing self-assessment with the children and their peers. It is these observations that will inform differentiation. There are key outcomes for each year group upon which observations are built, but the requirement to note is summative at the end of the year, and only noted for those children whose skills and knowledge are still emerging, or clearly exceeding.

Heelands School Music Skills and Vocabulary Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	<p>Introduction to music Dinosaurs I can sing and chant as part of a group and on my own.</p> <p>I can sing with and without an accompaniment.</p> <p>I can play a range of tuned and untuned instruments as they were intended to be used.</p> <p>I can say what I like about a piece of music that I have listened to, watched or taken part in.</p> <p>I can respond to music in a variety of ways</p> <p>I can demonstrate some awareness of beat and mood in pieces I play or create.</p> <p>I can repeat short rhythmic and melodic patterns</p> <p>I can use my voice in different ways such as speaking, singing and chanting.</p> <p>I can perform simple vocal patterns.</p> <p>Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>Vocab: instruments, xylophone, maracas, castanets, tambourine, tambor, shake, rattle, tap, beat, drum, chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</p>	<p>Christmas/ Julia Donaldson</p> <p>I can keep to a steady pulse.</p> <p>I can sing and chant as part of a group and on my own.</p> <p>I can sing with and without an accompaniment.</p> <p>I can recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)</p> <p>I am able to hear differences in musical elements</p> <p>I can play a range of tuned and untuned instruments as they were intended to be used.</p> <p>I can describe whether a piece of music is fast or slow, loud or quiet.</p> <p>I can say if a piece of music is happy or sad.</p> <p>Sings a few familiar songs Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>Christmas: Nativity Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Vocab: instruments, xylophone, maracas, castanets, tambourine, tambor, shake, rattle, tap, beat, drum, songs, perform, soundscape, chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</p>	<p>Aliens</p> <p>I can select instruments based on the appropriate sounds for the intended purpose.</p> <p>I can recognise and explore how sounds can be organized.</p> <p>I can respond to music in a variety of ways</p> <p>I can demonstrate some awareness of beat and mood in pieces I play or create.</p> <p>I can sing and chant as part of a group and on my own.</p> <p>I can sing with and without an accompaniment.</p> <p>I can keep to a steady pulse.</p> <p>I can play a range of tuned and untuned instruments as they were intended to be used.</p> <p>I can choose the most appropriate sound to match a theme (such as an animal, weather or event) when given a limited choice.</p> <p>I can put two or more sounds into a sequence and repeat them.</p> <p>Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Sings a few familiar songs Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Developing preferences for forms of expression. Creates movement in response to music.</p> <p>Vocab: instruments, chime bars, singing, songs, rhythm, beat, chant, fast, follow, high, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</p>	<p>People who help us</p> <p>I can sing and chant as part of a group and on my own.</p> <p>I can sing with and without an accompaniment.</p> <p>I can keep to a steady pulse.</p> <p>I can describe whether a piece of music is fast or slow, loud or quiet.</p> <p>I can say if a piece of music is happy or sad.</p> <p>I am able to hear differences in musical elements</p> <p>I can recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)</p> <p>I can say what I like about a piece of music that I have listened to, watched or taken part in.</p> <p>Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Developing preferences for forms of expression create movements in response to music sings to self and makes up simple songs and rhythms Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>Vocab: chant, pulse, beat, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</p>	<p>Traditional tales</p> <p>I can sing and chant as part of a group and on my own.</p> <p>I can select instruments based on the appropriate sounds for the intended purpose.</p> <p>I can recognise and explore how sounds can be organized.</p> <p>I can respond to music in a variety of ways</p> <p>I can demonstrate some awareness of beat and mood in pieces I play or create.</p> <p>I am able to hear differences in musical elements</p> <p>I can recognise obvious changes in sounds and take account of musical instructions (e.g. get faster or louder)</p> <p>I can say what I like about a piece of music that I have listened to, watched or taken part in.</p> <p>Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Begin to build a repertoire of songs and dances Explore the different sounds of instruments Initiates new combination of movement and gesture in order to express and respond to feelings, ideas and experiences</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, pulse.</p>	<p>Minibeasts</p> <p>I can select instruments based on the appropriate sounds for the intended purpose.</p> <p>I can recognise and explore how sounds can be organized.</p> <p>I can respond to music in a variety of ways</p> <p>I can demonstrate some awareness of beat and mood in pieces I play or create.</p> <p>Greater Depth: Can they perform a rhythm? Can they begin to sequence sounds to create a rhythm or beat? Can they repeat (short rhythmic and melodic) patterns? Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps) Can they identify reasons why they like some music more than others?</p> <p>Represent own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds</p>

Heelands School Music Skills and Vocabulary Progression Map

<p align="center">Year 1</p> <p align="center">Singing Playing instruments Improvising/exploring Composing Listening Appraising</p>	<p>Ourselves: Exploring sounds (Unit 1)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can create and respond to, place and change vocal sounds I can explore, create and place vocal and body percussion sounds I can experiment with, create, select and combine sounds using inter-related dimensions of music <p>Beat (Unit 2 number)</p> <ul style="list-style-type: none"> I can learn to play percussion with control (e.g. changing dynamics) I can identify and keep a steady beat using instruments I can recognise and respond to changes in tempo in music I can play tuned and untuned instruments musically I can listen with concentration and understanding to a range of high quality live and recorded music <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>	<p>Pitch (Unit 3 animals)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can experiment with, create, select and combine sounds using inter-related dimensions of music I can understand (recognise) pitch: make high and low vocal sounds I can sing a song with contrasting high and low melodies I can explore and develop an understanding of pitch using the voice and body movements <p>Exploring sounds (Unit 4 weather)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can listen with concentration and understanding to a range of high quality live and recorded music I can control vocal dynamics, duration and timbre I can explore and control dynamics, duration and timbre with instruments I can identify a sequence of sounds (structure) in a piece of music I can respond to music through movement I can explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments I can improvise descriptive music <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Christmas: Nativity</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>	<p>Machines: Beat (Unit 5)</p> <ul style="list-style-type: none"> I can play tuned and untuned instruments musically I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play percussion instruments at different speeds (tempi) I can play and control changes in tempo <p>Pitch (Unit 6 Seasons)</p> <ul style="list-style-type: none"> I can listen with concentration and understanding to a range of high quality live and recorded music I can experiment with, create, select and combine sounds using inter-related dimensions of music I can identify changes in pitch and respond to them with movement I can listen to a piece of orchestral music (e.g. identify instruments) I can relate pitch changes to graphic symbols and perform pitch changes vocally <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>	<p>Our School: Exploring sounds (Unit 7)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can sing a song together as a group I can create a soundscape using instruments I can explore different sound sources and materials I can create a soundscape using instruments as part of a song performance <p>Beat: Pattern (Unit 8)</p> <ul style="list-style-type: none"> I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can listen with concentration and understanding to a range of high quality live and recorded music I can explore sounds on instruments and find different ways to vary their sound I can identify metre by recognising its pattern I can explore sounds on instruments and find different ways to vary their sound <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>	<p>Story time: Exploring sounds (Unit 9)</p> <ul style="list-style-type: none"> I can listen with concentration and understanding to a range of high quality live and recorded music I can experiment with, create, select and combine sounds using inter-related dimensions of music I can rehearse and perform a rap with sound effects I can understand how music can tell a story I can play fast, slow, loud, and quiet sounds on percussion instruments <p>Beat: Our bodies (Unit 10)</p> <ul style="list-style-type: none"> I can listen with concentration and understanding to a range of high quality live and recorded music I can experiment with, create, select and combine sounds using inter-related dimensions of music I can respond to a change of mood in a piece of music with a slow and fast steady beat I can identify a repeated rhythm pattern I can invent and perform new rhythms to a steady beat <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>	<p>Travel: Performance (Unit 11)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high quality live and recorded music I can combine voices and movement to perform a chant and a song I can create, play and combine simple word rhythms <p>Pitch (Unit 12 water)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can listen with concentration and understanding to a range of high quality live and recorded music I can use my voice to create descriptive sounds I can use instruments to create descriptive sounds I can understand musical structure by listening and responding through movement I can create a picture in sound <p>Greater Depth: Can they perform a rhythm to a steady pulse? Can they repeat (short rhythmic and melodic) patterns? Can they give a reason for choosing an instrument? Can they identify what different sounds could represent and give a reason why? Can they identify texture - listening for whether there is more than one sound at the same time? Can they identify musical structure in a piece of music (verse, chorus etc.)?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice</p>
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Heelands School Music Skills and Vocabulary Progression Map

<p>Year 2</p> <p>Singing Playing instruments Improvising/exploring Composing Listening Appraising</p>	<p>Ourselves: Exploring sounds (Unit 1)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can experiment with, create, select and combine sounds using inter-related dimensions of music I can develop the use of vocal sounds to express feelings I can notate pitch shape and duration using simple line graphics I can understand the structure of call and response songs <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	<p>Toys: Beat (Unit 2)</p> <ul style="list-style-type: none"> I can experiment with, create, select and combine sounds using inter-related dimensions of music I can mark beats within a four-beat metre <p>Christmas: Nativity</p> <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	<p>Animals: Pitch (Unit 5)</p> <ul style="list-style-type: none"> I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can play pitch lines on tuned percussion I can understand and perform rising and falling pitch direction I can read and write simple pitch line notation I can combine pitch changes with changes in other elements/dimensions <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	<p>Number: Beat (Unit 6)</p> <ul style="list-style-type: none"> I can play tuned and untuned instruments musically I can experiment with, create, select and combine sounds using inter-related dimensions of music I can perform a steady beat and simple rhythms using movement, percussion and body percussion. I can understand and differentiate between beat and rhythm <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	<p>Seasons: Pitch (Unit 8)</p> <ul style="list-style-type: none"> I can experiment with, create, select and combine sounds using inter-related dimensions of music I can play tuned and untuned instruments musically I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can sing with expression, paying attention to the pitch shape of the melody I can accompany a song with vocal, body percussion and instrumental ostinato I can identify rising and falling pitch <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>	<p>Weather: Exploring sounds (Unit 9)</p> <ul style="list-style-type: none"> I can use my voice expressively and creatively by singing songs and speaking chants and rhymes I can listen with concentration and understanding to a range of high quality live and recorded music I can experiment with, create, select and combine sounds using inter-related dimensions of music I can perform a rhythmic chant and play an independent rhythm pattern accompaniment I can perform an updated version of a traditional nursery rhyme with a rap section I can listen in detail to a piece of orchestral music (e.g. how it depicts a season) I can compose music to illustrate a story <p>Greater Depth: Can they understand the importance of a warm up? Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse? Can they use simple structures (e.g. repetition and order) in a piece of music? Do they know that phrases are where we breathe in a song? Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</p> <p>Vocab: chant, fast, follow, high, instrument, low, loud, quiet (use instead of 'soft'), repeat, rhythm, sing, slow, song, sounds, beat, beater, cymbal, drum, high (sound), listen, loud, low (sound), perform, quiet, shaker, steady, beat, tambourine, tempo, triangle, tune, voice, accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume</p>
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