



Curriculum Handbook
Key Stage 1 and Key Stage 2
Music

Curriculum Statement

At Eynsham Community Primary School, we teach music, first and foremost, to help children to feel that they are musical, and to develop a life-long appreciation of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities. We aim for all pupils to learn that their contributions to compositions have value both individually and collectively.

Through our delivery of the music curriculum, the children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of music and learn how music can be written down.

We are committed to ensuring children understand the value and importance of music in the wider community, and can use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.



Intent

At Eynsham Community Primary School the intent is to ensure all pupils feel that they are musical and to develop a life-long love of music.

Children have the opportunity to perform, compose their own music as well as exploring the work of others. They are introduced to music from all around the world, across generations

gaining respect and appreciation of music from all traditions and cultures.

We value Music as an important part of children's entitlement to a broad and balanced curriculum. Our curriculum is designed to build upon children's prior learning through our progression documents and the use of our Knowledge Concept Vocabulary Organisers. (KCVs) We offer a sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum.

Children will also develop their interest and curiosity about Music through a series of lessons offering skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through Music to further enhance their personal, social and emotional development. They will also be

exposed to a range of famous artists and composers.

A high-quality Music lesson should engage, inspire, and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create and perform their own Music. As children progress, they should be able to think critically and develop a mastered understanding of music



Implementation

The music curriculum at Eynsham Primary School is designed to take a holistic approach to teaching music, in which 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 unit combines these strands within a topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. The instrumental scheme lessons in Years 3 and 5 allow pupils to develop their expertise in using a tuned instrument over the course of the school year.

Lessons are designed to be accessible to all children, whilst allowing opportunities for support, stretch and challenge. Delivered weekly, lesson content follows the school's approach to the Rosenshine's Principles where content is regularly revisited and skills and knowledge built upon. Pupils are encouraged to actively participate in musical activities drawn from a range of styles and traditions, developing their skills and understanding of how music works.

Knowledge organisers have been developed for each unit to support pupils in building secure foundational knowledge and encouraging recall of key concepts and vocabulary.

We encourage singing and listening to music everyday within our early years at Eynsham Community Primary school. We sing a variety of songs and nursery rhymes in both our nursery and reception classes that allow the children to build an enjoyment of singing and performing. By the time children move on from Eynsham Community Primary School, we hope that all children have experienced being a musician or performer and that this has helped them to develop in a variety of ways.



Impact

As a result of the development of Music at Eynsham, the children are able to become confident performers, composers and listeners and can express themselves musically at and beyond school.

They understand that music comes in a range of styles and how music is influenced by the wider cultural, social and historical contexts in which it is developed. As a community school, the children will have strong links with our school community and as a result can see the place that Music holds within the 'real world'.

We want all children to leave Eynsham, knowing their own personal music identity. Someone who can express themselves, their feelings and emotions in a variety of ways.

Recording

Throughout each unit of our music at Eynsham the children will be recorded in their first lesson and in the end performance in order to show the progress they have made within the unit that they are studying. The performances will be recorded in small groups to ensure that all children are supported in their own musical journey. Children will be able view these performances as a class to see their own progression within music

encouraging them to set their own goals.

Assessment

The impact of our Music curriculum can be constantly monitored through both formative and summative assessment opportunities. There will be an opportunity during each lesson for teachers to assess pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. The knowledge organisers, which have been developed to support each unit, contain key concept questions which can also be used for assessment purposes.

Inclusion

Music at Eynsham is for everyone. To help promote inclusivity, the curriculum has been designed to deliver all aspects of music. Pupils will be given the opportunity to use a range of instruments throughout each topic. These will be altered and adapted to enable all children to access each opportunity. The range of topics are designed to encourage children with all interests to engage with Music.

All Music lessons ensure every child has an equal chance of learning, regardless of whether they might have a disability or a special need. The ethos generated around our lessons promotes developing and boosting everyone's self-confidence to accept themselves as artists and their strengths and weaknesses.

Cultural Capital

Our school aims to engage all pupils in Music. When completing studies of existing musicians, the children will be exposed to a range of people from different genders, backgrounds, ages and education or experiences. These will include people from all over the world which link to the units of Music they're studying.

Links will be made between all the learning the children complete, allowing for children with different interests, to be engaged with Music. A wide range of techniques will be used to ensure children from all backgrounds have exciting opportunities which they may not have access to outside of the school environment.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>Pulse & Rhythm</u> Pulse and Rhythm KCV	<u>Tempo</u> Tempo KCV	<u>Timbre & Rhythmic Patterns</u> Timbre&Rhythmic patterns KCV	<u>Pitch & Tempo</u> Pitch and tempo KCV	<u>Musical Vocabulary</u> <u>Musical</u> vocabulary KCV	<u>Vocal & Body Sounds</u> Vocal & body sounds
Year 2	<u>Western African call and Response</u> Western African call and response KCV	<u>Orchestral instruments</u> Orchestral Instruments KCV	<u>Musical Me</u> Musical me KCV	<u>On this Island: British Songs & Sounds</u> on this island KCV	<u>Dynamics, Timbre, Tempo & Motifs</u> Dynamics, Timbre, Tempo&motifs KCV	<u>Myths & Legends</u> Myths& legends KCV
Year 3	<u>Violin- Autumn 1 KCV</u>	<u>Violin - Autumn 2 KCV</u>	<u>violin - spring 1 KCV</u>	<u>Violin - Spring 2 KCV</u>	<u>Violin - Summer 1 KCV</u>	<u>Violin - summer 2</u>
Year 4	<u>Body & Tuned Percussion</u> Body & tuned percussion KCV	<u>Rock & Roll</u> Rock and Roll KCV	<u>Changes in pitch, tempo and dynamics</u> changes in Pitch... KCV	<u>Haiku music and performance</u> Haiku music and performance KCV	<u>Samba & Carnival Sounds and Instruments</u> Samba and carnival KCV	<u>Adapting and transporting Motifs</u> Adapting and transporting motifs KCV
Year 5	<u>Brass - Autumn 1 KCV</u>	<u>Brass - Autumn 2 KCV</u>	<u>Brass- Spring 1 KCV</u>	<u>Brass- spring 2 KCV</u>	<u>Brass - Summer 1 KCV</u>	<u>Brass- summer 2 KCV</u>
Year 6	<u>Looping and remixing</u> <u>Looping and remixing KCV</u>	<u>Musical theatre</u> Musical theatre KCV	<u>Dynamics, Pitch & Texture</u> Dynamics, pitch and texture KCV	<u>Film Music</u> Film music KCV	<u>Theme and Variations</u> Theme and variations KCV	<u>Composing & Performing a Leavers' Song</u> Leavers song KCV

Curriculum Skills Progression - Music

Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments. *Considering whether a piece</p>	<p>Recognising and understanding the difference between pulse and rhythm. *Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. Describing the differences between two pieces of music.</p>	<p>. Recognising timbre changes in music they listen to. Recognising structural features in music they listen to. Listening to and recognising instrumentation. *Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps. Listening to and repeating a short, simple melody by ear. Suggesting improvements to their own and others' work.</p>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. *Recognising and explaining the changes within a piece of music using musical vocabulary. *Describing the timbre, dynamic, and textural details of a piece</p>	<p>Recognising the use and development of motifs in music. *Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. *Recognising, naming and explaining the effect of the interrelated</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). *Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Comparing, discussing and evaluating music using detailed musical vocabulary. *Developing</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. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). *Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with</p>

<p>of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.</p>		<p>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>dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrecendo) 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>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>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>
<p>*Also form part of the 'Inter-related dimensions of music' strand.</p>						

Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name</p>	<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</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</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising 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>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</p>

	<p>make improvements to their work as suggested by the teacher.</p>	<p>and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work</p>	<p>implementing improvements to their own work, using musical vocabulary.</p>	<p>vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others' work, using musical vocabulary</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>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>
<p>*Also form part of the 'Inter-related dimensions of music' strand.</p>						

Performing

EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

	and dynamic changes as part of a class performance. Performing from graphic notation					
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***Also form part of the 'Inter-related dimensions of music' strand.**

History of Music (KS2 Only)			
Year 3	Year 4	Year 5	Year 6
Understanding that music from different times has different features. (Also part of the Listening strand)	*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)

Inter-related Dimensions of Music

	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	To understand what 'high' and 'low' notes are.	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p>	<p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A</p>	<p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>

Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	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 understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.	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.

<p>Tempo</p>	<p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that the pulse of music can change.</p> <p>To know that my voice, body and instruments can show fast and slow beats.</p>	<p>n/a</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<p>Timbre</p>	<p>To know that different instruments can sound like a particular character.</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>

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