



Music

Vision

Our music curriculum incorporates the statutory elements of the National Curriculum with the principles of Townlands vision – A journey of learning in the light of God’s love. Music is an essential part of life, which can support a child’s development and their mental wellbeing. Learning music develops all aspects of a child’s learning and encourages confidence, creativity, listening and concentration. Music is an integral part of the school community and underpins whole school collective worship. Children work collaboratively as a whole school to rehearse, sing and perform traditional hymns both in school and at church. Our music curriculum gives all children opportunities to become real musicians where they are able to compose, record, perform and evaluate their own pieces of music.

National Curriculum Programs of Study

Key stage 1 Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 Pupils should be taught to:

Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Overview of Year Group Planning

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	Being me in my world	Night and day	Once upon a time	Dangerous Dinosaurs	Out and about in the local community	Big Wide World, Transport and Travel
Music Tasks, activities resources and ideas	Exploring sound (5 lessons) Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	Celebration music (5 lessons) Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	Music and movement (5 lessons) Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Musical stories (5 lessons) Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	Big band (5 lessons) Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	Transport (5 lessons) Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	How am I making history?	What is the weather like in the UK?	How have toys changed?	What is it like to live here?	What is a monarch?	What is Shanghai like?
Music Tasks, activities resources and ideas	Keeping the pulse – my favourite things. Children explore keeping the pulse together through music and movement, by exploring their favourite things.	Tempo the snail and the mouse. In this unit, children use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Call and response (Animals) Using instruments to represent animals, copying rhythms and creating call and response rhythms.	Dynamics (seaside) - In this new unit, children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside	Pitch superheroes - This unit helps the children learn how to identify high and low notes and to compose a simple tune to represent a superhero	Musical symbols (Under the sea) Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	How am I making history?	What is the weather like in the UK?	How have toys changed?	What is it like to live here?	What is a monarch?	What is Shanghai like?
Music Tasks, activities resources and ideas	Call and response (Animals) Using instruments to represent animals, copying rhythms and creating call and response rhythms.	Instruments (Theme: Musical Storytelling) This unit helps the children learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo	Singing (On this Island) Learning folk songs and creating sounds to represent three contrasting landscapes: seaside, countryside and city	Contrasting Dynamics (Planets) This new unit helps children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets	Structure (Myths and Legends) Developing an understanding of structure by exploring and ordering rhythms	Pitch (Musical Me) In this unit, children are exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	Who lives in Antarctica?	Why do people live near volcanoes?	What was life like in prehistoric Britain?	Who were the Celts?	Why did the Romans invade and settle in Britain?	What was it like in Roman Britain?
Music Tasks, activities resources and ideas	Ballads: Learning what ballads are, how to identify their features and how to convey different emotions when performing... Selecting vocabulary to describe a story, before turning it into lyrics following the structure of a traditional ballad.	Creating composition in response to an animation (theme mountains) Listening to music and considering the narrative it represents by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. Creating original	Whole class instrument lesson unit 1 - South Africa	Whole class instrument lesson unit 1 - South Africa	Jazz Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.	Traditional instruments and improvisation Introducing to traditional Indian music. Learning about the rag and tal, listening to a range of examples of Indian music, identifying traditional instruments and creating improvisations and performing.

		compositions to match an animation.				
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	Village settlers – where would you choose to build a city/village?	Why are rainforests important to us?	How hard was it to invade and settle in Britain?	Were the Vikings raiders, traders or settlers?	What was important to the Ancient Egyptians?	
Music Tasks, activities resources and ideas	Rock and Roll Learning about the origin and features of rock and roll music, playing the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a while-class piece.	Body and tuned percussion (rainforests) Exploring the rainforest through music whilst being introduced to new musical terms. Using a mixture of body percussion and tuned percussion instruments to create rhythms of the rainforest, layer by layer.	Changes in pitch, dynamics and tempo (theme rivers) Linking to geography learning, pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Haiku, music and performance Using descriptive vocabulary to create a Haiku, putting it to music and adding percussion sound effects to bring all elements together before a final, group performance.	Samba and carnival sounds and instruments Introducing samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.	Whole class instrumental lessons – playing the xylophone and glockenspiel.

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	Why do oceans matter?	What was life like in Tudor England?	What was life like in Tudor England?	What does the census tell us about our local area?	Why does population change?	Can I carry out an independent field work enquiry?
Music Tasks, activities resources and ideas	Composition based upon knowledge about the Tudors.	Blues: Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing.	South and West Africa Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.	Composition to represent the festival of colour. Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.	Looping and remixing Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.	Musical theatre: An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects.

Year 5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	Would you like to live in a desert?	How have children's lives changed?	How did the achievements of the Ancient Maya impact their society and beyond?	How did the achievements of the Ancient Maya impact their society and beyond?	Where does our Food come from?	Can I carry out an independent fieldwork enquiry?
Music Tasks, activities resources and ideas	Composition: Y5 Composition notation – Ancient Egypt	Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts	Whole class instrumental South Africa	Whole class instrumental South America	Developing key musical skills.	Whole class instrumental = Caribbean.

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Driver/Theme	What was life like in the alps?	How did evacuation affect society?	What can we learn from the ancient Greeks?	What can we learn from the ancient Greeks?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Music Tasks, activities resources and ideas	Dynamics, pitch and tempo. Appraising the work of Mendelssohn and further developing	Songs of WW2 Developing greater accuracy in pitch and control. Identifying pitches within an	Film music. Exploring and identifying the characteristics of film music. Creating a composition and graphic	Theme and variation. Exploring the musical concept of theme and variations and discovering how rhythms can	Baroque. Exploring music of the Baroque Period (from 1600-1750). Looking at the great Baroque composers and musicians and at the	Composing and performing a leaver's song. Creating their own leavers' song personal to their experiences as a class; listening to and

	the skills of improvisation and composition.	octave when singing and using knowledge of pitch to develop confidence when singing in parts	score to perform alongside a film.	'translate' onto different instruments	structural and stylistic features of the music that they wrote and performed.	critiquing well known songs, writing the lyrics,, exploring the concept of the four chord backing track and composing melodies
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Progression of Skills

Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music. - Exploring lyrics by suggesting appropriate actions. - Exploring the story behind the lyrics or music. Listening to and following a beat using body percussion and instruments. - Considering whether a piece of music has a	- 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	- 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.	- 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.	- 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 dimensions of music. - Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.	- 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	- 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 reference to musical vocabulary. - Identifying the way that features of a song can complement one

fast, moderate or slow tempo. • Listening to sounds and matching them to the object or instrument. • Listening to sounds and identifying high and low pitch. • Listening to and repeating a simple rhythm. Listening to and repeating simple lyrics. • Understanding that different instruments make different sounds and grouping them accordingly	and through movement. • Describing the differences between two pieces of music. • Expressing a basic opinion about music (like/dislike). Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group.		• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	• Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	another to create a coherent overall effect. • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. • Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
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Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Playing untuned percussion 'in time' with a piece of music. - Selecting classroom objects to use as instruments. - Experimenting with body percussion and vocal sounds to respond to music. - Selecting appropriate instruments to represent action and mood. - Experimenting with playing instruments in different ways.	- Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. - Combining instrumental and vocal sounds within a given structure. - Creating simple melodies using a few notes. - Choosing dynamics, tempo and timbre for a piece of music. - Creating a simple graphic score to represent a composition. - Beginning to make improvements to their work	- Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. - Successfully combining and layering several instrumental and vocal patterns within a given structure. - Creating simple melodies from five or more notes. - Choosing appropriate dynamics, tempo and timbre for a piece of music. - Using letter name and graphic notation to represent the details of their composition.	- Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). - Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary.	- Composing a coherent piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. - Suggesting and implementing improvements to their own work, using musical vocabulary. - Composing a coherent piece of music in a given style with voices, bodies and instruments.	- 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. - Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - Using staff notation to record rhythms and melodies. - Selecting, discussing and refining musical choices both alone and with others, using musical	- Improvising coherently and creatively within a given style, incorporating given features. - Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. - Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - Recording own composition using appropriate forms of notation and/or technology and incorporating. - Constructively critique their own and others' work, using musical vocabulary.

	as suggested by the teacher.	Beginning to suggest improvements to their own work.		- Beginning to improvise musically within a given style. - Developing melodies using rhythmic variation, transposition, inversion, and looping. - Creating a piece of music with at least four different layers and a clear structure. - Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. - Suggesting improvements to others' work, using musical vocabulary.	vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work	
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Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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- Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. - Moving to music with instruction to perform actions. - Participating in performances to a small audience. - Stopping and starting playing at the right time.	- Using their voices expressively to speak and chant. - Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. - Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. - Copying back short rhythmic and melodic phrases on percussion instruments. - Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. - Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - Performing expressively using dynamics and timbre to alter sounds as appropriate. - Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. - Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - Playing syncopated rhythms with accuracy, control and fluency.	- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - 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. - Performing with accuracy and fluency from graphic and simple staff notation. - Playing a simple chord progression with accuracy and fluency.	- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - Performing a solo or taking a leadership role within a performance. - Performing with accuracy and fluency from graphic and staff notation and from their own notation. - Performing by following a conductor's cues and directions.
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The inter-related dimensions of music.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To 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	To know that different notes have different durations, and that crotchets are worth one whole beat. To know	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know	To know that 'poly-rhythms' means many different rhythms played at once. To know that	To understand that all types of music notation show note duration. To understand that representing

			know that the long and short sounds of a spoken phrase can be represented by a rhythm..	that written music tells you how long to play a note for.	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.	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.	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.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect. To understand that the pulse of music can change. To know that my voice, body and	N/A	To know that playing in time means all performers playing together at the same speed.	To understand that a slow tempo can be used to make music sound sad. To understand that varying effects can be created using only your voice, for example by	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

			instruments can show fast and slow beats.			changing the pitch, dynamic or tempo of the sounds made.	
Timbre	To know that different instruments can sound like a particular character. To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody. To know that a counter-melody is different to

							harmony because it uses a different rhythm as well as complementary notes. To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way. To know that ground bass is a repeating

							melody played on a bass instrument in Baroque music.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	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.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals.