through movement **Composition, Improvisation, Timbre & Texture** - I know how to put sounds together to create a piece **Use of Instruments** - I know how to handle percussion instruments correctly **Performing** - I know how to perform a song or rhyme with my friends in class	**Pitch** - I know how to identify changes in pitch and talk about pitch using correct vocabulary high/low higher/lower **Composition, Improvisation, Timbre & Texture** - I know how to compose a piece using short sequences of sound within a structure **Use of Instruments** - I know how to recognise 6+ untuned percussion instruments by sound and identify by name. I know how to choose musical sound effects to follow a storyline /match a picture **Performing** - I know how to perform appropriately in a Call & Response song	**Pitch** - I know how to sing a simple song showing the pitch with gesture (soh me) **Composition, Improvisation, Timbre & Texture** - I know how to put sounds together that have a beginning middle-end **Use of Instruments** - I know how to listen to, identify and group instruments according to sound and how they are played (tap, scrape, shake) **Performing** - I know how to perform an additional part in a song or rhyme in a group (beat, ostinato)	**Pitch** - I know how to relate pitch to symbols eg. la-soh-me soh-me-doh listen and copy patterns accurately **Composition, Improvisation, Timbre & Texture** - I know how to work in a group to control a variety of sounds from one instrument. I can use and change dynamics & timbres **Use of Instruments** - I know how to create and control a variety of sounds from one instrument, using dynamics and different timbres **Performing** - I know how to perform a 2 part piece using pulse and rhythm in class I know how to perform a solo to my class	**Pitch** - I know how to represent pitched sounds to perform from a score 1 line and 2 line stave or more **Composition, Improvisation, Timbre & Texture** - I know how to create a group accompaniment to a piece or a song **Use of Instruments** - I know how to choose, play and perform a layered piece in a group using instruments appropriate to the task **Opportunity to learn a brass instrument** **Performing** - I know how to perform a group piece to an audience I know how to model dynamic contrast within a song	**Pitch** - I know how to read and perform from a pitched stave of 3-5 lines (with pitch names) **Composition, Improvisation, Timbre & Texture** - I know how to compose and notate a piece of music in a small group controlling the pitch and dynamics according to the score **Use of Instruments** - I know how to work in a group to perform a piece adjusting pitch and dynamics according to the score **Opportunity to learn a brass instrument** **Performing** - I know how to perform within a group to a large audience I know how to perform with sensitivity to different dynamics and tempi	quaver, semiquaver) I know how to use semiquavers correctly (4 x 1/16 note patterns) **Pitch** - I know how to read and perform from a treble stave within a pitch range of C-C **Composition, Improvisation, Timbre & Texture** - I know how to compose and write a piece of music in a group within a given structure, rehearse and perform it from a score. **Use of Instruments** - I know how to change the timbre effectively within a group piece by making appropriate choices of instrumentation **Opportunity to learn a brass instrument** **Performing** - I know how to perform with attention to musical detail
			Vocabulary			
Pitch: High - low **Dynamics:** Loud - quiet **Tempo:** Fast - slow **Mood:** Happy - sad **Articulation:** Smooth - jerky **Texture:** 1 or more sounds heard simultaneously **Duration:** long short **Verse:** part of a song; the words are different in each verse and are sung to the same melody each time **Chorus:** part of a song; the words and the tune are the same each time the chorus is sung; the chorus is usually sung between verses **Diction** pronunciation of spoken words & sung lyrics **Percussion instruments**	**Pitch:** High higher low lower **Dynamics:** Loud louder quiet quieter **Tempo:** Fast faster slow slower **Mood:** Happy sad calm exciting **Articulation:** Smooth - jerky **Texture:** 1 or more sounds heard simultaneously **Duration:** long short longer shorter **Rhythm:** the pattern of long and short sounds **Verse: Chorus: Diction** **Phrase** a line in a song, (breathe at the beginning of each phrase) groups enter at different times singing the same melodic material	**Pitch** - how high or low a note is **Pulse** - the steady beat that never changes **Tempo** - speed of the music **Duration** - long and short sounds **Rhythm** - a pattern of long and short sounds(notes) of definite length **Dynamics** - volume, loud quiet **Timbre** - the quality on the sound **Texture** - layers of sound **Ostinato** - repeated pattern **Melody** - the tune **Phrase** - a musical idea, sentence **Verse: Chorus: Diction Tuned and Un-tuned percussion instruments**	**Pitch** the height of a note high & low, getting higher ascending, getting lower descending **Tempo** fast & slow, faster slower **Dynamics** - loud & quiet, louder quieter, gradation of dynamic **Timbre** - type of sound instrumental difference, colour of sound **Thinking Voice** Woodwind Brass Percussion Strings **Texture** thin texture - one layer of sound, thicker texture - several layers of sound, rich **Articulation** smooth or jerky, staccato - short & detached, legato - smooth, accent - sudden forced note **Mood** - calm or exciting,	**Pitch** the height of a note high & low, getting higher - ascending, getting lower - descending **Tempo** fast & slow, faster slower *Allegro* - fast & lively. *Andante* - at a walking speed, *Lento* - slow, *Largo* - very slow **Dynamics** - loud & quiet, *p* - piano - quiet, *f* - forte - loud, *Crescendo* - getting louder, *Diminuendo* - getting quieter, gradation of dynamic **Timbre** - type of sound instrumental difference, colour of sound **Thinking Voice** Woodwind Brass Percussion Strings **Texture** thin texture - one layer of sound, thicker texture - several layers of sound, rich **Articulation** smooth or jerky,	**Pitch** the height of a note high & low, getting higher ascending, getting lower descending **Tempo** fast & slow, faster slower *Allegro* - fast & lively. *Andante* - at a walking speed, *Lento* - slow, *Largo* - very slow **Dynamics** - loud & quiet, *p* - piano - quiet, *f* - forte - loud, *Crescendo* - getting louder, *Diminuendo* - getting quieter, gradation of dynamic **Timbre** - type of sound instrumental difference, colour of sound **Thinking Voice** Woodwind Brass Percussion Strings **Texture** thin texture - one layer of sound, thicker texture - several layers of sound, rich **Articulation** smooth or jerky,	**Pitch** the height of a note high & low, getting higher ascending, getting lower descending **Tempo** fast & slow, faster slower Allegro - fast & lively. Andante - at a walking speed, Lento - slow, Largo - very slow **Dynamics** - loud & quiet, p - piano - quiet, f - forte - loud, Crescendo - getting louder, Diminuendo - getting quieter, gradation of dynamic **Timbre** - type of sound instrumental difference, colour of sound **Thinking Voice** Woodwind Brass Percussion Strings **Texture** thin texture - one layer of sound, thicker texture - several layers of sound, rich **Articulation** smooth or jerky,

instruments played by shaking, striking, shaking the instrument	**Un-tuned percussion instruments:** percussion instruments which do not produce a definite pitch when struck, shaked or scraped e.g. drum, tambourine, maracas etc. **Tuned Percussion** percussion instruments on which a tune or melody can be played	Projection singing to be heard at a distance (not shouting) **Unison** all singing the same tune together at the same time **Thinking Voice –** singing inside the head, internalisation	**Verse: Chorus: Phrase Diction Projection Unison Tuned and Un-tuned percussion instruments** **Choir** a group of singers who sing and perform together **Round** groups enter at phrase ends singing the identical material **Bar or Measure** – is a segment of time corresponding to a specific number of beats, the boundaries of the bar are indicated by vertical bar lines. **Xylophone** tuned percussion instrument made from wood **Glockenspiel** tuned percussion instrument with bars made from **metal Metallophone** tuned percussion instrument with bars made from **metal**	*staccato* – short & detached, *legato* – smooth, accent – sudden forced note **Mood –** calm or exciting, dramatic, emotional, **Verse: Chorus: Phrase Diction Projection Unison Choir Round Bar or Measure Tuned and Un-tuned percussion instruments** **Accompaniment –** music which supports the main melody **Ensemble** – More than 1 person performing in a group at a time **Metre** – how the music is divided up, strong and weak beats ie 2 beats per bar **Score –** a visual representation of music **Graphic Score –** sounds represented in shapes, lines etc representing sound, created so the piece can be repeated **Stave** – 1,2,3 of 5 lines to aid the reading of pitch **Improvise** – to make up. create and perform (music) spontaneously or without preparation. **Audience** a collection of people who listen respectfully to a performance	staccato – short & detached, legato – smooth, accent – sudden forced note **Mood –** calm or exciting, dramatic, emotional, *dolce* – sweetly *tranquillo* – calmly *energico* – with energy *misterioso* – mysteriously *leggiero* – lightly *risoluto* – bold & strong **Verse: Chorus: Phrase Diction Projection Unison Choir Round Ensemble Accompaniment Metre Bar or Measure Score Graphic Score Stave Improvise Audience Tuned and Un-tuned percussion instruments** singer **Solo** 1 singers/parts **Duet** 2 singers/parts **Trio** 3 singers/parts	staccato – short & detached, legato – smooth, accent – sudden forced note **Mood –** calm or exciting, dramatic, emotional, dolce – sweetly tranquillo – calmly energico – with energy misterioso – mysteriously leggiero lightly risoluto – bold & strong **Verse: Chorus: Phrase Diction Projection Unison Choir Round Ensemble Accompaniment Metre Bar or measure Tuned and Un-tuned percussion instruments** **Solo Duet Trio Quartet Score Graphic Score Stave Improvise Audience** **Treble clef** – on a 5 line stave for fixed pitch **Form & Structure –** how a piece is organised, Call & Response, AB –Binary Form, ABA–Ternary Form, ABACA Rondo Form

Whole School Opportunities for Music & Haxby Road 100	

Christmas Service/shared concert MEG workshops relating to Year group topics	Christmas Service/shared concert MEG workshops relating to Year group topics	Christmas Service/shared concert MEG workshops relating to Year group topics	Christmas Service/shared concert MEG workshops relating to Year group topics	Christmas Service/shared concert MEG workshops relating to Year group topics	Christmas Service/shared concert MEG workshops relating to Year group topics Enrichment Choir Opportunities for involvement with University of York Music Projects	Christmas Service/shared concert MEG workshops relating to Year group topics Enrichment Choir Opportunities for involvement with University of York Music Projects