

# St Augustine’s School

## Music Components and Composite

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal:</b></p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	<p><b>National Curriculum Objectives:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>- use their voices expressively and creatively by singing songs and speaking chants and rhyme</li><li>- play tuned and untuned instruments musically</li><li>- listen with concentration and understanding to a range of high-quality live and recorded music</li><li>- experiment with, create, select and combine sounds using the inter-related dimensions of music</li></ul>		<p><b>National Curriculum Objectives:</b></p> <p>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.</p> <p>Pupils should be taught to:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>			
Performing						
<p>Can they use their voice to speak/sing/chant?</p> <p>Do they join in with familiar songs and nursery rhymes?</p> <p>Can they perform songs with others and – when appropriate – try to move in time with the music?</p> <p>Can they copy simple rhythms and clap them?</p> <p><b>Challenge:</b></p> <p>Can they use instruments to perform?</p>	<p>Can they use their voice to speak/sing/chant?</p> <p>Do they join in with singing?</p> <p>Can they use instruments to perform?</p> <p>Do they look at their audience when performing?</p> <p>Can they clap short rhythmic patterns?</p> <p>Can they copy sounds?</p> <p><b>Challenge:</b></p> <p>Can they make loud and quiet sounds?</p> <p>Do they know that the chorus keeps being repeated?</p>	<p>Do they sing and follow the melody/tune?</p> <p>Do they sing accurately at a given pitch?</p> <p>Can they perform simple patterns and accompaniments keeping a steady pulse?</p> <p>Can they perform with others?</p> <p>Cant hey play simple rhythmic patterns on an instrument?</p> <p>Can they clap/sing a pulse increasing or decreasing tempo?</p> <p><b>Challenge:</b></p> <p>Can they sing/play rhythmic patterns in contrasting tempo; keeping the pulse?</p>	<p>Do they sing in tune with expression?</p> <p>Do they control their voice when singing?</p> <p>Can they play clear notes on instruments?</p> <p><b>Challenge:</b></p> <p>Can they work with a partner to create a piece of music using more than one instrument?</p>	<p>Can they sing songs from memory with accurate pitch?</p> <p>Can they perform a simple part rhythmically?</p> <p>Can they improvise using repeated patterns?</p> <p><b>Challenge:</b></p> <p>Can they use selected pitches simultaneously to produce simple harmony?</p>	<p>Do they breathe in the correct place when singing?</p> <p>Can they sing and use their understanding of meaning to add expression?</p> <p>Can they maintain their part whilst others are performing their part?</p> <p>Can they perform ‘by ear’ and from simple notation?</p> <p>Can they improvise within a group using melodic and rhythmic phrases?</p> <p><b>Challenge:</b></p> <p>Can they use pitches simultaneously to produce harmony?</p> <p>Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</p>	<p>Can they sing a harmony part confidently and accurately?</p> <p>Can they perform parts from memory?</p> <p>Can they perform following notations?</p> <p>Can they provide rhythmic support?</p> <p><b>Challenge:</b></p> <p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p>
Composing and notation						
<p>Can they make simple sounds with their voice?</p> <p>Can they make simple sounds with instruments?</p> <p>Can they identify changes in sounds?</p> <p>Can they make sounds to reflect a mood or feeling?</p> <p><b>Challenge:</b></p> <p>Can they make a sequence of sounds?</p>	<p>Can they make different sounds with their voice?</p> <p>Can they make different sounds with instruments?</p> <p>Can they identify changes in sound?</p> <p>Can they make sounds to reflect a mood or feeling?</p> <p>Can they repeat (short rhythmic and melodic) patterns?</p> <p>Can they make a sequence of sounds?</p> <p><b>Challenge:</b></p> <p>Can they tell the difference between long and short sounds?</p> <p>Can they tell the difference between high and low sounds?</p> <p>Can they give a reason for choosing an instrument?</p>	<p>Can they create sounds to create a beginning, middle and end?</p> <p>Can they create music in response to a different starting point?</p> <p>Can they choose sounds which create an effect?</p> <p>Can they use symbols to represent sounds?</p> <p>Can they make connections between notation and musical sounds?</p> <p><b>Challenge:</b></p> <p>Can they use simple structures in a piece of music?</p>	<p>Can they use different elements in their compositions?</p> <p>Can they create repeated patterns with different instruments?</p> <p>Can they compose melodies and songs?</p> <p>Can they create accompaniments for tunes?</p> <p>Can they combine different sounds to create a specific mood or feeling?</p> <p><b>Challenge:</b></p> <p>Do they understand how the use of tempo can provide contrast within a piece of music?</p>	<p>Can they use notation to record and interpret sequences of pitches?</p> <p>Can they use standard notation?</p> <p>Can they use notations to record compositions in a small group or on their own?</p> <p>Can they use their notation in a performance?</p> <p><b>Challenge:</b></p> <p>Can they show how they can use dynamics to provide contrast?</p>	<p>Can they change sounds or organise them differently to change the effect?</p> <p>Can they compose music which meets specific criteria?</p> <p>Can they use simple notation to denote tempo and pitch?</p> <p>Can they choose the most appropriate tempo for a piece of music?</p> <p><b>Challenge:</b></p> <p>Do they understand the relation between pulse and syncopated patterns?</p>	<p>Can they use a variety of different musical devices in their composition?</p> <p>Do they recognise that different forms of notation serve different purposes?</p> <p>Can they use different forms of notation to record simple tempo and pitch?</p> <p>Can they combine groups of beats?</p> <p><b>Challenge:</b></p> <p>Can they show how a small change of tempo can make a piece of music more effective?</p>
Appraising						
<p>Can they say whether they like or dislike a piece of music?</p> <p>Can they say what different music makes them think</p>	<p>Can they show sounds using pictures?</p> <p>Can they respond to different moods of music?</p> <p>Can they say how a</p>	<p>Can they improve their own work?</p> <p>Can they listen out for particular things when listening to music?</p> <p>Can they compare music?</p>	<p>Can they improve their work; explaining how it has improved?</p> <p>Can they use musical words (the elements of music) to describe a piece of music and</p>	<p>Can they explain the place of silence and say what effect it has?</p> <p>Can they start to identify the character of a piece of music?</p> <p>Can they describe and</p>	<p>Can they describe, compare and evaluate using musical vocabulary?</p> <p>Can they explain why they think their music is successful or</p>	<p>Can they analyse features within different pieces of music?</p> <p>Can they compare and contrast the impact that different composers from different times will have</p>



<p><b>Dynamics:</b> Loud, louder, quiet, quieter</p> <p><b>Timbre:</b> Descriptive words such as: light, heavy, bright, hollow, sullen, cold, warm, smooth, scratchy, chiming, clicking Words describing the qualities of sounds, such as: rattling, smooth, tinkling. Words relating to sound production, such as: hitting, shaking, scraping.</p> <p><b>Texture:</b> Solo, duet, ensemble, few/many</p> <p><b>Structure:</b> Beginning, middle, end, phrase, verse, chorus</p> <p><b>Techniques:</b> Breathing, posture, singing, whispering, talking, humming, blowing, striking, hitting, shaking, plucking, strumming.</p>	<p>syllables, rhythmic ostinato,</p> <p><b>Dynamics:</b> Loud- forte, getting louder – crescendo, quiet – piano, getting quieter – diminuendo</p> <p><b>Timbre:</b> Descriptive words such as light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking. Words describing the qualities of sounds, such as: rattling, smooth, tinkling. Words relating to sound production, such as: hitting, shaking, scraping.</p> <p><b>Texture:</b> Solo, duet, ensemble, few/many, combined</p> <p><b>Structure:</b> Beginning, middle, end, phrase, verse-chorus, round, repetition, introduction, interlude, drone, ostinato bass, melodic ostinato</p> <p><b>Techniques:</b> Breathing, posture, singing, whispering, talking, humming, blowing, striking, kitting, shaking, plucking, strumming</p> <p><b>Processes:</b> Composing, arranging, rehearsing, performing</p>	<p>syllables, rhythmic ostinato, rest, stave/staff semibreve – found beats Minim – two beats Crotchet – one beat Quaver – half beat Semiquaver – quarter beat</p> <p><b>Dynamics:</b> (moderately) loud – (mezzo) forte, very loud – fortissimo, getting louder – crescendo (moderately) quiet – (mezzo) piano, very quiet – pianissimo, getting louder – diminuendo</p> <p><b>Timbre:</b> Descriptive words such as light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking. Words describing the qualities of sounds, such as: rattling, smooth, tinkling. Words relating to sound production, such as: hitting, shaking, scraping, attack, decay, accent</p> <p><b>Texture:</b> Solo, duet, ensemble, few/many, combined</p> <p><b>Structure:</b> Beginning, middle, end, phrase, verse-chorus, round, repetition, introduction, interlude, drone, ostinato bass, melodic ostinato</p> <p><b>Techniques:</b> Breathing, posture, singing, whispering, talking, humming, blowing, articulation, projection, striking, kitting, shaking, plucking, strumming</p> <p><b>Processes:</b> Improvising, composing, arranging, notating, layering, accompaniment, rehearsing, performing.</p>
<b>Visits/Visitors and websites</b>		
<p><b>Visitors</b></p> <p>Dorset Music Service Peripatetic teachers – visits to classes</p>	<p><b>Visits</b></p> <p>Weymouth Pavilion Weymouth College Y6 – London Theatre (residential) Bournemouth Symphony Orchestra (BIC)</p>	<p><b>Websites</b></p> <p>Music Express Artis Education English Folk, Dance and Song Society (EFDSS) Musical Futures BBC Bring the Noise Classic For Kids</p>