# St Augustine's School

# **Music Components and Composite**

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Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.	National Curriculum Objectives: Pupils should be taught to:  - use their voices expressively and creatively by singing songs and speaking chants and rhyme - 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 interrelated dimensions of music		National Curriculum Objectives: 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.			
			Performing			
Can they use their voice to speak/sing/chant? Do they join in with familiar songs and nursery rhymes? Can they perform songs with others and – when appropriate – try to move in time with the music? Can they copy simple rhythms and clap them?  Challenge: Can they use instruments to perform?	Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when performing? Can they clap short rhythmic patterns? Can they copy sounds?	Do they sing and follow the melody/tune? Do they sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Cant hey play simple rhythmic patterns on an instrument? Can they clap/sing a pulse increasing or decreasing tempo?	Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments?	Can they sing songs from memory with accurate pitch? Can they perform a simple part rhythmically? Can they improvise using repeated patterns?	Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression? Can they maintain their part whilst others are performing their part? Can they perform 'by ear' and from simple notation? Can they improvise within a group using melodic and rhythmic phrases?	Can they sing a harmony part confidently and accurately? Can they perform parts from memory? Can they perform following notations? Can they provide rhythmic support?
	Challenge: Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?	Challenge: Can they sing/play rhythmic patterns in contrasting tempo; keeping the pulse?	Challenge: Can they work with a partner to create a piece of music using more than one instrument?	Challenge: Can they use selected pitches simultaneously to produce simple harmony?	Challenge: Can they use pitches simultaneously to produce harmony? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	Challenge: Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
			Composing and notation			
Can they make simple sounds with their voice? Can they make simple sounds with instruments? Can they identify changes in sounds? Can they make sounds to reflect a mood or feeling?  Challenge: Can they make a sequence of sounds?	Can they make different sounds with their voice? Can they make different sounds with instruments? Can they identify changes in sound? Can they make sounds to reflect a mood or feeling? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?	Can they create sounds to create a beginning, middle and end? Can they create music in response to a different starting point? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notation and musical sounds?	Can they use different elements in their compositions? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?	Can they use notation to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?	Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use simple notation to denote tempo and pitch? Can they choose the most appropriate tempo for a piece of music?	Can they use a variety of different musical devices in their composition? Do they recognise that different forms of notation serve different purposes? Can they use different forms of notation to record simple tempo and pitch? Can they combine groups of beats?
	Challenge: Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?	Challenge: Can they use simple structures in a piece of music?	Challenge: Do they understand how the use of tempo can provide contrast within a piece of music?	Challenge: Can they show how they can use dynamics to provide contrast?	Challenge: Do they understand the relation between pulse and syncopated patterns?	Challenge: Can they show how a small change of tempo can make a piece of music more effective?
Can they say	Can they show	Can they improve their	Appraising  Can they improve their	Can they explain the place	Can they describe,	Can they analyse features
whether they like or dislike a piece of music? Can they say what different music makes them think	sounds using pictures? Can they respond to different moods of music? Can they say how a	own work? Can they listen out for particular things when listening to music? Can they compare music?	work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and	of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and	compare and evaluate using musical vocabulary? Can they explain why they think their music is successful or	within different pieces of music? Can they compare and contrast the impact that different composers from different times will have

of or feel like? Can they choose sounds to represent different things? Can they recognise repeating patterns is a piece of music?	piece of music makes them feel? Can they say whether they like or dislike a piece of music and why? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing?		compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?	identify the different purposes of music? Can they identify music from different time periods?	unsuccessful? Can they suggest improvements to their own of others' work? Can they contrast the work of famous composers and show preferences?	had on the people of the time?
Challenge: Can they show sounds using pictures?	Challenge: Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? Can they identify two types of sound happening at the same time?	Challenge: Can they tell whether a change is gradual or sudden?	Challenge: Can the identify repetition, contrasts and variation?	Challenge: Can they identify how the timbre can change the effect of a piece of music?	Challenge: Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?	Challenge: Can they appraise the introductions interludes and endings for songs and compositions they have created?
	Sume time,		Non-Negotiables			
Weekly music lesson	Weekly music lesson	Weekly music lesson	Weekly music lesson	Weekly music lesson.	Weekly music lesson	Weekly music lesson
	Final piece of work recorded each term.	Final piece of work recorded each term.	Final piece of work recorded each term.	Final piece of work recorded each term.	Final piece of work recorded each term.	Final piece of work recorded each term.
	To watch at least one high quality performance.  To perform live to an audience.	To watch at least one high quality performance.  To perform live to an audience.	To watch at least one high quality performance.  To learn basic skills on a simple wind instrument.	To watch at least one high quality live performance. To learn basic skills on a simple tuned instrument.	Written notation/composition handed for at least one topic.  To watch at least one high	Written notation/composition handed for at least one topic.  To watch at least one high
			To perform live to an audience.	To perform live to an audience.	quality live performance.  To perform live to an audience.	quality live performance. To perform live to an audience.
		Co	mposite Curriculum Go	pals		
Autumn Creating pieces links to loud and quiet sounds.  Spring	Autumn Class composition using instruments. Copying natural sounds and identify pitch.	Autumn Term  Perform and sing a  piece of music, using  body percussion and  instruments.	Autumn Compose a piece of music which includes French vocabulary.	Autumn To perform and evaluate a Samba composition.	Autumn To compose, perform and record notation for a Christmas carol.	Autumn To compose and perform a composition based on Ancient Egypt.
Create pieces of music varying tempo.  Summer Using instruments to create pieces varying tempo and pace.	Spring Creating a piece of music using musical notation. British music artists and styles – comment on them using music vocabulary e.g. tempo.  Summer African drums performance.	Spring Create a weather sound scape.  Summer Using instruments to create pieces varying tempo and pace for animals in the safari.	Spring Create a battle soundscape.  Summer Compose and perform a body percussion piece.	Spring To create soundscape to convey emotion and accompany river soundscape.  Summer To compose and record own pieces using simple notation to record ideas.	Spring To compose and perform South American inspired music.  Summer To perform and appraise space compositions.	Spring To compose, perform and record a city soundscape.  Summer To perform the summer performance to an audience.

Vocabulary							
Reception, Year 1 & Year 2	Year 3 & 4	Year 5 & 6					
Pitch:	Pitch:	Pitch:					
Melody, tune, high/higher/going up, low/lower/going down,	Melody, tune, melodic phrase/pattern, high/higher, low/lower,	melody, tune, melodic phrase/pattern, high, (getting) higher, going					
steps/jumps/slides	jumps, slides steps, staying the same, pentatonic scale, note names	up, low, (getting) lower, going down, steps –jumps –slides, staying					
	(e.g. C, D, E, F etc.), melodic ostinato	the same, melodic ostinato, drone, pentatonic scale, note names A,					
Tempo:		B, C, etc. interval, unison, harmony					
Fast, faster, slow, slower	Tempo:	Towns					
	Fast, faster, slow, slower, pulse, different speeds	Tempo:					
Duration:		Fast, faster, slow, slower, pulse, different speeds					
Pulse, beat, start, stop, long, longer, short, shorter, sustained, staccato,	Duration:	Duration:					
rhythm	Steady pulse, beat, start, stop, long, longer, sustained, short,	Steady pulse, beat, start, stop, long, longer, sustained, short,					
	shorter, staccato, rhythm, rhythmic patterns, word rhythm,	shorter, staccato, rhythm, rhythmic patterns, word rhythm,					

# Dynamics:

Loud, louder, quiet, quieter

Descriptive words such as: light, heavy, bright, hollow, sull, cold, warm, smooth, scratchy, chiming, clicking

Words describing the qualities of sounds, such as: rattling, smooth,

Words relating to sound production, such as: hitting, shaking, scraping.

Solo, duet, ensemble, few/many

### Structure:

Beginning, middle, end, phrase, verse, chorus

# Techniques:

Breathing, posture, singing, whispering, talking, humming, blowing, striking, hitting, shaking, plucking, strumming.

syllables, rhythmic ostinato,

# Dynamics:

Loud- forte, getting louder – crescendo, quiet – piano, getting quieter – diminuendo

### Timbre:

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,

Words relating to sound production, such as: hitting, shaking, scraping.

Solo, duet, ensemble, few/many, combined

### Structure:

Beginning, middle, end, phrase, verse-chorus, round, repetition, introduction, interlude, drone, ostinato bass, melodic ostinato

### Techniques:

Breathing, posture, singing, whispering, talking, humming, blowing, striking, kitting, shaking, plucking, strumming

### Processes:

Composing, arranging, rehearsing, performing

syllables, rhythmic ostinato, rest, stave/staff

semibreve – found beats

Minim – two beats

Crotchet – one beat Quaver – half beat

Semiquaver – quarter beat

# Dynamics:

(moderately) loud – (mezzo) forte, very loud – fortissimo, getting louder – crescendo

(moderately) quiet – (mezzo) piano, very quiet – pianissimo, getting louder – diminuendo

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,

Words relating to sound production, such as: hitting, shaking, scraping, attack, decay, accent

Solo, duet, ensemble, few/many, combined

Beginning, middle, end, phrase, verse-chorus, round, repetition, introduction, interlude, drone, ostinato bass, melodic ostinato

# Techniques:

Breathing, posture, singing, whispering, talking, humming, blowing, articulation, projection, striking, kitting, shaking, plucking,

### Processes:

strumming

Improvising, composing, arranging, notating, layering, accompaniment, rehearsing, performing.

# Visits/Visitors and websites

### **Visitors**

**Dorset Music Service** Peripatetic teachers – visits to classes

# **Visits**

**Weymouth Pavilion** Weymouth College Y6 – London Theatre (residential) **Bournemouth Symphony Orchestra (BIC)** 

## Websites

Music Express **Artis Education** English Folk, Dance and Song Society (EFDSS) **Musical Futures** BBC Bring the Noise Classic For Kids