

Music Intent

Our scheme is formed from the statutory Framework for the EYFS and the National Curriculum. The scheme of work is knowledge-based but we have placed skills at the heart of music. The scheme enhances cultural capital through community projects and links and by trips and visits. The children for example, visit venues such as The Royal Northern College of Music, The Royal Exchange Theatre and The Bridgewater Hall.

We have gone further than the requirements of the National Curriculum to build a scheme of work that is ambitious but give our children a world perspective, for example, by incorporating famous musicians from around the world. The needs of our children mean that we have made reading, language and vocabulary development to be key features of music. The scheme has been designed and planned to give children the knowledge and skills that they need for later life such as: questioning, problem solving, freethinking, resilience, confidence and presenting skills and curiosity. In music, we have planned end points for pupils to attain by the end of the topic and year and these are written as knowledge and key skills. The music curriculum is designed as a spiral curriculum to enable children to develop and embed their skills in singing, performing, composing, listening and appraising.

The subject has been planned to develop pupils' personal development such as their social skills, empathy, compassion, respect and British Values. In using 'Sing up', 'Classical 100' and 'BBC 10 pieces' as resources to supplement the scheme, we develop pupils' spiritual, moral and cultural understanding whilst exposing them to a diverse range of musicians and composers such as: Vivaldi, Prokofiev, Shostakovich.

Equality and diversity are important to us at St Margaret's. The curriculum has been designed to give pupils an understanding of different groups in modern society such as different genders including gender identity, disability, culture, faith, ethnicity, sexuality and different ages. It has also been designed to incorporate a variety of historical periods. Throughout their time at St. Margaret's, children have the opportunity to learn how to play the African Drums and Steel Pans and learn about the culture surrounding these genres of music. The scheme of work has been designed and planned to develop pupils' practical skills and provide learning experiences that they would not normally be able to access. During Year 4, children learn to play the recorder and in Year 5 and 6, children learn to play the keyboards. In KS2, children also have the opportunity to use technology to record and compose music using 'Garage Band'. Throughout school, Kodaly vocabulary is used to teach musical notation. Assemblies are held weekly and there are opportunities for the children to perform regularly, for example, St. Margaret's X Factor.

We have a number of international new arrivals and as we recognise that Music is a universal language, our music curriculum is fully inclusive and will support children in developing their language acquisition and listening skills. The pupils who are disadvantaged and who have special needs and/or disabilities cover the same content as all pupils. Some pupils, who have specific needs or physical needs, will be withdrawn occasionally from lessons for specific exercises or interventions. Where a pupil has severe needs, the lesson is differentiated to ensure that the child can still participate and feel part of the music making. For children that display a particular aptitude or enthusiasm for Music, they are signposted to a range of extra-curricular activities for example, our in house rock band and external activities through Manchester Music Hub.

Music	Nursery	Reception	Year one	Year two	Year three	Year four	Year five	Year six
<p>It is expected that each lesson in KS1 and KS2 follows this structure:</p> <p>Warm up Singing Listening Playing instruments</p>								
Knowledge – by the end of the year pupils should know:								
Autumn One	<ul style="list-style-type: none"> To know how instruments are played To know whether to tap, shake or scrape instruments in order to make a sound To know what the pulse is 	<ul style="list-style-type: none"> To know how to play the instruments loud/fast/quiet/slow To know how to keep the pulse 	<ul style="list-style-type: none"> To know what dynamics means To know what tempo means To recognise and name the main percussion instruments – triangle, tambourine, maracas etc. To understand start and stop signals – green card/red card 	<ul style="list-style-type: none"> To understand what is meant by pulse To understand what is meant by rhythm To understand what is meant by metre To understand that pulse and rhythms can be played on simple untuned instruments. 	<ul style="list-style-type: none"> To understand what a rhythmic phrase is To understand the difference between pulse and rhythm To understand what is meant by metre To understand that rhythmic phrases can be played and repeated in an AB patterns To know and recognise the symbols for a crotchet, quaver and a crotchet rest. 	<p>RECORDERS</p> <ul style="list-style-type: none"> To know the parts of a recorder To know what the holes do To know how to make a sound on the recorder by using tonguing correctly To know how to play B-A-G To know where B-A-G are on the musical stave To know where to place fingers on a recorder – left hand at the top 	<ul style="list-style-type: none"> To know that tempo and dynamics can change the way a song sounds To know that different songs have different metres To know the sounds and symbols of musical notation using Kodaly vocabulary 	<ul style="list-style-type: none"> To know that tempo and dynamics can change the way a song sounds To know the history and culture of Brazilian music To know how to play different parts in a group ensemble
Autumn Two	<ul style="list-style-type: none"> To know what instruments are called To know how to play an instrument To know the signals for loud/quiet/fast/slow 	<ul style="list-style-type: none"> To know how to play the pulse To know how to play the rhythm 	<ul style="list-style-type: none"> To understand what a rhythm is. To understand what is meant by pulse. 	<ul style="list-style-type: none"> To know what dynamics and tempo means and recognise it within a song. 	<ul style="list-style-type: none"> To know a range of different types of Christmas song from different cultures – Feliz 	<ul style="list-style-type: none"> To know what the metre of a song is (2,3,4) To know how to sing in parts To know what is meant by 	<ul style="list-style-type: none"> To know that parts of a song can be sung simultaneously at two different pitches 	<p>KEYBOARDS</p> <ul style="list-style-type: none"> To know how to sing with increasing control and accuracy To know that parts of a song

	<ul style="list-style-type: none"> To know how to play loud/quiet/fast/slow 			<ul style="list-style-type: none"> To know when to respond in a song To know what notation is and when to sing To know that a crotchet (tea) has one beat and a quaver (coffee) is a half beat.. 	<p>Navidad, Mele Kalikimaka</p> <ul style="list-style-type: none"> To know that a song can be sung in multiple parts – Tell me a story, shining star To know that songs have phrases To know the tune of familiar songs – Jingle bells and Tell me a story... To know the smaller keys on a glockenspiel or xylophone are the higher notes and the larger keys are the lower notes 	<p>tempo and dynamics</p> <ul style="list-style-type: none"> To know the lyrics to a song To know the structure of a song eg. chorus, verse, instrumental 	<ul style="list-style-type: none"> To know that a song has different parts To know that instrumental accompaniments can add texture to a song 	<p>can be sung simultaneously at two different pitches</p> <ul style="list-style-type: none"> To know how to play the C major scale on a keyboard To know what C-C looks like on a musical stave
<p>Spring One</p>	<ul style="list-style-type: none"> To know how to play quietly/loudly/quickly/slowly To know the names of percussion instruments To know common nursery rhymes 	<ul style="list-style-type: none"> To know how to play instruments To know common nursery rhymes To know they can create their own words to songs 	<ul style="list-style-type: none"> To understand what is meant by timbre – different instruments can make different sounds. To know what materials percussion instruments are made out of. To understand what an ostinato is. 	<ul style="list-style-type: none"> To know what is meant by pitch To know that songs can have ascending and descending passages To understand what is meant by the word ostinato (repeated rhythm) 	<p>AFRICAN DRUMS – Every Y3 class will spend a term learning to play an instrument</p> <ul style="list-style-type: none"> To know the four different types of African drum: the dundun, the djembe, the bata and bougarabou. To understand the words base, tone and slap and relate this to how they the words 	<p>RECORDERS</p> <ul style="list-style-type: none"> To know the parts of a recorder To know what the holes do To know how to make a sound on the recorder by using tonguing correctly To know how to play B-A-G To know where B-A-G are on the musical stave To know where to place fingers 	<p>GARAGE BAND – iPads</p> <ul style="list-style-type: none"> To know how to record a loop using Garage Band (iPads) To know that music is made up of different layers (texture) <p>To understand that technology can be used to create music</p>	<p>KEYBOARDS</p> <ul style="list-style-type: none"> To know the history and culture of Blues music To know that Blues music is based around 12 bars To understand that in the 12 bar blues, there is a specific chord pattern to follow To know where blues scale is on a keyboard and how to play it

					<ul style="list-style-type: none"> look and sound. To know which parts of the hand to use to make the best sound. 	<ul style="list-style-type: none"> on a recorder – left hand at the top To know simple tunes 		<ul style="list-style-type: none"> To know that three notes played together make a chord
Spring Two	<ul style="list-style-type: none"> To know how to play quietly/loudly/quickly/slowly To know the names of percussion instruments To know common nursery rhymes 	<ul style="list-style-type: none"> To know the difference between pulse and rhythms To know they can create their own words to songs 	<ul style="list-style-type: none"> To understand what pitch is – higher and lower To understand turn taking when playing music To begin to understand structure of music eg. not playing all the time 	<ul style="list-style-type: none"> To know the names of percussion, brass and string instruments. To know what is meant by timbre. To know how to play a xylophone 		<ul style="list-style-type: none"> To know what is meant by rhythm and metre To know that music is structured in different ways To know the lyrics of a song and when to sing To know that tempo and dynamics affect how a song sounds To understand that music can be recorded using a device 	<ul style="list-style-type: none"> To know that dynamics and tempo change the way a song sounds To know that a song can be sung at two different pitches simultaneously To know that music can be structured to create effects and atmosphere 	
Summer One	<ul style="list-style-type: none"> To know how to play the rhythm of a song To know how to play the pulse of a song To know how to change the timbre of a voice 	<ul style="list-style-type: none"> To know how to copy a rhythm To know how to create a short rhythmic phrase To know how to take turns with a partner 	<ul style="list-style-type: none"> To know about the music that has originated from Manchester To know that parts of songs are repeated To understand that a rest in a song is a silent beat. 	<ul style="list-style-type: none"> To understand the difference between live and recorded music. To know the phrases of a song To know what is meant by texture To understand what a motif is 	<ul style="list-style-type: none"> To understand that different cultures have different instruments eg. China and Egypt To know the names of some Chinese instruments To understand what is meant by tempo and dynamics To understand that tempo and dynamics can be changed to 	<p>RECORDERS</p> <ul style="list-style-type: none"> To know the parts of a recorder To know what the holes do To know how to make a sound on the recorder by using tonguing correctly To know how to play B-A-G-E To know where B-A-G-E are on the musical stave To know where to place fingers 	<p>KEYBOARDS</p> <ul style="list-style-type: none"> To know where middle C is on the keyboard To know where CDEFG are and how to find them To know what sounds CDEFG make To know what CDEFG look like on the musical stave. 	<p>GARAGE BAND – iPads</p> <ul style="list-style-type: none"> To know how to record a loop using Garage Band (iPads) To know that music is made up of different layers (texture) To understand that technology can be used to combine synthetic and live sounds To know how to sing with increasing

					suit different purposes	<ul style="list-style-type: none"> on a recorder – left hand at the top To know how to play simple tunes To know how to perform when playing the recorder 		<ul style="list-style-type: none"> control and accuracy To know that parts of a song can be sung simultaneously at two different pitches To know how to perform for a live audience
Summer Two	<ul style="list-style-type: none"> To know how to play the rhythm of a song To know how to play the pulse of a song 	<ul style="list-style-type: none"> To know how to play the rhythm of a song To know how to play the pulse of a song 	<ul style="list-style-type: none"> To know that instruments can represent different sounds To know that instruments can be used to make different sounds - timbre 	<ul style="list-style-type: none"> To understand the graphic notation for a sound To know that different instruments produce different sounds To know how to compose music for a specific purpose 	<ul style="list-style-type: none"> To know the notation for crotchets (ta), quavers (ti-ti) and crotchet rest (ta break) To know what an ostinato is and that they can be played at the same time To know what G and E looks like on a stave 	<ul style="list-style-type: none"> To understand that ostinatos can accompany a song To know the symbols for crotchet, crotchet rest, quaver, semi-quaver. To know that an ostinato can reflect moods suggested by different stimuli eg. paintings, videos or poems. 	<p>KEYBOARDS</p> <ul style="list-style-type: none"> To know where middle C is on the keyboard To know where CDEGA are and how to find them To know what sounds CDEGA make and how they are different to the scale of CDEFG To know what CDEGA look like on the musical stave. To know that rhythmic and melodic phrases can be played together or separately. 	
Skills								
Autumn One	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs To know how instruments are played 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To experiment with sounds 	<ul style="list-style-type: none"> To sing familiar songs with varying dynamics and tempo – eg. Jelly on a plate, The Grand Old Duke of York To begin to play along with 	<ul style="list-style-type: none"> To identify and tap the pulse and rhythm of a song To copy a given rhythm To clap the rhythm of a 	<ul style="list-style-type: none"> To copy a rhythmic phrase To clap the rhythm of a song while others clap the pulse and vice versa 	<ul style="list-style-type: none"> To hold the recorder correctly To play the recorder correctly using the correct tonguing To hold the correct posture 	<ul style="list-style-type: none"> To choose an appropriate tempo and dynamic when singing To copy and improvise rhythmic phrases for 4 and 8 beat phrases 	<ul style="list-style-type: none"> To sing with appropriate tempo and dynamics To listen and respond to live and recorded music To listen to an individual

			<p>familiar songs recognising the pulse and rhythm</p> <ul style="list-style-type: none"> To experiment with playing untuned instruments. To listen and respond to recorded music – Vivaldi-Four Seasons. 	<p>song whilst singing</p> <ul style="list-style-type: none"> To play the rhythm of a song whilst others play the pulse and vice versa 	<ul style="list-style-type: none"> To tap the metre to songs – (2,3,4) To read and play 4 beat rhythms 	<p>while playing a recorder</p> <ul style="list-style-type: none"> To read and play B-A-G from the musical stave in rhythmic patterns To play simple tunes using the recorder To rehearse a composition 	<ul style="list-style-type: none"> To tap the metre whilst others are clapping the rhythm of a song and vice versa To experiment with different metres and play on beat one. To read, play and write 4&8 beat rhythm notation using the Kodaly symbols for crotchets (ta), crotchet rest, quavers (ti-ti), semi-quavers (tikatika), minim (two-oo), semi-breve (ta – ah – ah- ah). 	<p>rhythm in a five part structure</p> <ul style="list-style-type: none"> To copy and improvise rhythmic phrases (4&8 beats) To combine ostinato phrases and play them simultaneously To combine vocal and rhythmic ostinato phrases
Autumn Two	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs To know how instruments are played To begin to know the names of instruments 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To experiment with sounds To know what sounds instruments make To change the words to a song 	<ul style="list-style-type: none"> To clap the rhythm of a familiar song while singing. To copy a given rhythm. To tap the pulse while singing a familiar song. To tap along with the pulse while listening to a piece of recorded music - Saint-Saens –The carnival of the animals 	<ul style="list-style-type: none"> To describe changes in dynamics and tempo To sing at the appropriate time To tap out a crotchet and a quaver. To be able to read and play from simple notation flash cards 	<ul style="list-style-type: none"> To identify phrases in a song To come in at the appropriate place when singing a song in two parts To sing familiar songs To begin to play familiar songs on tuned instruments by ear To experiment with tempo and dynamics when singing To perform a song to an audience 	<ul style="list-style-type: none"> To tap out the metre of a song – (2,3,4) To learn the lyrics of a song and when to come in when singing in more than one part To sing with varying tempo and dynamics To perform to an audience 	<ul style="list-style-type: none"> To sing in two parts in harmony To analyse basic song structures To listen and identify individual parts in music To create and play an instrumental accompaniment to a song To listen and respond to live/recorded music To perform to a live audience 	<ul style="list-style-type: none"> To sing in two and three parts To sing in harmony To play simple tunes from ear and from notation To add an ostinato accompaniment to a familiar tune

Spring One	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs To sing familiar songs 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To know the names of instruments To sing familiar songs 	<ul style="list-style-type: none"> To play a simple ostinato. To select instruments to create different sounds. To use different instruments to make different sound effects – eg. different sounds for We’re going on a bear hunt. To identify different instruments used in recorded music eg. Herold – The clog dance. 	<ul style="list-style-type: none"> To trace the shape of a song using actions To play a simple ostinato as part of a group To create a melodic ostinato using two notes 	AFRICAN DRUMS <ul style="list-style-type: none"> To use palms of hands and fingers to play the drum. To copy and hold a rhythm. To play an African drum as part of small and large groups. To keep pace in line with a group. 	<ul style="list-style-type: none"> To hold the recorder correctly To play the recorder correctly using the correct tonguing To hold the correct posture while playing a recorder To improvise with B-A-G To listen to a range of recorder music To copy a melodic phrase To play simple tunes by ear 	<ul style="list-style-type: none"> To create a melody using Garage Band To edit a loop using knowledge of Garage Band To experiment with sounds to achieve an intended effect To apply knowledge of genres to a composition 	<ul style="list-style-type: none"> To listen and respond to a range of blues music To analyse the basic song structure of a blues song To sing a range of spiritual and gospel songs To play the notes of the blues scale – D E Fsharp G A Bflat C To improvise melodic phrases using the blues scale To notate simple melodic phrases on a musical staff To experiment with chord patterns in blues music in C To compose a piece of music to reflect mood
Spring Two	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs To sing familiar songs 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To know the names of instruments To sing familiar songs To create new words to familiar songs 	<ul style="list-style-type: none"> To take turns when playing a rhythm with a partner To improvise and create rhythms To trace the pitch of a song using their hands. 	<ul style="list-style-type: none"> To name the main instruments in the percussion, brass, woodwind and string family. To hold a beater accurately To play the melody of a five note song 		<ul style="list-style-type: none"> To clap the rhythm of a song whilst others are tapping the metre and vice versa To identify repeated and contrasting sections in recorded music To perform a song To explore and use changes of tempo and 	<ul style="list-style-type: none"> To choose appropriate dynamics and tempo whilst singing To sing in two part harmony To structure music to convey mood To compose a piece of music to evoke mood suggested by a stimulus using the interrelated dimensions of music 	

						dynamics when singing <ul style="list-style-type: none"> To sing in line with the song's structure To perform a song to be recorded and evaluate 		
Summer One	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs To sing familiar songs 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To know the names of instruments To sing familiar songs To play rhythms To turn take 	<ul style="list-style-type: none"> To identify repeated sections in a piece of music – use Manchester bands To be able to listen with intent. To identify rests in a song 	<ul style="list-style-type: none"> To identify that a song is made up of different parts To explore and create texture in a piece of music To identify a repeated motif. 	<ul style="list-style-type: none"> To recognise individual instruments in a piece of music To identify repeated and contrasting sections in recorded music To give an opinion on how music makes me feel To explore tempo and dynamics To alter tempo and dynamics 	<ul style="list-style-type: none"> To know how to play E To learn a song from ear or notation To play the recorder to a backing track To rehearse a number of songs on the recorder To play together as a group To play to an audience To work in pairs to structure a piece using two simple melodic phrases 	<ul style="list-style-type: none"> To play CDEFG on the keyboard To copy and improvise simple melodic phrases To play and sing a simple up and down tune To read and play simple melodic phrases from ear and from notation. To add a drone accompaniment to a simple tune To create an up and down tune using the notes CDEFG 	<ul style="list-style-type: none"> To create a melody using Garage Band To edit a loop using knowledge of Garage Band To experiment with sounds to achieve an intended effect To apply knowledge of genres to a composition To use voice recorder to incorporate live sounds in a composition
Summer Two	<ul style="list-style-type: none"> To develop a singing voice To take turns To play along to songs 	<ul style="list-style-type: none"> To develop a singing voice To respond to signals To experiment with sounds 	<ul style="list-style-type: none"> To identify sounds within a picture and choose an appropriate instrument to replicate it. To play collaboratively. To follow a conductor (teacher) and 	<ul style="list-style-type: none"> To compose and write a piece of music to a time lapse video of a plant growing. To use graphic notation to record their piece, 	<ul style="list-style-type: none"> To read and play 8 beat rhythm notation To play two ostinato rhythms simultaneously To read and play simple pitch notation (For G and E) 	<ul style="list-style-type: none"> To select an appropriate instrument play a simple ostinato to accompany a song To be able to read and play crotchet, crotchet rest, 	<ul style="list-style-type: none"> To create an up and down tune using the pentatonic scale (CDEGA) To improvise melodic phrases using the pentatonic scale To begin to record a composition 	<ul style="list-style-type: none"> To sing in two and three parts To sing in harmony To learn and rehearse a song To perform for a live audience To choose instruments to play a rhythmic

			respond to start/stop cues. <ul style="list-style-type: none"> To play with varying dynamics. 	specifying which instruments are being used. <ul style="list-style-type: none"> To rehearse, practise and record a composition 	<ul style="list-style-type: none"> To create and play a simple melodic phrase using G and E 	quaver and semi-quaver using the Kodaly vocabulary. <ul style="list-style-type: none"> To create an ostinato to represent a stimulus To perform an ostinato To create own compositions using found sounds using technology. 	using pitch notation. <ul style="list-style-type: none"> To organise rhythmic and melodic phrases in a simple structure 	or melodic accompaniment
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General skills including questioning, problem solving, presenting and curiosity

<ul style="list-style-type: none"> To take turns To listen to music To work co-operatively To develop a singing voice To experiment with sounds To know the names of instruments 	<ul style="list-style-type: none"> To take turns To listen to music To work co-operatively To develop a singing voice To experiment with sounds To know the names of instruments 	<ul style="list-style-type: none"> Working co-operatively To take turns To appraise each other's work with respect Experimenting with sounds Questioning To identify an instrument within a piece To respect music and stories from different cultures 	<ul style="list-style-type: none"> To respect traditions To project their voice and hold a singing posture To work together To listen and sing as a group To experiment with voice. To perform 	<ul style="list-style-type: none"> To respect traditions and be aware of music in different cultures. To project their voice and hold a singing posture To work together To listen and perform as a group. Recording Practise, rehearse and improve a piece Resilience 	<ul style="list-style-type: none"> To appreciate music from different eras Questioning Sharing Presenting Resilience Perseverance Listening Performing including adding movement to a performance. Contributing Creativity and imagination Problem solving 	<ul style="list-style-type: none"> To appreciate music from different eras Questioning Reasoning Sharing Presenting Resilience Perseverance Listening Rehearsing Performing independently and as part of a group Contributing Creativity and imagination Problem solving Appreciating others 	<ul style="list-style-type: none"> To appreciate music from different eras Questioning Reasoning Sharing Presenting Resilience Perseverance Listening Rehearsing Performing independently and as part of a group Contributing Creativity and imagination Problem solving Appreciating similarities
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Experiences/community project/world perspective								
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<ul style="list-style-type: none"> Nativity (A2) EYFS celebration event (SU1) Continuous provision 	<ul style="list-style-type: none"> Nativity (A2) EYFS celebration (SU1) Continuous provision 	<p>A1 = A visit from a local musician to introduce the instruments they are using. A2 – Beats from around the world – Asia, China, Africa – identifying and copying the beat. SP1: Visit to Chinatown – try to time with the parade – if at the weekend, video. SP2 – Easter Service at the Church. SU1 – Live keyboard performance from a local musician. SU2 – To perform live for an audience.</p>	<p>A1 – Performance from a recorder player A2 – Performance from the Salvation Army. Performing Christmas Carols outside a supermarket. SP1/2 - Rock band/keyboard specialist in to do a workshop. SU1 – A trip to a recording studio to look at how rhythm is laid over melody. SU2 – Showcase their performance.</p>	<p>A1 – Listen to an orchestra playing Planet Suite being played – can be live or a high quality recording. A2 – Performance from a choir. Performance to a care home. SP1/2 – African Drumming in school SU1 – Flute or recorder player to visit school. Listen to and watch video clips of Folk music from China. SU2 – Watch Lang Lang perform.</p>	<p>A1 – Ballroom dancers performing to a waltz. A2 – A visit from a choir singing in 3 parts. Go to early years setting to sing. SP1 – To visit the sound stage at BBC studios SP2 – Easter Service at the Church.</p>	<p>SP2 – Easter Service at the Church.</p>	<p>SP2 – Easter Service at the Church.</p>
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Vocabulary/Texts								
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<p>A1 - Rhythm Pulse Instruments Tap Scrape Shake</p> <p>A2 -</p>	<p>A1 - Rhythm Pulse Instruments Tap Scrape Shake</p> <p>A2 -</p>	<p>A1 – Dynamics Tambourine Bongo Triangle Maracas</p> <p>A2 – Beat</p>	<p>A1 – Notes Mouthpiece Tone holes Dynamics Pitch Duration</p> <p>A2 –</p>	<p>A1 – Crescendo Adagio Andante Dynamics Tempo Pitch Rhythm</p>	<p>A1 – 3-4 time Waltz Chord Simultaneous White and black notes</p> <p>A2 –</p>	<p>A1 - Impvise, rhythm, ostinato, crotchet, quaver, semi-quaver, minim, beats, rhythmic phrase. A2 - Impvise, rhythm, ostinato,</p>	<p>A1 - Tempo, dynamics, rhythm, tempo, samba, texture. A2 - Dynamics, tempo, lullaby, keyboard, white keys, black keys,</p>
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<p>Rhythm Pulse Instruments (maraca, drum, triangle etc.) Tap Scrape Shake</p> <p>SP1 – Rhythm Pulse Instruments Nursery rhymes</p> <p>SP2 – Rhythm Pulse Instrument Nursery Rhymes</p> <p>SU1 - Rhythm Pulse Instrument</p> <p>SU2 – Rhythm Pulse Instrument</p>	<p>Rhythm Pulse Instruments (maraca, drum, triangle etc.) Tap Scrape Shake</p> <p>SP1 – Rhythm Pulse Instruments Nursery rhymes</p> <p>SP2 – Rhythm Pulse Instrument Nursery Rhymes</p> <p>SU1 - Rhythm Pulse Instrument</p> <p>SU2 – Rhythm Pulse Instrument</p>	<p>SP1 – Tempo Culture The story of Chinese New Year</p> <p>SP2 – Song Verse Chorus Lyrics</p> <p>SU1 – Pitch Higher Lower Notes</p> <p>SU2 – Graphic Score Audience Live Compose</p>	<p>Pitch Duration Tempo Lyrics Chorus Verse Key Tune Christmas Carol</p> <p>SP1 – Rock and Roll Keyboards Notes Artist Minim, crotchet and quaver</p> <p>SP2 – Ostinato Atmosphere Pitch Beat Minim, crotchet and quaver</p> <p>SU1 – Rhythm Drum and different parts Symbols Shakers Wood Blocks Beater</p> <p>SU2 – Composition Record Perform Write Notations</p>	<p>A2 – Melody Round Tune Key Parts Pitch Tempo</p> <p>SP1/2 – The dundun The djembe The bata The bougarabou. Base Tone Slap</p> <p>SU1 – Staff notations Mouthpiece Notes Tone holes</p> <p>SU2 – Pianissimo Fortissimo Simultaneously Rest</p>	<p>Harmony Parts</p> <p>SP1 – Chorus Verse Melody Rhythm Sound effect</p> <p>SU1 - finger placement, mouthpiece, recorder, pulse, posture</p> <p>SU2 - Found sound, graphic score, ostinato, melody, orchestrate,</p>	<p>crotchet, quaver, semi-quaver, minim, beats, rhythmic phrase.</p> <p>SP1 – rap, lyrics, hip hop</p> <p>SP2 - Improvise, rhythm, ostinato, crotchet, quaver, semi-quaver, minim, beats, rhythmic phrase</p> <p>SU1/SU2 - Keyboard, white keys, black keys, notes, posture, pitch, rhythm, standby, volume.</p>	<p>notes, posture, pitch, rhythm, standby, volume.</p> <p>SP1 - improvise, blues, 12 bar blues</p> <p>SP2 - 12 bar blues, a cappella, classic clean guitar, soul organ, Liverpool bass, electronic keyboard</p> <p>SU1 - Garageband, SMART instruments, chords, beats, 8-bar track</p> <p>SU2 - voice, keyboard, drums, electric guitar, genre, pop, rock, anthem, metal</p>
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People

	<ul style="list-style-type: none"> • A1 – Madness • A2 – Katy Perry, Emile Waldteufel • SP1 – Nursery Rhymes • SP2 – Julia Donaldson • SU1 – Nursery Rhymes • SU2 – Nursery Rhymes 	<ul style="list-style-type: none"> • A1 - Putumayo • A2 – Nursery Rhymes, Aaron Kenny • SP1 – Nursery Rhymes • SP2 – Nursery Rhymes • SU1 - Benjamin Britten, Chopin • SU2 – Gustav Holst, Hans Zimmer 	<p>A1 – Vivaldi – Four seasons</p> <p>A2 – Saint-Saens – Carnival of the animals</p> <p>SP1 – Herold – The Clog Dance</p> <p>SU1 – Oasis, Take That, M People.</p> <p>SU2 – Chris Rhea – On the Beach Will Smith – Summertime Seals and Croft – Summer Breeze</p>	<p>A1 – Henry VIII Celine Dion – Amazing Grace</p> <p>A2 – T-Rex – So here it is Merry Christmas</p> <p>SP1 – Elvis Presley, Chuck Berry, Status Quo, Cliff Richards</p> <p>SP2 – Handel Arthur Brown Vengelis</p> <p>SU1 – Pyotr Tchaikovsky</p> <p>SU2 – Edvard Grieg – Peer Gynt Suite</p>	<p>A1 - Holst – specifically The Planets Suite</p> <p>A2 – Michael Buble – Feliz Navidad</p> <p>SP1 – Chevalier De Saint-Georges (The Black Mozart)</p> <p>SP2 – Bolokada Conde</p> <p>SU1 – Faye Wong</p> <p>SU2 – Lang Lang – A Chinese concert pianist.</p>	<p>A1 – Mozart, Strauss and Chopin.</p> <p>A2 – Mariah Carey. Bing Crosby.</p> <p>SP1 – Disney – Volcanoes.</p> <p>SU1 – Bach, Orlan Charles, Lucie Horsch</p> <p>SU2 – Delia Darbyshire,</p>	<p>A1 – Calvin Harris, Anna Meredith</p> <p>SP1 – Stormzy</p> <p>SP2 – Ravi Shankar</p> <p>SU1 – Beethoven, Chopin, Nina Simone</p> <p>SU2 – Lang Lang, Chiquinha Gonzaga</p>	<p>A2 – Mykola Leontovich</p> <p>SP1 – Bessie Smith, Chuck Berry</p> <p>SU1 – Doris Day</p>
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