



Music

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'Music is a universal language that embodies one of the highest forms of creativity'

(The National Curriculum)

At Stretham Community Primary School, we acknowledge that music can play a vital role in the social, emotional, mental, physical and academic development of our pupils. We aim to foster a life long love of music by exposing pupils to a rich and diverse musical library and igniting an inner passion for music. By offering pupils a high quality, engaging and progressive music curriculum, with enriching extra-curricular concert visits, participation in local music festivals and visits from musicians, pupils have opportunities to listen and respond to different musical styles, find their voices as singers and their confidence as performers and composers. Key music vocabulary is built-on and developed throughout the pupils' time in school. We strive to inspire *all* pupils to fulfil their potential, regardless of background or additional needs, cultivating a love of music whilst developing their knowledge, understanding and skills as musicians.

Kapow Primary Music Scheme underpins our music curriculum offer, offering an engaging and progressive scheme of work.



EYFS			
	Listening & Evaluating	Performing	Composing
<p>Progression of Skills</p> <p>*Also form part of the 'Inter-related dimensions of music' strand.</p>	<p>*Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Explore lyrics by suggesting appropriate actions.</p> <p>Explore the story behind the lyrics or music.</p> <p>Listen to and follow a beat using body percussion and instruments.</p> <p>*Consider whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listen to sounds and match them to the object or instrument.</p> <p>*Listen to sounds and identify high and low pitch.</p> <p>Listen to and repeat a simple rhythm.</p> <p>Listen to and repeat simple lyrics. Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Use their voices to join in with well-known songs from memory.</p> <p>Remember and maintain their role within a group performance.</p> <p>Move to music with instruction to perform actions.</p> <p>Participate in performances to a small audience.</p> <p>Stop and start playing at the right time.</p>	<p>Play untuned percussion 'in time' with a piece of music.</p> <p>Select classroom objects to use as instruments.</p> <p>Experiment with body percussion and vocal sounds to respond to music.</p> <p>Select appropriate instruments to represent action and mood.</p> <p>Experiment with playing instruments in different ways.</p>



Progression of Knowledge Inter-related dimensions of music	<u>Pitch</u> To know what ‘high’ and ‘low’ notes are.		<u>Duration</u> To recognise that different sounds can be long or short.		<u>Dynamics</u> To know that instruments can be played loudly or softly.		<u>Tempo</u> To recognise music that is ‘fast’ or ‘slow’. To know that we can match our body movements to the speed (tempo) or pulse (beat) of music.			
	<u>Timbre</u> To know that different instruments can sound like a particular character		<u>Texture</u> To know that music often has more than one instrument being played at a time.		<u>Structure</u> To recognise the chorus in a familiar song.		<u>Notation</u> To know that signals can tell us when to start or stop playing.			
Kapow Music Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	Celebration Music		*Exploring Sound		*Music and Movement		*Musical Stories		*Big Band	
Vocabulary	fast moderate slow long	percussion instrument tempo short	rhythm beat loud soft	quiet verse pulse	lyrics composer pitch	dynamic orchestra conductor	chorus high low			



Year 1				
	Listening & Evaluating		Performing	Composing
Progression of Skills *Also form part of the 'Inter-related dimensions of music' strand.	Recognise and understand the difference between pulse and rhythm. *Understand that different types of sounds are called timbres. *Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). Describe the character, mood, or 'story' of music they listen to, both verbally and through movement. Describe the differences between two pieces of music. Express a basic opinion about music (like/dislike). Listen to and repeat short, simple rhythmic patterns. Listen and respond to other performers by playing as part of a group.		Use their voices expressively to speak and chant. Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. Copy back short rhythmic and melodic phrases on percussion instruments. *Respond to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Select and creating short sequences of sound with voices or instruments to represent a given idea or character. Combine instrumental and vocal sounds within a given structure. Create simple melodies using a few notes. *Choose dynamics, tempo and timbre for a piece of music. Create a simple graphic score to represent a composition. Begin to make improvements to their work (under the guidance of the teacher).
Progression of Knowledge	<u>Pitch</u> To know that pitch means how high or low a note sounds.	<u>Duration</u> To know that rhythm means a pattern of long and short notes.	<u>Dynamics</u> To know that dynamics means how loud or soft a sound is.	<u>Tempo</u> To know that the 'pulse' is the steady beat that goes through music.



Inter-related dimensions of music	To know that 'tuned' instruments play more than one pitch of notes.			To know that sounds can be adapted to change their mood, e.g. through dynamics.		To know that tempo is the speed of the music.	
	<u>Timbre</u> To know that 'timbre' means the quality of a sound e.g. 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.		<u>Texture</u> To know that music has layers called 'texture'.	<u>Structure</u> To know that a piece of music can have more than one section, e.g. a verse and a chorus.		<u>Notation</u> To know that music can be represented by pictures or symbols.	
Kapow Music Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	*Pulse & Rhythm (All about me)	Classical Music, dynamics and tempo (Animals)	*Musical Vocabulary (Under the Sea)	*Timbre & Rhythmic Patterns (Fairy Tales)	*Pitch & Tempo (Superheroes)	Vocal & Body Sounds (By the Sea)	
Vocabulary	syllables composition structure	texture timbre verse	clarinet flute French horn	oboe strings timpani	layer mood percussion		



Year 2				
	Listening & Evaluating		Performing	Composing
Progression of Skills *Also form part of the 'Inter-related dimensions of music' strand.	*Recognise timbre changes in music they listen to. Recognise structural features in music they *listen to. Listen to and recognise instrumentation. *Begin to use musical vocabulary to describe music. Identify melodies that move in steps. Listen to and repeat a short, simple melody by ear. Suggest improvements to their own and others' work.		*Use their voices expressively when singing, including the use of basic dynamics (loud and quiet). Sing short songs from memory, with melodic and rhythmic accuracy. Copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. *Perform expressively using dynamics and timbre to alter sounds as appropriate. Sing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Select and creat longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. *Combine and layer several instrumental and vocal patterns within a given structure. Create simple melodies from five or more notes. *Choose appropriate dynamics, tempo and timbre for a piece of music. Use letter name and graphic notation to represent the details of their composition. Begin to suggest improvements to their own work.
Progression of Knowledge Inter-related dimensions of music	<u>Pitch</u> To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To know that a melody is made up from high and low pitched notes played one after the other, making a tune	<u>Duration</u> To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	<u>Dynamics</u> To know that dynamics can change the effect a sound has on the audience.	<u>Tempo</u> To know that the tempo of a musical phrase can be changed to achieve a different effect.



	<u>Timbre</u> To know that musical instruments can be used to create 'real life' sound effects. To know an instrument can be matched to an animal noise based on its timbre.		<u>Texture</u> To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.		<u>Structure</u> To know that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.		<u>Notation</u> To know that 'notation' means writing music down so that someone else can play it. To know that a graphic score can show a picture of the structure and / or texture of music.
Kapow Music Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	*African call and response song (Animals)	*Orchestral Instruments (Traditional Stories)	*Musical me	Dynamics, timbre, tempo and motifs (Space)	On the Island: British songs and sounds	*Myths and Legends	
Vocabulary	backing track call & response rhythmic notation	sequence woodwind tuba	trombone imitate pattern inter-related dimensions of music	atmosphere contrast improvise	motif notate layered effect	violin viola graphic score	



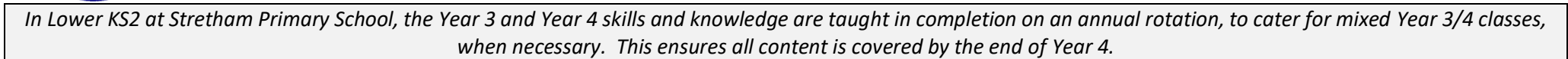
In Lower KS2 at Stretham Primary School, the Year 3 and Year 4 skills and knowledge are taught in completion on an annual rotation, to cater for mixed Year 3/4 classes, when necessary. This ensures all content is covered by the end of Year 4.

Year 3

	Listening & Evaluating	Performing	Composing	History of Music
Progression of Skills *Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understand that music from different parts of the world has different features. *Recognise and explain the changes within a piece of music using musical vocabulary. *Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show an awareness of metre. *Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. *Also form part of the 'Inter-related dimensions of music' strand.	*Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understand that music from different parts of the world has different features. *Recognise and explain the changes within a piece of music using musical vocabulary. *Describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show an awareness of metre. *Begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. *Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). *Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggest and implement improvements to their own	Understand that music from different times has different features. <i>(Also part of the Listening strand)</i>
Progression of Knowledge	<u>Pitch</u> To know that the group of pitches in a song is called its 'key' and that a key decides	<u>Duration</u> To know that different notes have different durations, and	<u>Dynamics</u> To know that the word 'crescendo' means a sound getting gradually louder.	<u>Tempo</u> (Consolidate previous understanding of tempo)



Inter-related dimensions of music	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 know that a pentatonic melody uses only the five notes C D E G A.		that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.			
	<u>Timbre</u> To know that the timbre of instruments played affect the mood and style of a piece of music.	<u>Texture</u> 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.	<u>Structure</u> To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.	<u>Notation</u> To know that 'reading' music means using how the written note symbols look and their position, to know what notes to play.		
Kapow Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	*Ballads	Creating compositions in response to an animation (Mountains)	*Developing singing technique (The Vikings)	*Pentatonic melodies and composition (Chinese New Year)	Jazz	*Traditional instruments and improvisation (India)
AND / OR **Model Music Curriculum Instrumental Scheme Units	Unit 1 South Africa	Unit 2 Caribbean	Unit 3 South America	Unit 4 Indonesia	Unit 5 India	Unit 6 North America
Vocabulary	ballad ensemble stanza layered melodies	melodic pattern melody repeated rhythm octaves	crotchet duration key change pentatonic melody	major key minim minor key pentatonic scale	stave crescendo control phrases	folk music grid notation harmony scale



	Year 1	Year 2	Year 3	Year 4
1. Revenue				
2. Cost of Sales				
3. Gross Profit				
4. Operating Expenses				
5. Operating Income				
6. Non-Operating Income				
7. Income Before Taxes				
8. Taxes				
9. Net Income				
10. Dividends				
11. Retained Earnings				
12. Balance Sheet				
13. Income Statement				
14. Statement of Cash Flows				
15. Other Financial Statements				

Music Skills & Knowledge Progression	10
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	*Use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.			
Progression of Knowledge Inter-related dimensions of music	<p><u>Pitch</u></p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bass line (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p><u>Duration</u></p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p><u>Dynamics</u></p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p><u>Tempo</u></p> <p>To know that playing in time means all performers playing together at the same speed.</p>
	<p><u>Timbre</u></p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To know that both instruments and voices can create audio effects that describe something you can see.</p>	<p><u>Texture</u></p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that harmony means playing two notes at the same time, which usually sound good together.</p>	<p><u>Structure</u></p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>To know that an ostinato is a musical pattern that is repeated over and over and a vocal</p>	<p><u>Notation</u></p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play</p>



				ostinato is a pattern created with your voice. To know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.		
Kapow Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	*Body and tuned percussion (The Rainforest)	Rock & Roll	*Changes in pitch, tempo and dynamics (Rivers)	Haiku, music and performance (Hanami)	*Samba and Carnival sounds and instruments	*Adapting and transposing motifs (Romans)
AND / OR **Model Music Curriculum Instrumental Scheme Units	Unit 1 South Africa	Unit 2 Caribbean	Unit 3 South America	Unit 4 Indonesia	Unit 5 India	Unit 6 North America
Vocabulary	contrasting rhythms loop bass line haiku key signature	flat notes hand jive rock & roll sliding pitch semibreve	sharp notes walking bass line acapella staccato transpose	sharp notes harmony line vocal ostinato syncopated rhythms inversion	in the round forte glissando dotted minim	

**** The 2021 Model Music Curriculum...Instrumental Scheme Units...**

The DfE's Model Music Curriculum 2021 states that: 'In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term...Opportunities for development should continue beyond the mandatory term.' Kapow have an Instrumental scheme which is a progressive scheme of 6 units (30 lessons) and accompanying teacher videos. Each unit of lessons focuses on music from a different part of the world and features a bespoke piece of music composed specifically for the scheme and includes sheet music, performance and backing tracks.

These units would ideally take place alongside Kapow Primary's current Year 3 or 4 units by allocating extra time to music. If this is not possible, you can choose to replace some of the Year 3 or Year 4 Kapow units with two or more of the units from the instrumental scheme.

In Upper KS2 at Stretham Primary School, the Year 5 and Year 6 skills and knowledge are taught in completion on an annual rotation, to cater for mixed Year 5/6 classes, when necessary. This ensures all content is covered by the end of Year 6.



Year 5				
	Listening & Evaluating	Performing	Composing	History of Music
Progression of Skills *Also form part of the 'Inter-related dimensions of music' strand.	*Recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (South African, West African, Musical, Theatre, Blues, Dance Remix.). *Represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. *Compare, discuss and evaluate music using detailed musical vocabulary. *Develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *Work 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. Perform with accuracy and fluency from graphic and simple staff notation. Play a simple chord progression with accuracy and fluency	Compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvise coherently within a given style. *Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Use staff notation to record rhythms and melodies. *Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to their own and others' work.	*Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time. <i>(Also part of the Listening strand)</i>
Progression of Knowledge Inter-related dimensions of music	<u>Pitch</u> To know that a minor key (pitch) can be used to make music sound sad.	<u>Duration</u> To know that 'poly-rhythms' means many different rhythms played at once.	<u>Dynamics</u> To know that varying effects can be created using only your voice, for example by changing	<u>Tempo</u> To know that a slow tempo can be used to make music sound sad.



	<p>To know that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>			<p>To know that 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.</p>		<p>the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>
	<p><u>Timbre</u></p> <p>To know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p><u>Texture</u></p> <p>To know that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p><u>Structure</u></p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords</p>	<p><u>Notation</u></p> <p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To know that in written staff notation, notes can go on or between lines and that the lines show the pitch of the note.</p>			
<p>Kapow Units (can be taught in any order)</p> <p><i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i></p>	<p>*Composition notation (Ancient Egypt)</p>	<p>*Blues</p>	<p>*South West Africa</p>	<p>*Composition to represent the festival of colour (Holi Festival)</p>	<p>Looping and remixing</p>	<p>Musical Theatre</p>	
<p>Vocabulary</p>	<p>balance bar metronome</p>	<p>ensemble descending scale fragment</p>	<p>pitch notation djembe</p>	<p>staff notation polyrhythms</p>	<p>ascending scale synaesthesia</p>		



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Year 6

	Listening & Evaluating	Performing	Composing	History of Music
Progression of Skills	<p>Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Recognise and discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music).</p> <p>*Represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluate how the venue, occasion and purpose affects</p>	<p>Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Work 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.</p> <p>Perform a solo or taking a leadership role within a performance.</p> <p>Perform with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Perform by following a conductor’s cues and directions.</p>	<p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Record own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others’ work, using musical vocabulary</p>	<p>*Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p><i>(Also part of the Listening strand)</i></p>
<p>*Also form part of the ‘Inter-related dimensions of music’ strand.</p>				



	<p>the way a piece of music sounds.</p> <p>*Confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>			
<p>Progression of Knowledge</p> <p>Inter-related dimensions of music</p>	<p><u>Pitch</u></p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To know that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To know that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>	<p><u>Duration</u></p> <p>To know that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To know that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>	<p><u>Dynamics</u></p> <p>To know that a melody can be adapted by changing its dynamics.</p>	<p><u>Tempo</u></p> <p>To know that a melody can be adapted by changing its dynamics, pitch <i>or</i> tempo.</p>
	<p><u>Timbre</u></p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</p>	<p><u>Texture</u></p> <p>To know that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because</p>	<p><u>Structure</u></p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this</p>	<p><u>Notation</u></p> <p>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'.</p>



		it uses a different rhythm as well as complementary notes.		melody has been changed in some way.		To know that chord progressions are represented in music by Roman numerals
Kapow Units (can be taught in any order) <i>*Units that form the condensed curriculum. These units cover the key skills and knowledge for each year group, ensuring coverage whilst acknowledging the time demands of the primary curriculum*</i>	*Advanced rhythms	*Dynamics, pitch and tempo (Fingal's Cave)	Songs of WW2	Film Music	*Theme and Variations (Pop Art)	*Composing and performing a Leavers' song
Vocabulary	chant counter-melody interval legato	crochet rest phrasing major pizzicato	Kolady Solfa melodic semi-quaver	rhythmic elements Solfa ladder modulate largo	rhythmic patterns chromatics 3/4 time 4/4 time ritardando	