



# Music Class Curriculum Plan Whole School 2022-2023

**Intent** At Castle View Primary, we believe the involvement of musical related activities across all the curriculum supports a child to achieve a higher level of vocabulary, communication and success in their school experience and later on in life. We strongly believe that music is a practical, creative subject which can be of benefit to all children in developing imagination, vocabulary and understanding, as well as the ability to listen attentively and express personal thoughts and feelings.

**Autumn 1- Linking history of classical composers with poetry block.**

**Lyrical recital/history of contemporary composers.**

**Summer 1- Linking history of classical composers with poetry block**

## EYFS

Knowledge and understanding of the world

**Music Knowledge.**

**Performances:** Christmas Nativity, Lyrical Recital and Easter Parade.

**Using Media and Materials.**

- To sing songs and use repetition in learning simple chants.
- To use actions in songs.
- To make music and dance.
- To experiment with ways of changing their songs and dances.
- To build a repertoire of songs.
- To explore the different sounds of instruments.

**Being Imaginative**

To create combinations of movement and gesture in order to express feelings and ideas.

**Key vocabulary**

Songs, music, instruments, sounds, movement, feelings, ideas, beat, loud, quiet, voice.

**EAD ELG**

**Being Imaginative**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings, music and dance.

**Using Media and Materials.**

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of techniques, experimenting with music and movement.

**Sticky Knowledge for EYFS.**

**Sticky Knowledge:**

- A musical instrument is something you make musical sounds with.
- We can make loud sounds and quiet sounds using an instrument.
- I can name a drum, piano, triangle and a tambourine.



<b>Year 1</b>	<p><b>Retrieval</b> To draw on their knowledge of louds and quiet sounds. To sing songs about India.</p>	<p><b>Retrieval</b> To draw on their knowledge of how music can have a different mood.</p>
	<p><b>Music Knowledge</b> <b>Main Line of Enquiry- How does Music make you feel?</b> <b>Contemporary Composer to Focus on:</b> Taylor Swift. <b>Performances:</b> Harvest Festival, Christmas Play, Infant Song Festival, Lyrical recital. <b>Instrument:</b> Learn to play un-tuned percussion instruments. <b>Elements of Music.</b> To begin to know about pulse, pitch, rhythm and how they are related to songs about class topics. To know when there is a change in pitch and rhythm in a song by playing song and rhythm games. <b>Repertoire</b> To know a selection of songs and rhymes linked to research themes. To know how to chant simple songs. To know how to play a tuned and un-tuned instrument successfully. <b>Historical periods, genres, styles, traditions.</b> To sing simple part songs. To sing ensemble songs. To sing copycat chants &amp; rhymes. <b>Composers and musicians.</b> To know about a current composer/musician Taylor Swift. To know what style of music they compose. To sing 'The Love story song' by Taylor Swift.</p>	<p><b>Music Skills.</b> <b>Controlling sounds through performing and playing.</b> To take part in singing. To follow instructions on how and when to sing/play an instrument. To take notice of others when performing. To make and control long and short sounds (duration). To imitate changes in pitch– high and low. <b>Creating and developing musical ideas (composing)</b> To make a sequence of long and short sounds with help (duration). To clap longer rhythms with support. To make different sounds (high and low– pitch; loud and quiet, fast and slow <b>Responding and reviewing (appraising)</b> To hear the pulse in music. To hear different moods in music. To choose sounds to represent different things (ideas, thoughts, feelings, moods etc. <b>Listening and applying knowledge and understanding.</b> Listen for different types of sounds. Know how sounds are made and changed. Make sounds with a slight difference, with support. Use voice in different ways to create different effects.</p>
<b>Sticky Knowledge for Year 1.</b>	<p><b>Key Vocabulary:</b> High and low– pitch; loud and quiet– dynamics; fast and slow-tempo, instrument, songs, compose, moods, differences, pulse, pitch, rhythm.</p>	
<b>Character and Values Year 1</b>	<p><b>Responsibility- Pride:</b> In their singing and musical performances. <b>Expression- creativity:</b> To share their creativity when playing instruments.</p>	<p><b>Resilience – Willingness:</b> To try to sing new songs and instruments.</p>



# Year 2

**Retrieval:**  
 To draw on their knowledge of songs and chants.  
 To draw on their knowledge of how to change a beat.  
 To sing songs about the world.

**Retrieval:**  
 To draw on their knowledge of keeping a repeated beat.  
 To draw on knowledge to name a glockenspiel, drum and rain stick.

**Music Knowledge.**  
**Main line if enquiry: How music can change.**  
**Composers to Focus on:**  
**Classical** – Serge Prokofiev, Russian composer, 1891 -1953, ‘Peter & the Wolf’ – for Orchestra & Story-teller.  
**Contemporary** - John Williams (1932) American composer – eg, film score for ‘Jurassic Park’  
 Ed Sheeran  
**Performances:** Harvest festival, Christmas Play, Infant Song Festival, Lyrical recital.  
**Listening to live music: Trip to Liverpool Philharmonic.**  
**Instrument:** Learn Glockenspiels  
 Tuned and un-tuned percussion instruments.  
**Elements of Music.**  
 To know about pulse, pitch, rhythm and tempo and how they are related to certain songs.  
 To begin to know about dynamic, tempo and structure in songs.  
 To know when there is a change in pitch and rhythm in a song.  
 To know that rhythm has a repeated beat.  
**Repertoire**  
 To sing a selection of songs and rhymes linked to research themes.  
 To know how to chant songs.  
 To identify and match simple sounds to instruments.  
 To learn to play a glockenspiel.  
**Historical periods, genres, styles, traditions.**  
 To sing simple part songs.  
 To sing ensemble songs.  
 To sing copycat rhythms.  
**Composers and musicians.**  
 To know about a current composer/musician Ed Sheeran.  
 To know what style of music they compose.  
 To learn to sing a song by a musician.  
 To begin to learn about the history of music.

**Music Skills.**  
**Controlling sounds through performing and playing.**  
 To sing songs in ensemble accurately following the tune.  
 To use their voice to good effect, understanding the importance of warming up first.  
 To perform in ensemble following instructions from the leader.  
 To make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).  
**Creating and developing musical ideas (composing)**  
 To choose sounds to achieve an effect (including use of ICT).  
 To order sounds to create an effect (structure- beginnings/endings).  
 To create short musical patterns.  
 To create sequences of long and short sounds- rhythmic patterns (duration).  
 To play instruments so they sound as they should.  
 To start to compose with two or three notes.  
**Responding and reviewing (appraising)**  
 To identify the pulse in music.  
 To recognise changes in pitch (loud and quiet), tempo (fast and slow) and pitch (high and low).  
 To name drum, glockenspiel, rain stick.  
**Listening and applying knowledge and understanding.**  
 To listen and copy rhythmic and melodic patterns.  
 To compose their own music.  
 To change sounds to suit a situation.  
 To make and record their own music.  
 To listen and respond to a range of music.

**KEY VOCABULARLY** –Pulse, pitch (High and low), fast and slow-(tempo), pattern, sequence, rain stick, glockenspiel, drum, listen.



<p><b>Sticky Knowledge for 2.</b></p>	<p>The pitch of a song can be high pitched or low pitched.          Name a rain stick, glockenspiel, African drum.          The musician that we have studied is Ed Sheeran.          Serge Prokofiev composed Peter and the wolf.  <i>I Can name the Peter and the Wolf music when listened to.</i></p>	
<p><b>Character and Values Year 2</b></p>	<p><b>Responsibility- Pride:</b> In their singing and musical performances.  <b>Expression- creativity:</b> To share their creativity when playing instruments.</p>	<p><b>Resilience – Willingness:</b> To try to sing new songs and instruments.  <b>Chivalry- Teamwork:</b> To work as a whole class team to sing in harmony.</p>
<p><b>Year 3</b></p>	<p><b>Retrieval</b>          _To draw on knowledge of how to play a recorder          To draw on knowledge of how tempo and rhythm effect a piece of music.          To draw on knowledge to know how the pitch of a song.          To sing songs on history and geography themes.</p>	<p><b>Retrieval</b>          To draw on knowledge to identify the difference between pitch and rhythm.          To draw on their knowledge of notes to compose their own piece.</p>
	<p><b>Music Knowledge.</b>  <u>Main line if enquiry: How music is structured.</u>  <b>Composers to Focus on:</b>  <u>Classical</u> –<i>Gustav Holst, English composer, 1874 – 1934. Eg, The Planets (orchestral suite)</i>  <u>Contemporary</u>:- Hans Zimmer (German film composer) born 1957 – Andrew Lloyd Webber – musical compositions          Elton John  <b>Performances:</b> Harvest festival, Christmas Play, Lyrical Recitals, Recorder ensemble. Plus, possible opportunities with ‘Children of Halton Sing’ in the Summer term.  <b>Instrument:</b> Learn to play Recorder.          Tuned and un-tuned percussion instruments.  <b>Elements of Music.</b>          To know about pulse, pitch, rhythm and tempo.          To begin to know about dynamic, and structure in songs.          To begin to know the composition of a musical tune.  <b>Repertoire</b>          To recall and sing a selection of songs and rhymes linked to the research theme.          To know how to chant songs and sing a 2-part round.          To learn to play the recorder.          To sing ‘call &amp; response’ songs.  <b>Historical periods, genres, styles, traditions.</b>          To know about music from the <i>Classical/Romantic period- Gustav Holst.</i>          To sing simple part songs they have not sung before.</p>	<p><b>Music Skills.</b>  <b>Controlling sounds through performing and playing</b>          To sing songs from memory with accurate pitch and in tune.          To show control in voice and pronounce the words in a song clearly (diction).          To maintain a simple part within an ensemble.          To play notes on instruments clearly and including steps in pitch.          To improvise (including call and response) within a group using 3 or 4 notes.  <b>Creating and developing musical ideas (composing)</b>          To compose and perform melodies using three or four notes.          To use sound to create abstract effects. Eg, composing their own ‘Planet’ music (see Holst).          To create/ improvise repeated patterns (ostinato) with a range of instruments.          To effectively choose, order, combine and control sounds (texture/ structure).  <b>Responding and reviewing (appraising)</b>          To internalise the pulse in music.          To identify the difference between pulse and rhythm.          To begin to use vocabulary to describe musical dimensions’: timbre, pitch, dynamics, tempo, texture, structure.          To use these words to identify where music works needs improving.  <b>Listening and applying knowledge and understanding.</b>          To use a range of musical dimensions to compose music.          To know number of beats in a minim, crotchet, quaver and semibreve.</p>



	<p>To sing ensemble songs.</p> <p><b>Composers and musicians.</b> To know about a current composer Elton John and Hans Zimmer. To know what style of music they compose. To sing one of their songs. To begin to learn about the history of music linked to Hans Zimmer.</p> <p><b>Notation</b> There are 7 main notes. To recognise written symbols as a musical note.</p>	<p>To explore with a sound then-symbol approach. To describe different purposes of music in cultures. To listen to Folk Music from around the British Isles played on the violin &amp; a variety of different instruments. To listen to music from other countries and cultures from around the world.</p>
<p><b>KEY VOCABULARLY</b> – duration, timbre, pitch, dynamics, tempo, texture, structure, composer, graphic scores, style.</p>		
<p><b>Sticky Knowledge for 3</b></p>	<p>A tuned instrument is a Recorder. The dynamics of a song is how loud or quiet it is. Hans Zimmer composed the Circle of life from the lion king.</p>	
<p><b>Character and Values Year 3</b></p>	<p><b>Chivalry- Celebration:</b> To celebrate our successes. <b>Responsibility- Pride:</b> In their singing and musical performances. <b>Expression- creativity:</b> To share their creativity when playing instruments</p>	<p><b>Resilience – Willingness:</b> To try to sing new songs and instruments. <b>Expression- Articulation:</b> To sing and say words from songs correctly.</p>
<p><b>Year 4</b></p>	<p><b>Retrieval</b> To draw on knowledge to play tuned and untuned instruments. To draw on knowledge to notice changes in timbre and tempo. To draw on knowledge of rhythm to play samba drums.</p>	<p><b>Retrieval</b> To draw on music knowledge to assess and evaluate the work of others. To draw on knowledge to control their breathing and posture whilst singing.</p>
	<p><b>Music Knowledge.</b> <b>Main line if enquiry: How music is structured.</b> <b>Composers to Focus on:</b> <b>Classical</b> – Felix Mendelssohn– Wedding March / Tchaikovsky (Russian) 1840 – 1893. - Sugar Plum Fairy <b>Contemporary</b>:- Vangelis – Chariots of Fire John Barry – James Bond Queen – Bohemian Rhapsody</p> <p><b>Performances:</b> Harvest festival, Christmas Play, Lyrical Recitals, Recorder ensemble. Plus, possible opportunities with ‘Children of Halton Sing’ in the Summer term. <b>Instrument:</b> Learn to play Recorder. Tuned and un-tuned percussion instruments. <b>Elements of Music.</b></p>	<p><b>Music Skills.</b> <b>Controlling sounds through performing and playing</b> To sing songs from memory with accurate pitch and in tune. To show control in voice and pronounce the words in a song clearly (diction). To maintain a simple part within an ensemble. To play notes on instruments clearly and including steps in pitch. To improvise (including call and response) within a group using 3 or 4 notes.</p> <p><b>Creating and developing musical ideas (composing)</b> To compose and perform melodies using three or four notes. To use sound to create abstract effects. To create/ improvise repeated patterns (ostinato) with a range of instruments. To effectively choose, order, combine and control sounds (texture/ structure).</p>



	<p>To know about pulse, pitch, rhythm and tempo.          To begin to know about dynamic, and structure in songs.          To begin to know the composition of a musical tune.</p> <p><b><u>Repertoire</u></b>          To recall and sing a selection of songs and rhymes linked to the research theme.          To know how to chant songs and sing a 2-part round.          To continue to learn to play the recorder.</p> <p><b><u>Historical periods, genres, styles, traditions.</u></b>          To know about music from the <i>Classical/Romantic period</i>          To sing simple part songs they have not sung before.          To sing ensemble songs.</p> <p><b><u>Composers and musicians.</u></b>          To know about a current composer          To know what style of music they compose.          To sing one of their songs.          To begin to learn about the history of music linked to</p> <p><b><u>Notation</u></b>          There are 7 main notes.          To recognise written symbols as a musical note.</p>	<p><b><u>Responding and reviewing (appraising)</u></b>          To internalise the pulse in music.          To identify the difference between pulse and rhythm.          To begin to use vocabulary to describe musical dimensions': timbre, pitch, dynamics, tempo, texture, structure.          To use these words to identify where music works needs improving.</p> <p><b><u>Listening and applying knowledge and understanding.</u></b>          To use a range of musical dimensions to compose music.          To know number of beats in a minim, crotchet, quaver and semibreve.          To explore with a sound then-symbol approach.          To describe different purposes of music in cultures.          To listen to Folk Music from around the British Isles played on the violin &amp; a variety of different instruments.          To listen to music from other countries and cultures from around the world.</p>
	<p><b>KEY VOCABULARY</b> – ostinato, graphic scores, minim, crochet, semi – breve , notes A-G, style.</p>	
<p><b>Sticky Knowledge for 4</b></p>	<p>An untuned instrument is a Cabasa.          The dynamics of a song is how loud or quiet it is.          There are seven main notes A-G.          The number of beats in a minim. (Knowing the difference between short and longer beats).</p>	
<p><b>Character and Values Year 4</b></p>	<p><b>Chivalry- Celebration:</b> To celebrate our successes.  <b>Responsibility- Pride:</b> In their singing and musical performances.  <b>Expression- creativity:</b> To share their creativity when playing instruments</p>	<p><b>Resilience – Willingness:</b> To try to sing new songs and instruments.  <b>Expression- Articulation:</b> To sing and say words from songs correctly.</p>
<p><b>Year 5</b></p>	<p><b><u>Retrieval</u></b>          To draw on knowledge to play tuned and untuned instruments.          To draw on knowledge to notice changes in timbre and tempo.          To draw on knowledge of rhythm to play samba drums.</p>	<p><b><u>Retrieval</u></b>          To draw on music knowledge to assess and evaluate the work of others.          To draw on knowledge to control their breathing and posture whilst singing.</p>
	<p><b><u>Music Knowledge.</u></b>  <b><u>Main line of enquiry: How to perform music well.</u></b>  <b><u>Composers to focus on:</u></b>  <b>Classical-Vivaldi</b> (Italian) – four seasons          Mozart – Pinano Sonata No 16 in C major</p>	<p><b><u>Music Skills.</u></b>  <b><u>Controlling sounds through performing and playing</u></b>          To show control, phrasing and expression in singing.          To hold part in a round (pitch/structure).</p>



**Contemporary – “Duke”Ellington / Louis Armstrong (American)** – famous jazz pianist & black composer, 1899 -1974. Eg many jazz songs including “It don’t mean a thing if it ain’t got that swing” – sung at Young Voices.

**The Beatles**

**Performances:**Harvest Festival, Christmas, Lyrical Recital, Play for a day songs, Young voices (Manchester), Easter Performance to parents of Young Voices’ songs, Drumming performance and End of year performance.

**Instrument:**

To Learn African Drums.

Tuned and un-tuned percussion instruments and to be able to play rhythmically.

**Listening to live music:** Liverpool Philharmonic.

**Elements of Music.**

To identify pulse, pitch, rhythm and tempo, timbre, structure within songs.

**Repertoire**

To recall a selection of songs related to research theme.

To know how to perform the songs to a range of audiences.

To know how to sing a 2 or 3 –part round.

To learn to play the African as a class ensemble.

**Historical periods, genres, styles, traditions.**

To know about music in the Baroque and Classical period.

To know how to sing multi part songs.

To know how to play song games.

To know music can be used for different purposes eg concerts, ballet.

**Composers and musicians.**

To know about a current composer/musician.

To know what style of music they compose.

To know how sing/perform one of their songs.

To begin to learn about the history of music.

**Notation**

To know what graphic scores are.

To develop how to use an ICT programme to show the graphic scores

To begin to know about notations and staff to represent duration and pitch.

To identify the symbol the treble clef.

**KEY VOCABULARLY** – chords, timbre, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, dotted rhythm, notations, quaver, semi-breve.

To perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.

To learn to control breathing, phrasing, posture and diction when singing.

To improvise on own with increasing aural memory.

**Creating and developing musical ideas (composing)**

Compose and perform melodies using four or five notes.

Use a variety of different musical devices including melody, rhythms and chords.

Record own compositions through the use of ICT. (see computing curriculum)

Create own songs (raps- structure).

Identify where to place emphasis and accents in a song to create effects.

**Responding and reviewing (appraising)**

To know how pulse, rhythm and pitch fit together.

To use a range of words to describe music.

To evaluate the strengths and weaknesses in own and others’ music.

**Listening and applying knowledge and understanding**

Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure).

Read/ work out the musical stave.

Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.

Describe different purposes of music in other cultures.

To hear, and play, Folk-style music from the British Isles and around the world.

**Sticky Knowledge**  
**5**

Tchaikovsky wrote the ballet music for ‘Swan Lake’.  
A staff *has 5 lines and it* shows ‘pitch’ in written music.  
The timbre is the tone of a song or piece of music.





	<p>The tempo is the pace, or speed, of music and songs.          The violin is a tuned, string instrument, which is played in Vivaldi's 'Four Seasons'.          The Bass Samba drum is tuned to a lower pitch to give a deeper sound.</p>	
<p><b>Characters and Values</b>  <b>Year 5</b></p>	<p><b>Chivalry- Celebration:</b> To celebrate our successes.  <b>Responsibility- Pride:</b> In their singing and musical performances.  <b>Expression- creativity:</b> To share their creativity when playing instruments</p>	<p><b>Respect and Tolerance- Acceptance:</b> To accept that we compose music differently.  <b>Resilience – Willingness:</b> To try to sing new songs and instruments.  <b>Expression- Articulation:</b> To sing and say words from songs correctly</p>
<p><b>Year 6</b></p>	<p><b>Retrieval</b>          To draw on their music knowledge to know the texture of songs.          To draw on their knowledge to know the notes B flat and A sharp.          To use their knowledge to play a Samba drum rhythmically.</p>	<p><b>Retrieval</b>          To use music knowledge to confidently sing and play.          To increase their aural memory to recall sounds accurately.          To use their compositions to reflect and respond to refine and improve own/ others' work.</p>
	<p><b>Music Knowledge.</b>  <b>Main line of Enquiry: How to compose music.</b>  <b>Composers to focus on:</b>  <b>Classical –Beethoven</b> (German), 1770 -1827. Eg last movement of the 9<sup>th</sup> Symphony – which includes 'Ode to Joy' (sung at Young Voices);  <i>Ravel (French) 1875 – 1937 Eg Ravel's 'Bolero' for orchestra.</i>  <b>Contemporary – Howard Shore – Lord of Rings score</b>  <b>Jimmy Hendrix</b></p> <p><b>Performances:</b> Harvest Festival, Christmas, carol singing concerts out in the community, Lyrical Recital, Play for a day songs, Young voices (Manchester Arena and a performance at school), Drumming Performance, End of year performance (<i>musical drama</i>).</p> <p><b>Instrument:</b>          To learn to play violins and guitars.          Samba Hand Drums as a 'polyrhythmic' class ensemble.          To further develop playing of tuned and un-tuned percussion instruments.</p> <p><b>Elements of Music.</b>          To know a wide range of musical vocabulary including dynamic, tempo and structure, timbre, pulse, pitch, rhythm.          To evaluate and appraise songs using musical vocabulary.</p> <p><b>Repertoire</b>          To know how to perform the songs to gain maximum effect for as range of audiences.          To be able to sing 'rounds' in 3 or 4 parts.</p>	<p><b>Music Skills.</b>  <b>Controlling sounds through performing and playing</b>          To sing or play from memory with confidence.          To take turns to lead a group.          To use controlled breathing, phrasing, good posture and diction when singing.          To maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing.          To play more complex instrumental parts.          To improvise using the 5 notes of the pentatonic scale.          To enjoy performing.</p> <p><b>Creating and developing musical ideas (composing)</b>          To compose and perform melodies using five or more notes.          To show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea.          To create music reflecting given intentions and record using standard notation.</p> <p><b>Responding and reviewing (appraising)</b>          To know how the other dimensions of music are sprinkled through songs and pieces of music.          To use vocabulary to confidently describe music.          To know how a 'riff' is used in music.          To use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.          To reflect and respond to refine and improve own/ others' work.</p> <p><b>Listening and applying knowledge and understanding</b></p>





	<p><b><u>Historical periods, genres, styles, traditions.</u></b>          To know about music in the 19<sup>th</sup> Century and Early/Mid 20<sup>th</sup> Century.          To know how to sing ensemble songs – including songs in different languages.          To know how to sing multi part songs.          To know how a repeated (ostinato) drum beat can build dramatically in pieces such as Ravel’s ‘Bolero’ and can be used for a variety of purposes e.g. the winning Ice-skating performance of ‘Torville &amp; Dean’ in 1984!</p> <p><b><u>Composers and musicians.</u></b>          To sing and perform the studied composer’s songs and listen to their orchestral music.          To develop further their history of music of classical and contemporary composers.          See suggested composers (above).</p> <p><b><u>Notation</u></b>          To develop their ability to read simple music.          To know and use sharps &amp; flats and learn that A sharp is the same as B flat.          To know and use simple <i>time</i> signatures.          To confidently use an ICT programme to show the graphic scores.</p>	<p>To use increased aural memory to recall sounds accurately.          To use knowledge of musical dimensions to know how to best combine them.          To know and use standard musical notation to perform and record own music (adding dotted quavers).          To use different venues and occasions for varying performances. (Combining all musical dimensions).          To describe different purposes of music in history/ other cultures.</p>
	<p><b><u>Key vocabulary</u></b>          dynamics, tempo and structure, timbre, pulse, pitch, rhythm, staff, crotchet, minim, quaver, semi –breve, sharps and flats, notation, music, musician, quavers, melodic ostinato, riffs., syncopation.</p>	
<p><b>Sticky Knowledge for 6</b></p>	<p>The structure of a song is the way a piece is built and what order the sections are in.          The texture of a song is the layers of sound.  <i>To recognise the Bolero music.</i>          We composed using the 5 notes of the pentatonic scale.          A minim and semi-breve are long, slow sounds.          A violin is a tuned instrument that we play.          B flat and A sharp are musical notes.          The Bass Samba drum is tuned to a lower pitch to give a deeper sound.</p>	
<p><b>Character and Values Year 6</b></p>	<p><b>Chivalry- Celebration:</b> To celebrate our successes.  <b>Expression- Creativity:</b> To create their own compositions.  <b>Resilience- learning from mistakes:</b> To keep trying even when it’s hard.</p>	<p><b>Respect and Tolerance- Acceptance:</b> To accept that we compose music differently.  <b>Expression- Articulation:</b> To articulate all of the words in songs correctly.  <b>Responsibility- Pride:</b> To perform to a high standard.</p>

