



Music Curriculum at Moulton Primary School

Rationale and intent:

Music is at the heart of Moulton and our weekly music lessons complement the strong musical ethos of the school. We believe that music education opens many opportunities for children to express themselves, explore their creativity and will teach them how to work hard at something. These experiences and achievements will stay with them and will shape their lives.

We believe every child is entitled to an ambitious music curriculum and it should not just be preserved for the privileged few. We want to see more children progress with music beyond their core school provision. There are many opportunities already at Moulton primary school where children can attend extra-curricular activities to support their musical journey through school. Including: choirs, orchestra and musical theatre.

All children at Moulton have the opportunity to learn two musical instruments – strings and brass in Year 3 and Year 4. These are taught by music specialists. If children wish to pursue their instrument there are opportunities for them to do so.

The music curriculum is broken down into 4 main areas: performing, listening, composing and the history of music. This is underpinned by the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure, musical notation). Specific music units in the earlier years have been selected so that children have a better progression with reading music notation. This is so that our children are fully prepared and ready to learn an instrument in Year 3 and Year 4.

The intention is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We will focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Throughout music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem solving, decision making and presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation:

Teachers at Moulton Primary School follow the National Curriculum for Music, which builds skills and knowledge over time in a logical progression, systematically and explicitly so that all pupils acquire

the intended knowledge and skills.

Throughout the music curriculum at Moulton, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music – pitch, duration, temp, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

The music curriculum follows a spiral model where previous skills and knowledge are returned and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as the interrelated dimensions of music and more.

Impact:

The impact of music will be constantly monitored through formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teacher can make a summative assessment of pupils learning.

The expected impact will mean children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the national curriculum for Music.

Programme of Study for Music

EYFS	Key Stage 1	Key Stage 2
Sing a range of well-known nursery rhymes and songs	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Perform songs, rhymes poems and stories with others, and – when appropriate- try to move in time with music.	play tuned and untuned instruments musically	improvise and compose music for a range of purposes using the inter-related dimensions of music
Listen attentively, move to and talk about music, expressing their feelings and responses.	listen with concentration and understanding to a range of high-quality live and recorded music	listen with attention to detail and recall sounds with increasing aural memory
Sing in a group or on their own, increasingly matching the pitch and following the melody.	experiment with, create, select and combine sounds using the inter-related dimensions of music.	use and understand staff and other musical notations
Explore and engage in music making and dance, performing solo or in groups.		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
		develop an understanding of the history of music.

Click on the year groups below to find out about the key outcomes for each year group at Moulton.

[EYFS](#)

[Year 1](#)

[Year 2](#)

[Year 3](#)

[Year 4](#)

[Year 5](#)

[Year 6](#)

Long Term Map



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Exploring Sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Keeping the pulse (My favourite things)	Sound patterns (Fairytale)		Pitch (Superheroes)		Musical symbols (Under the Sea)
Year 2	Call and response (Animals)	Instruments (Musical storytelling)			Structure (Myths and Legends)	Pitch (Musical Me)
Year 3	String Project (NMPAT)		Developing singing technique (Theme: The Vikings)			Pentatonic melodies and composition (Theme: Chinese New Year)
Year 4	Brass project (NMPAT)			Changes in pitch, tempo and dynamics/ Musical theatre performance		
Year 5	Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi)		
Year 6	Songs of World War 2		Dynamics, pitch and texture (Coast- Fingal's Cave)		Theme and variation (Pop Art)	Film music

Music Progression of Skills

EYFS							
		Exploring Sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Listening and evaluating	Listening appropriately to someone leading a short musical phrase, song or rhyme.	✓	✓	✓	✓	✓	✓
	Exploring spontaneous movement with different parts of their body in response to music.	✓	✓	✓	✓	✓	
	Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).	✓	✓	✓	✓	✓	
	Identifying and imitating sounds from a variety of music	✓	✓		✓		✓
	Considering whether background music and sound effects can enhance storytelling.				✓	✓	
Improvising and composing	Exploring and imitating sounds from their environment and in response to events in stories..	✓			✓	✓	✓
	Exploring and imitating sounds.	✓	✓	✓	✓	✓	✓

	Experimenting with creating sound in different ways using instruments, body percussion and voices.	✓			✓	✓	✓
	Selecting classroom objects to use as instruments.		✓				✓
	Selecting sounds that make them feel a certain way or remind them of something.		✓		✓		✓
Performing	Beginning to say what they liked about others' performances.					✓	
	Facing the audience when performing.			✓	✓	✓	✓
	Spontaneously expressing feelings around performing.			✓	✓	✓	✓
	Performing actively as part of a group.			✓	✓	✓	✓
	Demonstrating being a good audience member, by looking, listening and maintaining attention.			✓	✓	✓	✓

Key Knowledge and Outcomes – EYFS

Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band
To understand how to listen carefully and talk about what I hear.	To know that there are special songs we can sing to celebrate events.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles)	To know that an orchestra is a big group of people playing a variety of instruments together.
To know that sounds can be copied by my voice, body percussion and instruments.	To understand that my voice or an instrument can match an action in a song.	To recognise music that is 'fast' or 'slow.'	To know that different instruments can sound like a particular character.	To know that the beat is the steady pulse of a song.	To know that music often has more than one instrument being played at a time.
To understand that instruments can be played loudly or softly.	To recognise that different sounds can be long or short.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To recognise music that is 'fast' or 'slow.'	To understand that performing means playing a finished piece of music for an audience.

Long Term Map

Year 1					
		Keeping the pulse (my favourite things)	Sound patterns (Fairytale)	Pitch and tempo (Superheroes)	Musical symbols (Under the sea)
Listening and evaluating	Listening with concentration to short pieces of music or excerpts from longer pieces of music	✓	✓	✓	✓
	Engaging with and responding to longer pieces of music.	✓	✓	✓	✓
	Coordinating the speed of their movements to match the speed of the music (not the beat).			✓	✓
	Beginning to move in time with the beat of the music.	✓			✓
	Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)		✓	✓	✓
	Identifying some common instruments when listening to music.		✓		✓
	Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud)		✓		✓
	Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated)	✓	✓		

	Recognising simple patterns and repetition in pitch (e.g. do re mi).	✓		✓	
	Talking about the tempo of music using the vocabulary of fast and slow.			✓	✓
	Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent		✓		✓
	Talking about the pitch of music, using the vocabulary of high and low.			✓	✓
	Stating what they enjoyed about their peers' performances.			✓	✓
	To recognise and name the following instruments: up to three instruments from Group A and B			✓	✓
	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms			✓	✓
Improvising and Composing	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories		✓	✓	✓
	Improvising simple question and answer phrases, using untuned percussion or voices.	✓	✓	✓	✓
	Experimenting with creating different sounds using a single instrument			✓	✓

	Experimenting with creating loud, soft, high and low sounds.			✓	✓
	Selecting objects and instruments to create sounds to represent a given idea or character.		✓	✓	✓
	Playing and combining sounds under the direction of a leader (the teacher).		✓	✓	✓
Performing	Offering positive feedback on others' performances.		✓	✓	✓
	Starting to maintain a steady beat throughout short singing performances	✓			
	Keeping instruments still until their part in the performance.	✓	✓	✓	✓
	Performing actively as part of a group; keeping in time with the beat.	✓			
	Showing awareness of leader particularly when starting or ending a piece.	✓		✓	✓

Key Knowledge and Outcomes – Year 1

Keeping the Pulse	Sound Patterns (Fairytale)	Pitch (Superheroes)	Musical Symbols (Under the Sea)
To know that pulse is the regular heartbeat within music	To know that an instrument or rhythm pattern can represent a character in a story.	To know that sounds within music can be described as high or low sounds and the meaning of these terms.	To know that sounds within music can be described as high or low sounds and the meaning of these terms
To know that notation is read from left to right.	To know that the voice can whisper and shout to help tell a story.	To understand that music can be represented by pictures or symbols.	To recognise and name the following instruments: up to three instruments from Group A and B.
To recognise and name the following instruments: up to three instruments from Group A and B.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.		To know that notation is read from left to right.

[Long Term Map](#)

Year 2					
		Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical Me)
Listening and evaluating	Listening with concentration to short pieces of music or excerpts from longer pieces of music.	✓	✓	✓	
	Engaging with and responding to longer pieces of music.	✓	✓	✓	
	Confidently moving in time with the beat of the music when modelled		✓	✓	
	Beginning to keep movements to the beat of different speeds of music..			✓	
	Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.	✓	✓	✓	
	Identifying some common instruments when listening to music.		✓	✓	
	Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).		✓		

	Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).	✓			
	Recognising simple patterns and repetition in pitch (e.g. do re mi).				✓
	Talking about the tempo of music using the vocabulary of fast and slow.		✓		
	Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.		✓		
	Talking about the pitch of music, using the vocabulary of high and low				✓
	Stating what they enjoyed about their peers' performances.	✓	✓	✓	✓
	To know that sections of music can be described as fast or slow and the meaning of these terms.		✓		
	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.		✓		
	To know that sounds within music can be described as high or low sounds and the meaning of these terms.		✓		✓
Improvising and	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	✓	✓	✓	

Composing	Improvising simple question and answer phrases, using untuned percussion or voices	✓			
	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.	✓	✓		
	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character	✓	✓	✓	
	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time	✓	✓	✓	
Performing	Offering positive feedback on others' performances.	✓	✓	✓	✓
	Starting to maintain a steady beat throughout short singing performances.	✓		✓	
	Standing or sitting appropriately when performing or waiting to perform	✓		✓	✓
	Beginning to acknowledge their own feelings around performance.				✓
	Performing actively as a group, clearly keeping in time with the beat.			✓	
	Following a leader to start and end a piece appropriately.			✓	

Key Knowledge and Outcomes – Year 2

Call and response (Animals)	Instruments (Musical storytelling)	Structure (Myths and legends)	Pitch (Musical Me)
To know that dynamics can change the effect a sound has on the audience.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know pictorial representations of rhythm show sounds and rests	To know notation is read from left to right.
To be able to recognise and name up to three instruments from Group A and B.	To know that sections of music can be described as fast or slow and the meaning of these terms.		To know sounds within music can be described as high or low sounds and the meaning of these terms.
	To know that sounds within music can be described as high or low sounds and the meaning of these terms.		To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

Year 3				
		NMPAT String project (10 weeks)	Developing singing technique (Vikings)	Pentatonic melodies and composition (Chinese New Year)
Listening and evaluating	Explaining their preferences for a piece of music using musical vocabulary.	✓		
	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.			✓
	Understanding that music from different parts of the world, and different times, has different features.		✓	✓
	Recognising and explaining the changes within a piece of music using musical vocabulary		✓	✓
	Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	✓		✓
	Beginning to show an awareness of metre.	✓	✓	✓
	Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	✓	✓	✓

	Understanding that music from different times has different features.		✓	✓
Improvising and Composing	Composing a piece of music in a given style with voices and instruments.		✓	
	Beginning to improvise musically within a given style using their voice.			
	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).		✓	✓
	Suggesting and implementing improvements to their own work, using musical vocabulary.	✓		✓
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	✓		
	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	✓		
	Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	✓		
Performing	Offering constructive feedback on others' performances.	✓	✓	✓
	Singing songs in a variety of musical styles with accuracy and control,	✓	✓	

	demonstrating developing vocal technique.			
	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	✓	✓	✓

Key Knowledge and Outcomes – Year 3

NMPAT String Project	Developing singing technique (Vikings)	Pentatonic melodies and composition (Chinese New Year)
To know how to play a string instrument, with the correct posture.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad	To know that the word 'crescendo' means a sound getting gradually louder
To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a pentatonic melody uses only the five notes C D E G A.
	To know that written music tells you how long to play a note for.	

[Long Term Map](#)

Year 4			
		NMPAT Brass project (10 weeks)	Changes in pitch, tempo and dynamics (Rivers)/ Musical Theatre performance
Listening and evaluating	Explaining their preferences for a piece of music using musical vocabulary.	✓	✓
	Recognising the use and development of motifs in music	✓	✓
	Identifying gradual dynamic and tempo changes within a piece of music	✓	✓
	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	✓	
	Identifying common features between different genres, styles and traditions of music.	✓	✓
	Recognising, naming and explaining the effect of the interrelated dimensions of music	✓	✓
	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music Using musical vocabulary to discuss the purpose of a piece of music	✓	✓
	Using musical vocabulary when discussing improvements to their own and others' work	✓	✓

	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	✓	✓
	Using musical vocabulary when discussing improvements to their own and others' work.	✓	✓
Improvising and Composing	Composing a coherent piece of music in a given style with voices, bodies and instruments.		✓
	Beginning to improvise musically within a given style.		✓
	Developing melodies using rhythmic variation, transposition, inversion, and looping.		✓
	Creating a piece of music with at least four different layers and a clear structure		
Notation	To know that 'performance directions' are words added to music notation to tell the performers how to play.	✓	
	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	✓	
Performing	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes	✓	✓
	Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .	✓	✓
	Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	✓	
	Playing syncopated rhythms with accuracy, control and fluency	✓	

Key Knowledge and Outcomes – Year 4

NMPAT Brass Project	Changes in pitch, tempo and dynamics (Rivers)
To know how to play a brass instrument, with the correct posture.	To know that when you sing without accompaniment it is called 'A Capella'.
To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that harmony means playing two notes at the same time, which usually sound good together.
To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
	To know that 'performance directions' are words added to music notation to tell the performers how to play.

Year 5					
		Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi)
Listening and evaluating	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary		✓		
	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.		✓	✓	
	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	✓	✓		✓
	Comparing, discussing and evaluating music using detailed musical vocabulary		✓	✓	✓
	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	✓		✓	✓
	Confidently discussing the stylistic features of different genres, styles and			✓	

	traditions of music and explaining how these have developed over time.				
Improvising and Composing	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	✓			✓
	Improvising coherently within a given style.	✓	✓	✓	
	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest			✓	
	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.			✓	
	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	✓	✓		✓
Suggesting and demonstrating improvements to own and others' work.	✓	✓			
Performing	Using musical vocabulary to offer constructive and precise feedback on others' performances.		✓		✓

	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	✓	✓	✓	
	Working 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.	✓	✓	✓	
	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest	✓	✓	✓	

Key Knowledge and Outcomes – Year 5

Composition notation (Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Holi)
To know that simple pictures can be used to represent the structure (organisation) of music	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.
To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
	To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	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

Year 6					
		Dynamics, pitch and texture (Coast-Fingal's Cave)	Songs of World War 2	Theme and variation (Pop Art)	Film music
Listening and evaluating	Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.				✓
	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles	✓	✓	✓	
	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Art		✓	✓	✓
	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary	✓	✓	✓	✓
	Identifying the way that features of a song can complement one another to create a coherent overall effect.		✓	✓	✓

	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.	✓		✓	✓
	Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.		✓		✓
	Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	✓		✓	✓
Improvising and Composing	Improvising coherently and creatively within a given style, incorporating given features.	✓	✓	✓	✓
	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	✓		✓	
	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture	✓	✓	✓	
	Constructively critique their own and others' work, using musical vocabulary.	✓		✓	✓
	Using musical vocabulary to offer constructive and precise feedback on others' performances.		✓		✓
Performing	Singing songs in two or more secure parts from memory, with accuracy,		✓	✓	

	fluency, control and expression				
	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.	✓	✓	✓	✓
	Performing a solo or taking a leadership role within a performance	✓			
	Performing by following a conductor's cues and directions	✓	✓		

Key Knowledge and Outcomes – Year 6

Dynamics, pitch and texture (Coast – Fingal’s Cave)	Songs of World War 2	Film Music	Theme and variations (Pop Art)
To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2	To know that a film soundtrack includes the background music and any songs in a film	To know that a 'theme' is a main melody in a piece of music.
To understand that improvisation means making up music 'on the spot'	To know that the Solfa syllables represent the pitches in an octave.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes	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'.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.