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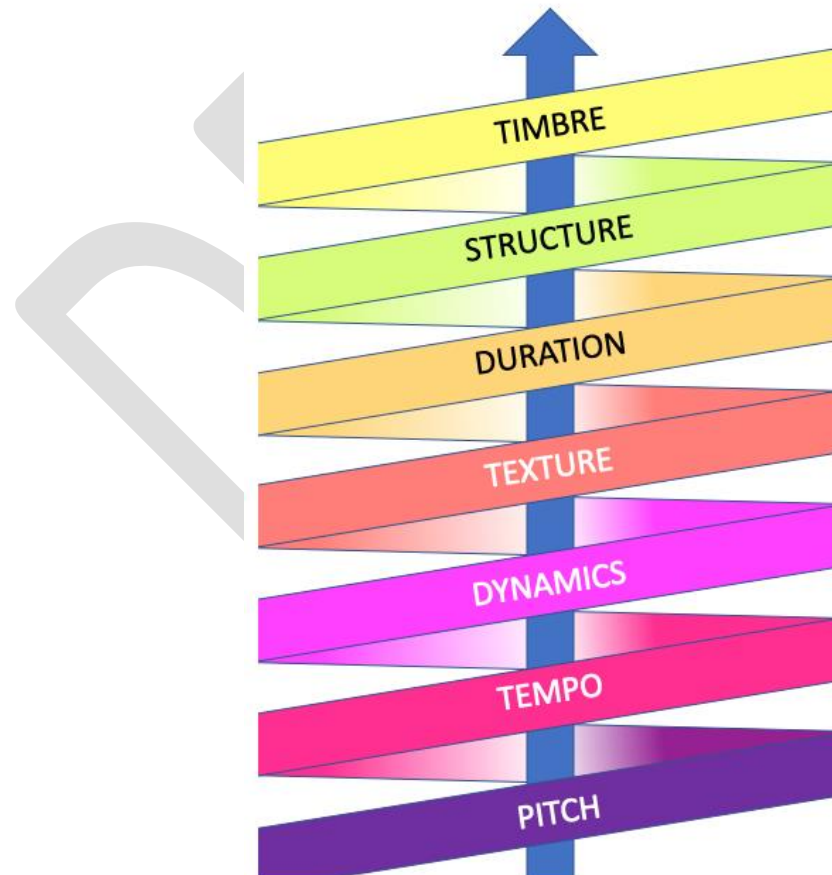
I am a musician

I am a musician. I seek to nurture my existing creative identity. I am influenced by my family and my community; I feel inspired and empowered through my own music, the music of my community and the music of others. Music can take me anywhere; it brings me complete escapism and happiness. As a musician my listening skills and my concentration are enhanced. Singing or playing musical instruments helps me to understand my feelings and helps me to express myself. When I am singing with others I feel the music takes charge of my emotions; I can feel happy, uplifted, excited, reflective or calm. As a musician I learn new skills and music helps me to focus and relieves my stress. Performing in a group helps me to communicate with others and to collaborate as part of a team; it boosts my self-confidence as I discover I can achieve things I never thought possible. Success as a musician helps me to realise that it is good to take risks and to challenge myself. Most importantly, I enjoy being a musician – music is fun!



Key Concepts for Musicians

	Key Concepts
<p>What is Music?</p> <p><i>Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything. Plato.</i></p> <p><i>Music is found in every known culture and religion, past and present, varying widely between times and places. A culture's music is influenced by all other aspects of that culture, including social and economic organisation and experience, climate, access to technology and which religions are followed. The emotions and ideas that music expresses, the situations in which music is played and listened to and the attitudes towards music players and composers all vary between regions and periods.</i></p>	<p>There are technical disciplines to music</p> <ul style="list-style-type: none"> • Performing: the execution of vocal or instrumental musical compositions. Some performers are soloists, while others belong to groups and ensembles. It is the step in the musical process during which musical ideas are realised and transmitted to the listener. • Composing: can refer to an original piece or work of music, either vocal or instrumental, the structure of a musical piece or to the process of creating or writing a new piece of music. People who create new compositions are called composers. • Listening and Appraising: Evaluative thinking about your own or others music. The role of the music critic often involves opinion, and an affective, feeling response to music. Appraising, as defined in the National Curriculum, involves children's expression of feelings about and opinions on pieces of music.
	<p>The Elements of Music: The elements of music are the building blocks of music and without them, music would not exist. The elements of music are: Pitch, tempo, dynamics, texture, duration, structure, timbre.</p>
	<p>Musical Notation: is a series of symbols and markings that visually represent aurally perceived music and which can come in many different forms.</p>
	<p>The purpose of music in different historical, geographical, social and cultural contexts: Some musicians (composers & or performers) and musical periods are considered more influential than others.</p>
	<p>Music is intended to provoke and our responses to that provocation are personal.</p>



Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 1

The Elements of Music
<p><u>Pitch – high and low sounds</u></p> <p>I think the music sounded high in pitch I think the music sounded low in pitch I chose the triangle because it makes a high sound I chose the drum because it plays a low sound I can play high and low sounds on this instrument.</p>
<p><u>Tempo - the speed of the music.</u></p> <p>I think the music sounds fast, it makes me want to run around.</p> <p>I think the music sounds slow, it makes me sleepy / it reminds me of a tortoise moving slowly</p>
<p><u>Dynamics - Volume; How loud or quiet is the music?</u></p> <p>I think the music was loud</p> <p>The music was quiet</p>
<p><u>Texture - Layering of sound; The way individual parts or voices are put together.</u></p> <p>There are lots of instruments</p> <p>There are only a few instruments</p>
<p><u>Duration - The time that a sound (note) or silence (rest) lasts.</u></p> <p>That piece of music was long</p> <p>The piece of music was very short</p>
<p><u>Structure - The pattern or organisation of a musical composition.</u></p> <p>At the start of the piece...</p> <p>At the end of the piece...</p> <p>I can hear ... being played lots of times</p> <p>I kept hearing the same bit of the song lots of different times</p> <p>I played / composed my music in a pattern</p>
<p><u>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</u></p> <p>I could hear voices speaking / singing / shouting</p> <p>I could hear drums</p>

Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
Performing	<p>Using their voices:</p> <ul style="list-style-type: none"> • Speak and chant together • Sing songs showcasing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing in time to a steady beat • Coordinate actions to go with a song • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with a sense of enjoyment • Recognise and sing a rising melody • Explore different vocal sounds <p>Using Instruments:</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping and tapping etc. • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast or slow • Echo a simple 4 beat rhythm • Experiment with tuned and untuned sounds within a given structure e.g. call and response song • Use tuned / untuned instruments to perform a four beat rhythm • Recognise high, middle and low pitches • Use actions to demonstrate changes in pitch • Follow simple hand signals indicating: loud / quiet and start / stop 	<ul style="list-style-type: none"> • Sergi Prokofiev – ‘Peter and the Wolf’
Composing	<ul style="list-style-type: none"> • Create, select and combine sounds within a given structure e.g. Rondo form (ABACADAEA) • Make up simple musical patterns • Choose different instruments to create different timbres • Select musical instruments for a purpose / to represent ideas e.g. choosing a large drum and playing it slowly to represent an elephant • Maintain a rhythmic ostinato selecting different instruments to perform it • Can recognise the beginning and ending of a piece of music 	
Listening and Appraising	<p>Listening</p> <ul style="list-style-type: none"> • Describe what I hear in music – linked to the elements of music • Recognise a repeated theme • Listen to music and identify the strong beat • Listen carefully to a piece of music and move around the room in time to it • Listen to a piece of music and internalise (feel) the pulse • Identify the dynamics p (piano) f (forte) and silence • Begin to identify some (strings, trumpets, drums, flute) instruments in an orchestra <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to use the musical terms louder / quieter (dynamics), faster / slower (tempo), higher / lower (pitch) • Begin to articulate how changes in speed, pitch and dynamics effect the mood of different pieces of music 	
Use and understand staff and other musical notation	<ul style="list-style-type: none"> • Can begin to recognise simple traditional musical notation • Understand that musical notation is a way of writing down music • Play with support, the rhythmic pattern of notation with the help of a spoken sentence e.g. “sweet smelling guava” 	

I think I could hear ____ playing

Children can begin to recognise and identify some instruments / instrument families they can hear being played e.g. string instruments / piano

Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts

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Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 2

The Elements of Music	Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
<p>Pitch – high and low sounds</p> <p>I think the music sounded high in pitch I think the music sounded low in pitch I can hear the pitch of the music getting higher I can hear the pitch of the music getting lower The pitch of the music stays the same I can play high, middle and low sounds on this instrument.</p>	<p>Performing</p>	<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing a variety of songs with more accuracy of pitch • Sing words clearly, breathing at the end of phrases • Convey the mood or meaning of a song • Sing with expression and energy to create a sense of performance • Sing with a sense of control of dynamics and tempo • Sing simple musical patterns • Sing a song that can divide into parts • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices <p>Using Instruments:</p> <ul style="list-style-type: none"> • Follow instructions about when and how to play / vocalise sounds • Play high, middle and low notes on tuned instruments • Choose and play an instrument to reflect a certain image • Recognise high, middle, low pitches and the direction they are moving • Perform a rhythmic accompaniment to a song • Perform a sequence of sounds using a graphic score • Demonstrate some confidence in performing as a group and as an individual 	<p>Suggestions to support Chronology of Music</p> <ul style="list-style-type: none"> • Giovanni Palestrina – ‘Jesu, rex admirabilis’ • Claudio Monteverdi – ‘Zefiro Torna’ • J.S. Bach – ‘Tocatta and Fugue in D Minor’ • Pyotr Tchaikovsky – ‘Dance of the Sugar Plum Fairy’ • Edvard Grieg – In the Hall of the Mountain King • Oliver Messiaen – ‘Oiseaux Exotiques’ • Three Cane Whale – ‘Loomings’
<p>Tempo - the speed of the music.</p> <p>I think the music is allegro (fast), I can hear the instruments playing quickly</p> <p>I think the music is adagio (slow)</p> <p>I think the music is andante (at a walking pace) I think I could walk around steadily to this music.</p>		<p>Composing</p>	<ul style="list-style-type: none"> • Compose short musical patterns • Rhythm patterns from words • Select and combine sounds as part of a group from different starting ideas • Suggest improvements to group compositions, using the appropriate vocabulary • Suggest appropriate sounds and instruments to represent a location through sound <p>Extend a song by creating further verses</p>
<p>Dynamics - Volume; How loud or quiet is the music?</p> <p>I think the dynamic of the music was forte (loud)</p> <p>The dynamic of the music was piano (quiet)</p>	<p>Listening and Appraising</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen with increased concentration • Describe music using appropriate words related to the elements of music • Begin to name and recognise key orchestral instruments • Respond to music through dance and movement and artwork • Identify the dynamics pp (pianissimo), p (piano), f (forte) <p>Appraising:</p> <ul style="list-style-type: none"> • Identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood • Compare two pieces of music and identify differences and similarities 	
<p>Texture - Layering of sound; The way individual parts or voices are put together.</p> <p>There are lots of instruments playing together – this is a thick texture</p> <p>There is only one / a few instruments playing – this is a thin texture</p>			
<p>Duration - The time that a sound (note) or silence (rest) lasts.</p> <p>That piece of music was long</p> <p>The piece of music was very short</p> <p>The notes were moving quickly</p> <p>The notes sounded like they were moving slowly</p>			

<p>Structure - The pattern or organisation of a musical composition.</p> <p>At the start of the piece... At the end of the piece... I can hear ... being played lots of times I heard the chorus ... times I played / composed my music in a pattern</p>
<p>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</p> <p>I could hear a male / female / children's voices. It sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion instruments.</p> <p>Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy</p> <p>I think I could hear ____ playing</p>

<p>Use and understand staff and other musical notation</p>	<ul style="list-style-type: none"> • Can recognise simple traditional musical notation • Understand that musical notation is a way of writing down music • Begin to read simple musical notation for crotchets, quavers and semiquavers with the help of the rhythmic pattern of words e.g. snake, turtle, caterpillar • 	
<p>Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts</p>	<ul style="list-style-type: none"> • Listen to music from a range of historical eras and recognise one identifying feature of the music • Begin to notice how music from contrasting historical eras sounds different 	

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Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 3

The Elements of Music	Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
<p>Pitch – high and low sounds</p> <p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch</p> <p>I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.</p> <p>This is a pitched percussion instrument</p>	<p>Performing</p>	<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with confidence • Show increasing accuracy of pitch and awareness of the shape of the melody (picturing a line that goes up steeply when the melody suddenly jumps to a much higher note or that goes down slowly when the melody gently falls.) • Sing songs with a recognised structure (verse and chorus / call and response) • Sing partner songs confidently and accurately maintaining an independent line • Sing a song in a minor key (sounding sad e.g. The Ghost of Tom – SingUp) <p>Using Instruments:</p> <ul style="list-style-type: none"> • Perform with a sense of ensemble • Maintain an individual part in a group ensemble performance • Keep a regular pulse when playing rhythms that include rests • Perform with contrasting dynamics • Maintain a rhythmic ostinato to accompany a song • Play an instrumental part as an accompaniment to a song • Perform a composed piece to a friendly audience, as a member of a group or class • Explore the characteristics of different styles e.g. Blues 	<ul style="list-style-type: none"> •
<p>Tempo - the speed of the music.</p> <p>I think the music is allegro (fast), I can hear the instruments playing quickly</p> <p>I think the music is adagio (slow)</p> <p>I think the music is andante (at a walking pace) I think I could walk around steadily to this music.</p> <p>At the end of this piece of music I heard an accelerando, it got quicker.</p>		<p>Composing</p>	<ul style="list-style-type: none"> • Compose music as part of a group from different starting ideas • Compose music that has a recognisable structure • Suggest improvements to group compositions, using the appropriate vocabulary, and comment on whether the result has the intended effect • Show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group • Work with my ensemble to compose rhythms and structure these to form a piece of music • Recognise the structure of a call and response song and suggest different responses.
<p>Dynamics - Volume; How loud or quiet is the music?</p> <p>I think the dynamic of the music was mainly forte (loud)</p> <p>The dynamic of the music was mainly piano (quiet)</p> <p>I think the dynamic of the music kept changing between piano and forte.</p> <p>The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.)</p> <p>When I listened I heard a diminuendo (at the end / beginning etc.)</p>			
<p>Texture - Layering of sound; The way individual parts or voices are put together.</p>			

<p>There are lots of instruments playing together – this is a thick texture</p> <p>There is only one / a few instruments playing – this is a thin texture</p> <p>I can hear the instruments playing a round.</p>	<p>Listening and Appraising</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen with increased concentration to longer pieces / extracts of music • Identify repetition in music e.g. a song with a chorus • Listen to a piece of music and use appropriate vocabulary (forte, piano, legato, staccato, dynamics, pitch, timbre) to describe a performance • Through listening to musical examples understand that a rest is a beat of silence <p>Appraising:</p> <ul style="list-style-type: none"> • Listen and identify the structure of a call and response song using ABC to denote sections • Listen to a piece of music and understand how a composer uses timbre to create a specific effect 	
<p>Duration - The time that a sound (note) or silence (rest) lasts.</p> <p>That piece of music was long The piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly) sound smooth</p> <p>The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.</p>		<p>Use and understand staff and other musical notation</p>	<ul style="list-style-type: none"> • Create and interpret simple graphic scores and recognise that music can be written as staff notation • Create symbols to represent sounds • Read a score to help follow a performance • Perform by reading and interpreting a score as part of a group performance • Begin to notate my compositions using crotchets and crotchet rests
<p>Structure - The pattern or organisation of a musical composition.</p> <p>I can hear the instruments playing a round.</p> <p>In the verse... but in the chorus...</p> <p>This song uses call and response</p> <p>I chose to play ... 3 times before I played the verse... I decided to repeat the chorus ... times at the end.</p>	<p>Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts</p>		
<p>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</p> <p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p>			

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 4

The Elements of Music
<p>Pitch – high and low sounds</p> <p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in big leaps.</p>
<p>Tempo - the speed of the music.</p> <p>I think the music is allegro (fast), I can hear the instruments playing quickly I think the music is adagio (slow) I think the music is andante (at a walking pace) I think I could walk around steadily to this music. At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.</p>

Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
Performing	<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing simple songs in tune with expression as part of a group or on my own • Maintain an independent musical line within a two part song • Perform a song using my voice with accuracy, fluency, control and expression • Use my voice to maintain repeated ostinato phrases • Recognise and sing a song in a minor key • Internalise and correctly pitch intervals of a step using a scale <p>Using Instruments:</p> <ul style="list-style-type: none"> • Perform in an ensemble with increasing accuracy and aural memory • Play rhythm sticks with increasing control • Maintain a rhythmic line whilst performing within an ensemble • Maintain a rhythmic line within a more complex ensemble performance • Play music that includes rests 	<p>Suggestions to support Chronology of Music</p> <ul style="list-style-type: none"> • Tielman Susato – ‘La Mourisque’ • Antonio Lotti – ‘Crucifixus’ • Camille Saint Saens – ‘Carnival of the Animals – Fossils’ • Vaughan Williams – ‘The Lark Ascending’ • Igor Stravinsky – ‘Firebird’ • John Pitts – ‘Changes’
Composing	<ul style="list-style-type: none"> • Create call and response phrases • Suggest appropriate sounds and instruments in order to achieve an effect or portray an idea or physical thing or suggest a purpose 	

<p>Dynamics - Volume; How loud or quiet is the music?</p> <p>I think the dynamic of the music was mainly forte (loud) The dynamic of the music was mainly piano (quiet) I think the dynamic of the music kept changing between piano and forte. The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.) When I listened I heard a diminuendo (at the end / beginning etc.)</p>		<ul style="list-style-type: none"> • Compose and perform an Indian tala inspired rhythm in an ensemble with increasing accuracy • Use 5 given pitches to compose a melodic phrase to given lyrics • Compose, notate and perform a minimalist composition 	
<p>Texture - Layering of sound; The way individual parts or voices are put together.</p> <p>There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)</p>		<p>Listening</p> <ul style="list-style-type: none"> • Listen to a piece of music and recognise how different parts can fit together to form an overall effect • Listen to music from a different musical tradition and identify different Indian instruments • Listen and identify the structure of a call and response song using ABC to denote sections <p>Appraising:</p> <ul style="list-style-type: none"> • Listen to and begin to identify the different instruments of the orchestra and which families they belong to • Compare and contrast different timbre by listening to different orchestral music • Listen to a piece of music and understand how a composer uses timbre to create a specific effect 	
<p>I can hear a long sustained sound - drone</p> <p>The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly) sound smooth and connected</p> <p>The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.</p>	<p>Listening and Appraising</p>		
<p>Structure - The pattern or organisation of a musical composition.</p> <p>I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response We decided to come in one at a time so we had a layered start to our composition.</p>		<ul style="list-style-type: none"> • Use an understanding of notation to make links between notation and place names e.g. the rhythm created by saying Bristol Zoo can be notated as crotchet, crotchet, minim • Read musical notation including crotchets, quavers, semiquavers, rests • Demonstrate my developing understanding of notation by creating rhythms I can clap • Use rhythm / fraction wall to make discoveries about note values such as two crotchets = one minim • Follow a graphic score 	
<p>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</p> <p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p>	<p>Use and understand staff and other musical notation</p>		
	<p>Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts</p>	<ul style="list-style-type: none"> • Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth-century and present day and begin to recognise determining features • Compare instruments used in different musical eras and identify differences, similarities and comment on how a composer might use an instrumental sound for effect • Listen for examples of influences from art, history and other sources in a composition (e.g. Renaissance dance music, slow and steady to accommodate for clothing that restricted movement and to allow for socialising. Baroque music was highly decorated reflecting the art culture and architecture at the time.) • Understand a piece of music is often written for a purpose and consider where it might be performed • Listen for independent part writing and layering of musical parts (homophony and polyphony) • Identify how composers from different era use the elements of music to create effect 	

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Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 5

The Elements of Music	Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
	Performing	Using their voices:	<ul style="list-style-type: none">

<p>Pitch – high and low sounds</p> <p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in intervals. The melody is moving up and down the scale.</p>	<ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Perform with sensitivity and with musicality • Sing a song maintaining three independent parts • Perform a song with an instrumental accompaniment from a given score • Maintain the correct pitch whilst singing in two and three parts • Recognise Italian terms that link to tempo and use these directions to perform at different speeds. • Identify, sing and perform intervals of a third, fourth and minor 6th and recognise how these intervals colour the music • Identify and use dynamic variation whilst performing a song (crescendo, diminuendo, piano, mezzo forte, forte) <p>Using Instruments:</p> <ul style="list-style-type: none"> • Use tuned percussion / melodic instruments / my voice with increasing accuracy, fluency, control and expression • Perform an ostinato in an ensemble whilst maintaining a pulse / beat • Read and perform an extended rhythm composition • Maintain a rhythmic line and a rhythmic ostinato in an ensemble 	
<p>Tempo - the speed of the music.</p> <p>This piece of music was lento, very slow. I think this piece of music was adagio This piece of music was played at andante speed This piece of music was allegro I think this piece of music was presto, I think it felt faster than allegro At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.</p>	<p>Composing</p> <ul style="list-style-type: none"> • Use pitch, tempo and dynamics to create a piece of music that describes the movement of an object • Evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure (binary form, rondo form, ternary form) • Compose a complex rhythmic ostinato • Write lyrics to match / mirror a rhythm • Compose / notate a rhythm to illustrate an aspect of a journey 	
<p>Dynamics - Volume; How loud or quiet is the music?</p> <p>Year 3&4 + I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte) The music sounded so quiet and soft I think it was pianissimo The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen to a piece of music and identify and describe a range of dynamics • Identify how tempi influences the feel of a song • Identify monophonic and polyphonic textures • Identify the structure of a round <p>Appraising:</p> <ul style="list-style-type: none"> • Listen to and identify the different instruments of the orchestra and which families they belong to with increasing accuracy • Relate how a composer has selected timbre to reflect different emotions in music and match instrumental timbres to colours, moods and images in music 	
<p>Texture - Layering of sound; The way individual parts or voices are put together.</p> <p>There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)</p>	<p>Listening and Appraising</p> <ul style="list-style-type: none"> • Use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamics • Read a rhythmic ostinato from written musical notation • Compose / notate a rhythm to illustrate an aspect of a journey • Read my own extended rhythm composition • Read musical notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms and triplets • Begin to transcribe and notate the pitch of a line in a three part song • Recognise how an octave is written 8 notes apart on a staff and both notes are called the same • Draw the opening shape of a melody (drawing a line that goes up steeply when the melody suddenly jumps to a much higher note or that goes down slowly when the melody gently falls.) 	
<p>Duration - The time that a sound (note) or silence (rest) lasts.</p> <p>I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound staccato (short and spikey) The notes (moving slowly / quickly) sound legato (smooth and connected)</p> <p>The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.</p>		
<p>Structure - The pattern or organisation of a musical composition.</p> <p>I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response I think this piece has ... main sections We decided to use A,B, C as our structure</p>		
<p>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</p> <p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing</p>		

accuracy.

I think I could hear string / brass / percussion / **woodwind** instruments.
The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano

Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts

- in a three layered song and recognise that each melody shape is different

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Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 6

The Elements of Music	Key Concept	Key Knowledge and Vocabulary	Significant People and Pieces of Music
<p>Pitch – high and low sounds</p> <p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in intervals. I think there was an octave leap The melody is moving up and down the scale.</p>	<p>Performing</p>	<p>Using their voices:</p> <ul style="list-style-type: none"> • Maintain an individual singing line as part of a canon • Sing with accurate intonation, expression and sense of performance • Control breathing and create a sense of a musical line • Maintain the correct pitch whilst singing in two and three parts <p>Using Instruments:</p> <ul style="list-style-type: none"> • Keep in time in an ensemble performance • Maintain an independent melodic part keeping in time with the group • Alter how I use my voice / an instrument to improve a performance • Accurately echo and perform four different challenging Samba rhythms • Maintain an independent rhythmic line in a Samba structure • Recognise Italian terms that link to tempo and use these directions to perform at different speeds 	<p>Suggestions to support Chronology of Music</p> <ul style="list-style-type: none"> • Thomas Morley – ‘Sing we and Chant it’ • Henry Purcell – ‘The Fairy Queen’ • Sergi Prokofiev – ‘Dance of the Knights’ • Jean Sibelius – ‘The Tempest’ • Leonard Bernstein – ‘West Side Story’ • Clare Alsop – ‘Macbeth’
<p>Tempo - the speed of the music.</p> <p>This piece of music was lento, very slow. I think this piece of music was adagio This piece of music was played at andante speed This piece of music was allegro I think this piece of music was presto, I think it felt faster than allegro I think this piece of music was prestissimo, it was incredibly fast and I think it was faster than presto. At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.</p>		<p>Composing</p>	
<p>Dynamics - Volume: How loud or quiet is the music?</p> <p>Year 3&4 +</p> <p>I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte) The music sounded so quiet and soft I think it was pianissimo The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.</p>	<p>Listening and Appraising</p>	<p>Listening</p> <ul style="list-style-type: none"> • Listen and identify unison and harmony in singing • Recognise and identify Samba instruments • Identify key features of Samba music and recognise how a Samba is structured • Identify features of a madrigal in a Renaissance song • Recognise differences in timbre from Renaissance instruments to the present day • Identify instrumental groups with increasing accuracy • Listen and identify how Baroque music uses decoration and ornamentation as well as recognising key features of music from the Renaissance to the Twentieth Century and present day • Identify monophonic and polyphonic textures • Identify the structure of a round <p>Appraising:</p> <ul style="list-style-type: none"> • Listen to, discuss and explain some features of a range of music • Evaluate group compositions using appropriate musical vocabulary • Identify how tempi influences the feel of a song 	
<p>Texture - Layering of sound; The way individual parts or voices are put together.</p> <p>There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony) I can hear one main instrument being accompanied by others (homophonic)</p> <p>Duration - The time that a sound (note) or silence (rest) lasts.</p> <p>I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound staccato (short and spikey) The notes (moving slowly / quickly) sound legato (smooth and connected)</p>			

<p>The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.</p>
<p>Structure - The pattern or organisation of a musical composition.</p> <p>I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response I think this piece has ... main sections The structure I have chosen to use is...</p>
<p>Timbre - The type of sound. The quality of a sound that distinguishes it from another.</p> <p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.</p> <p>I think I could hear string / brass / percussion / woodwind instruments. The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano</p>

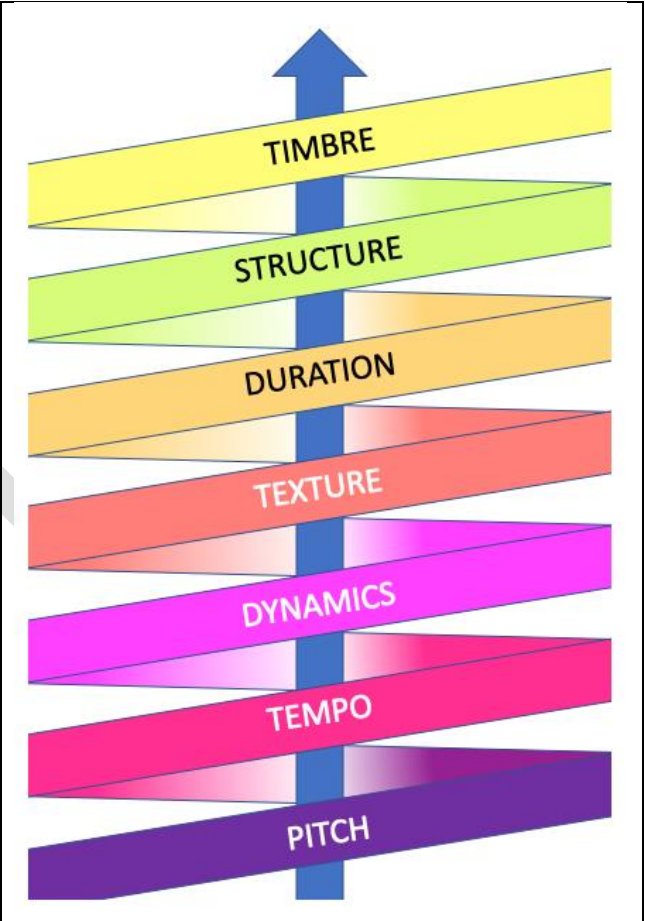
	<ul style="list-style-type: none"> • Relate how a composer has selected timbre to reflect different emotions in music and match instrumental timbres to colours, moods and images in music 	
<p>Use and understand staff and other musical notation</p>	<ul style="list-style-type: none"> • Represent my ideas as a graphic score • Recognise some rhythms aurally and from staff notation • Read four basic samba rhythms • Use and understand notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms and triplets • Draw the opening shape of a melody in a three layered song and recognise that each melody shape is different 	
<p>Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts</p>	<ul style="list-style-type: none"> • Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and Present day and explain basic key changes in style, instrumentation and structure for example how Baroque music uses ornamentation, how Romantic music often uses big orchestras, wide range of dynamics, big mood changes and is often based on stories. How nationalistic music sometimes uses folk music as inspiration. • Identify features of a madrigal in a renaissance song • Identify instrumental family groups 	

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The Elements of Music

The Elements of Music	Contexts
<p>The elements of music can be seen as the building blocks of music. Without them, music of any style or age would not exist. An understanding of the elements of music will allow learners to understand any piece of music, whether they are trying to perform or analyse it. If learners know the key elements that make up a piece of music then they can use this vocabulary and understanding to make comparisons between this and any other pieces of music by asking questions e.g. What is the tempo? What dynamic is it? What instruments are playing? The elements of music will underpin learners' musical understanding from this point to wherever their music education takes them.</p> <p>Composing – The musical elements are the 'composers toolkit.' With a clear understanding of the elements of music learners will be able to reach their full potential as composers.</p>	<p>The musical elements should be interwoven throughout all musical learning.</p>
<p>Pitch</p> <p>High and low sounds. Pitched Instruments e.g. trumpet, piano, violin, flute, guitar Unpitched Instruments – snare drum, maracas, cymbals, bass drum</p> <p>Are the instruments high pitched or low pitched?</p>	
<p>Tempo</p> <p>The speed of the music. Is the music fast or slow? Very slow – Lento Slow – Adagio Walking pace – Andante Fast – Allegro Very fast – Presto Very, very fast - Prestissimo Does it get quicker – Accelerando Does it get slower – Ritardando</p>	
<p>Dynamics</p> <p>Volume; How loud or quiet is the music?</p> <p>Piano – the musical word for quiet Forte – the musical word for loud Crescendo – getting louder Diminuendo – getting quieter</p>	
<p>Texture</p> <p>Layering of sound; The way individual parts or voices are put together. Think about the layers on a cake, how many sound layers does the music have?</p>	

<p>Thick texture – many sounds Thin texture – one or a few sounds</p>
<p>Duration</p> <p>The time that a sound (note) or silence (rest) lasts.</p>
<p>Structure</p> <p>The pattern or organisation of a musical composition. Is there a pattern to the music? Do some sections sound the same or repeat? Is there a verse followed by a chorus? Is it call and response?</p>
<p>Timbre</p> <p>The type of sound. The quality of a sound that distinguishes it from another. The specific sound of a voice or instrument Male / female voice Brass / String / Percussion / Woodwind instruments</p>



		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
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Pitch	<p>High and low sounds. Pitched Instruments e.g. trumpet, piano, violin, flute, guitar Unpitched Instruments – snare drum, maracas, cymbals, bass drum</p> <p>Are the instruments high pitched or low pitched?</p>	<p>I think the music sounded high in pitch</p> <p>I think the music sounded low in pitch</p> <p>I chose the triangle because it makes a high sound</p> <p>I chose the drum because it plays a low sound</p> <p>I can play high and low sounds on this instrument.</p>	<p>I think the music sounded high in pitch</p> <p>I think the music sounded low in pitch</p> <p>I can hear the pitch of the music getting higher</p> <p>I can hear the pitch of the music getting lower</p> <p>The pitch of the music stays the same</p> <p>I can play high, middle and low sounds on this instrument.</p>	<p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch</p> <p>I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.</p> <p>This is a pitched percussion instrument</p>	<p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch</p> <p>I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.</p> <p>This is a pitched percussion instrument</p> <p>I think the melody is moving by step</p> <p>The pitch of the melody is jumping around in big leaps.</p>	<p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch</p> <p>I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.</p> <p>This is a pitched percussion instrument</p> <p>I think the melody is moving by step</p> <p>The pitch of the melody is jumping around in intervals.</p> <p>The melody is moving up and down the scale.</p>	<p>I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch</p> <p>I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.</p> <p>This is a pitched percussion instrument</p> <p>I think the melody is moving by step</p> <p>The pitch of the melody is jumping around in intervals.</p> <p>I think there was an octave leap</p> <p>The melody is moving up and down the scale.</p>	
Tempo	<p>The speed of the music. Is the music fast or slow? Very slow – Lento Slow – Adagio Walking pace – Andante Fast – Allegro Very fast – Presto Very, very fast - Prestissimo Does it get quicker – Accelerando Does it get slower – Ritardando</p>	<p>I think the music sounds fast, it makes me want to run around.</p> <p>I think the music sounds slow, it makes me sleepy / it reminds me of a tortoise moving slowly</p>	<p>I think the music is allegro (fast), I can hear the instruments playing quickly</p> <p>I think the music is adagio (slow)</p> <p>I think the music is andante (at a walking pace) I think I could walk around steadily to this music.</p>	<p>I think the music is allegro (fast), I can hear the instruments playing quickly</p> <p>I think the music is adagio (slow)</p> <p>I think the music is andante (at a walking pace) I think I could walk around steadily to this music.</p> <p>At the end of this piece of music I heard an accelerando, it got quicker.</p>	<p>I think the music is allegro (fast), I can hear the instruments playing quickly</p> <p>I think the music is adagio (slow)</p> <p>I think the music is andante (at a walking pace) I think I could walk around steadily to this music.</p> <p>At the end of this piece of music I heard an accelerando, it got quicker.</p> <p>At the end of this piece of music I heard it get slower, ritardando.</p>	<p>This piece of music was lento, very slow.</p> <p>I think this piece of music was adagio</p> <p>This piece of music was played at andante speed</p> <p>This piece of music was allegro</p> <p>I think this piece of music was presto, I think it felt faster than allegro</p> <p>At the end of this piece of music I heard an accelerando, it got quicker.</p> <p>At the end of this piece of music I heard it get slower, ritardando.</p>	<p>This piece of music was lento, very slow.</p> <p>I think this piece of music was adagio</p> <p>This piece of music was played at andante speed</p> <p>This piece of music was allegro</p> <p>I think this piece of music was presto, I think it felt faster than allegro</p> <p>I think this piece of music was prestissimo, it was incredibly fast and I think it was faster than presto.</p> <p>At the end of this piece of music I heard an accelerando, it got quicker.</p> <p>At the end of this piece of music I heard it get slower, ritardando.</p>	<p>Accelerando in 'Come on Eileen' by Dexy's Midnight Runners https://www.bbc.co.uk/bitesize/guides/zqd7ng8/revision/4</p> <p>Rallentando in 'Pictures at an Exhibition' by Mussorgsky https://www.bbc.co.uk/bitesize/guides/zqd7ng8/revision/4</p>
Dynamics	<p>Volume; How loud or quiet is the music?</p> <p>Piano – the musical word for quiet Forte – the musical word for loud Crescendo – getting louder Diminuendo – getting quieter</p>	<p>I think the music was loud</p> <p>The music was quiet</p>	<p>I think the dynamic of the music was forte (loud)</p> <p>The dynamic of the music was piano (quiet)</p>	<p>I think the dynamic of the music was mainly forte (loud)</p> <p>The dynamic of the music was mainly piano (quiet)</p> <p>I think the dynamic of the music kept changing between piano and forte.</p> <p>The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.)</p> <p>When I listened I heard a diminuendo (at the end / beginning etc.)</p>	<p>I think the dynamic of the music was mainly forte (loud)</p> <p>The dynamic of the music was mainly piano (quiet)</p> <p>I think the dynamic of the music kept changing between piano and forte.</p> <p>The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.)</p> <p>When I listened I heard a diminuendo (at the end / beginning etc.)</p>	<p>Year 3&4 +</p> <p>I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte)</p> <p>The music sounded so quiet and soft I think it was pianissimo</p> <p>The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.</p>	<p>Year 3&4 +</p> <p>I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte)</p> <p>The music sounded so quiet and soft I think it was pianissimo</p> <p>The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.</p>	<p>Forte – Shostakovich: Symphony No 10 in E minor Op. 93 – II Allegro https://www.youtube.com/watch?v=iDYT2Qhb9oI&feature=emb_logo</p> <p>Piano – Bella Bartok: Romanian Folk Dances, Sz 56: III. Stamping Dance – Andante https://www.youtube.com/watch?v=FW5DtE2LLVE&feature=emb_logo</p> <p>Contrasting between Piano and Forte – Jacques Offenbach – Orpheus in the Underworld: Can-Can https://www.youtube.com/watch?v=sHz9lDpXRqE</p>

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Texture	Layering of sound; The way individual parts or voices are put together. Think about the layers on a cake, how many sound layers does the music have? Thick texture – many sounds Thin texture – one or a few sounds	There are lots of instruments There are only a few instruments	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round.	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony) I can hear one main instrument being accompanied by others (homophonic)	https://www.youtube.com/watch?v=teh22szdnRQ
Duration	The time that a sound (note) or silence (rest) lasts.	That piece of music was long The piece of music was very short	That piece of music was long The piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly	That piece of music was long The piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly) sound smooth The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly) sound smooth and connected The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound staccato (short and spikey) The notes (moving slowly / quickly) sound legato (smooth and connected) The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound staccato (short and spikey) The notes (moving slowly / quickly) sound legato (smooth and connected) The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.	Staccato – Pizzicato Polka by Johann Strauss https://youtu.be/xsOwumN3utE Pizzicato is a particular technique that string players use to play short detached notes (staccato) by plucking their strings. Plink, Plank, Plonk by Leroy Anderson https://youtu.be/eFsx8EPZ4pk The strings are playing pizzicato but some strings are playing quicker notes than others. There is a contract in the duration of the notes, even though all of the players are directed to play them short and detached. Pavane by Gabriel Faure https://youtu.be/HQQFWtw4FIQ The flute is playing a legato melody whilst accompanied by strings which are staccato.
Structure	The pattern or organisation of a musical composition. Is there a pattern to the music? Do some sections sound the same or repeat? Is there a verse followed by a chorus? Is it call and response?	At the start of the piece... At the end of the piece... I can hear ... being played lots of times I kept hearing the same bit of the song lots of different times I played / composed my music in a pattern	At the start of the piece... At the end of the piece... I can hear ... being played lots of times I heard the chorus ... times I played / composed my music in a pattern	I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response I chose to play ... 3 times before I played the verse... I decided to repeat the chorus ... times at the end.	I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response We decided to come in one at a time so we had a layered start to our composition.	I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response I think this piece has ... main sections We decided to use A,B,C as our structure	I can hear the instruments playing a round. In the verse... but in the chorus... This song uses call and response I think this piece has ... main sections The structure I have chosen to use is...	

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Timbre	<p>The type of sound. The quality of a sound that distinguishes it from another.</p> <p>The specific sound of a voice or instrument</p> <p>Male / female voice</p> <p>Brass / String / Percussion / Woodwind instruments</p> <p>Children will have a varied awareness of the timbre (type of sound) of different musical instruments due to their cultural capital. It is important to discuss and explore different instruments with children whilst listening to a variety of different musical examples (e.g. Minute of Listening / Ten Pieces resources) however in Year 4 children will explore orchestral instruments in more detail and from this point should be able to identify a range of individual instruments due to their timbre. E.g. violin, cello, double bass, flute, clarinet, trumpet & trombone</p>	<p>I could hear voices speaking / singing / shouting</p> <p>I could hear drums</p> <p>I think I could hear _____ playing</p> <p>Children can begin to recognise and identify some instruments / instrument families they can hear being played e.g. string instruments / piano</p>	<p>I could hear a male / female / children's voices. It sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion instruments.</p> <p>Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy</p> <p>I think I could hear _____ playing</p>	<p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p> <p>Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy</p> <p>I think I could hear _____ playing</p>	<p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p> <p>The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano</p>	<p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p> <p>The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano</p>	<p>I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting</p> <p>Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.</p> <p>I think I could hear string / brass / percussion / woodwind instruments.</p> <p>The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano</p>	

References:

- Music programmes of study: key stages 1 and 2 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf
- ISM The National Curriculum for Music https://www.ism.org/images/images/ISM_The-National-Curriculum-for-Music-booklet_Primary_2019_digital.PDF
- ISM The National Curriculum for Music https://www.ism.org/images/images/ISM_The-New-Curriculum-for-Music_Wallchart_Primary_2019_digital.pdf
- 'Minimum Expected Standards' A document produced by London Borough of Barking and Dagenham <https://www.bandmusiclub.co.uk/music-coordinator-information/>
- Bristol Plays Music Scheme of Work <https://www.bristolplaysmusic.org/teach/music-curriculum-bristol/curriculum/assessment-of-knowledge-skills/>
- Improving KS2 to 3 Transition in Music https://www.ism.org/images/files/KS2_to_3_transition_in_music.pdf
- The Culture White Paper https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/510798/DCMS_The_Culture_White_Paper_3_.pdf
- Music Education in England <http://www.educationengland.org.uk/documents/pdfs/2011-music-henley-review.pdf>
- The Importance of Music, A National Plan for Music Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/180973/DFE-00086-2011.pdf
- Making Music is the Key <https://www.drakemusic.org/wp-content/uploads/2020/01/Making-Music-is-the-Key-Drake-Music-2020.pdf>
- The Sound of the Next Generation <https://new.youthmusic.org.uk/sites/default/files/2020-06/The%20Sound%20of%20the%20Next%20Generation.pdf>
- Music Education: State of the Nation <https://www.ism.org/images/images/State-of-the-Nation-Music-Education-WEB.pdf>