

Musical Elements

Pulse/Beat/Metre

Recognise and move in time with a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.

Respond to the 'offbeat' or 'backbeat'.

Rhythm

Recognise by ear and notation:

- Semibreves, minims, crotchets, quavers and semiquavers
- Dotted minims and dotted crotchets

Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.

Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.

Understand and explain the difference between beat and rhythm.

Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Identify and explain what a melody is.

Learn to sing and follow a melody by ear and from notation.

Understand melodic movement up and down as pitch.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, E ♭, F♯, G, A, B, B ♭, C, C♯, D

Identify the following scales by ear or from notation:

C major
F major
G major
A minor

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Identify and talk about the way vocals are used in a song.

Identify and explain:

- Harmony: two or more notes heard at the same time
- Second part: a second musical part, usually a melodic line, that creates harmony

Explore chords I, IV and V in instrumental accompaniments.

Explore intervals of 3rd, 5th and octaves.

Identify the following tonal centres by ear or from notation:

C major
F major
G major
A minor

Identify and demonstrate a major and minor scale.

Tempo

Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.

Change the speed of a steady beat moving from fast to slow, slow to fast.

Control the speed of a steady beat, getting faster and getting slower.

Direct the class in controlling the speed of a steady beat in a class performance.

Dynamics

Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.

Timbre

Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.

Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.

Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.

Recognise the difference between the sound of male and female voices.

Understand the importance of the vocal warm-up and its impact on the tone of the voice.

Texture

Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.

Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.

Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.

Explain the term 'unison' and the difference between unison and solo.

Structure (Form)

Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.

Identify the instrumental break and its purpose in a song.

Recognise phrases and repeated sections.

Discuss the purpose of a bridge section.