

**What prior knowledge should students have?**

- Playing a simple melodic instrumental part by ear or from notation in C Major, G, Major, F Major, E Major, D Major, Eb Major, C Minor and D Minor.
- Composing using an eight-bar melody and record in an appropriate way (bar notation, standard notation)
- Standard notation (minims, semibreves, crotchets, quavers and semiquavers and placement of notes on stave). Identify symbols on the stave (treble clef, bar lines, flat sign and a sharp sign)
- Identifying the following scales by ear or from notation: C Major, F Major, D Minor, G Major, Eb Major, C Minor
- Vocabulary (tempo, pulse, pitch, rhythm, dynamics, texture, timbre and structure, legato, staccato, pentatonic scale)

**Key Vocabulary**
**Definition**

Tempo	The speed of a beat: steady, fast or a slow beat.
Pulse/Beat/Metre	The steady beat of a piece of music.
Pitch (Melody)	High and low-pitched notes.
Rhythm	The combination of long and short sounds.
Dynamics	If a section of music is loud or quiet. Fortissimo (very loud) pianissimo (very quiet) mezzo forte (moderately loud) mezzo piano (moderately quiet)
Texture	The layers of a song – voices and instruments heard at the same time.
Timbre	Sound quality of a musical note, sound, or tone (sharp, brassy, round etc)
Structure (form)	The layout of a song (introduction, verse, chorus etc)
Legato	Notes played smoothly, with no gap between the notes
Staccato	Playing notes sharply, detached or separated from the others
Pentatonic scale	A five-note or five-tone scale

**What skills will students learn? (Disciplinary Knowledge)**

- To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- To compose for a range of purposes using the inter-related dimensions of music and record using staff and other musical notations
- To appreciate and understand a wide range of high-quality live and recorded music

**What key knowledge will be taught? (Substantive Knowledge)**

- Learn to play a simple melodic instrumental part by ear or from notation in F Minor
- Plan and compose an 8 or 16-beat melodic phrase, incorporate rhythmic variety and interest and record this via standard notation.
- Create a simple chord progression.
- How performance can be changed if it was repeated in a larger/smaller performance space
- To identify major and minor tonality, chord triads I, IV, and V, and intervals within a major scale
- A new song will be listened and appraised each week (genre, time period, instruments used, how it makes us feel, meaning of the song, features of different styles, time signature, identify a repeating theme, identify major and minor tonality)