

	Music Curriculum Phase 2 - Year A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WCET Focus (Refer to pathways document for progression. – Y3-Y6 objectives MMC)	Djembe <i>(Untuned Percussion)</i>	Djembe <i>(Untuned Percussion)</i>	Toots <i>(Woodwind)</i>	Toots <i>(Woodwind)</i>	Guitars	Guitars
<i>Coverage of MMC purple objectives through WCET.</i> <i>MMC green objectives to be covered by listed scheme content.</i> <i>Curriculum content listed in black.</i>	Using their voices					
	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) Concentration navigation HELLO, this is how we say hello (also in a round) Here Comes Sally Oo a Lay Lay – call and response	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) Senua de dende – Trad. Ghanaian song Dr. Knickerbocker – Action song	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) Who stole the cookie from the cookie jar? - chants Jailhouse Rock Rocking all over the world	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) I love the flowers -2 part round. BBQ Blues – action song	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) The Forth Rail Bridge (Round) What shall we do with the drunken sailor? (Trad folk)	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) Bluetail Fly – American Folk What shall we do with the drunken sailor (Round)
	• Sing songs in a variety of styles and traditions with more confidence, increasing the number sung from memory. • Understand that posture, breathing and diction are important. • Chant or sing a round in two parts.			• Show increasing accuracy of pitch and awareness of the shape of a melody. • Sing increasingly longer phrases. • Perform actions songs and perform demonstrating an awareness of character or style.		
	Coverage through songs listed in each term.					
	Using classroom instruments					
• Keep a steady beat on an instrument in a group or individually. React to changes of pulse. (WCET PP1) • Maintain a rhythmic ostinato simultaneously with a different ostinato/ steady beat. (WCET PP1) • Play using graphic symbols and staff notation. (WCET PP1) • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter. (WCET PP1)	• Play music in a metre of 2,3 or 4, discuss time signatures (WCET PP2) • Perform in 2 or more parts • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter, with a sense of ensemble. (WCET PP2) • Perform with awareness of others. (WCET PP1) • 2 part djembe pieces inspired by rhythms from different countries.	• Keep a steady beat on an instrument in a group or individually. React to changes of pulse. (WCET PP1) • Maintain a melodic ostinato simultaneously with a steady beat. (WCET PP1) • Copy a short melodic phrase by ear. (WCET PP1) • Play using graphic symbols and staff notation. (WCET PP1) • Perform with awareness of others. (WCET PP1)	• Play melodies, increasing in independence written on one stave C to C. (WCET PP2) • Read and play rhythm and pitch from known graphic/ staff notation. (WCET PP2) • Perform to a friendly audience with awareness of others (WCET PP1 & PP2) • Extend to improvising over instrumental break in each	• Keep a steady beat on an instrument in a group or individually. (WCET PP1) • Learn 3 to 4 open chords. (WCET PP1) • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter and repeating patterns. (WCET PP1) • Introduce the guitar as an instrument – and cover	• Keep a steady beat on an instrument in a group or individually. (WCET PP2) • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter and repeating patterns. (WCET PP2) • Perform to a friendly audience with awareness of others (WCET PP1 & PP2) • Extend to use of 2/4 and 3/4 time signatures.	

• Perform to a friendly audience with awareness of others (WCET PP1) • Djembe introduction – origin – technique for playing (bass, tone, slap). • ‘Don’t play this one back’ (different dynamics/tempo). • Hungry crocodiles, plug the gap, - What's for tea tonight? • ‘Humpty Dumpty’ piece in one part – extend to two parts with a rhythmic ostinato. • Improvising through call and response.	• Introducing non-standard notation for playing/recording pieces and own compositions. • Class composition of a stylistic groove over rhythmic ostinato. (Rhythms linked to a cross-curricular theme/topic.) • Peer performance of class composition in school assembly.	• Introduction to woodwind family and flute. Explain that the toot relates to the flute and recorder. • Handling the instrument/playing/holding. Use of Mr Gray recorder resource – develop playing of BAG with selected tracks from Mr Gray recorder <30. • Extend note range to E. • Variety of note lengths including semi-breve and quavers. <i>(Toot – Mr Gray used as recorder/toot share the same fingering.)</i>	track – individuals to take turns throughout unit. • Children to use note names and extend to stave when writing own toot compositions using a limited range of notes. (BAG) • Toot compositions to be performed in whole school assembly.	common forms – classical, steel strung, electric. • Identify individual string names and use them to accompany singing as a melodic bass line played on the lower strings – Skip to my lou, Man gave names to all the animals, extend to different time signatures. • Learn open chords starting with Em picking the 6th string and strumming the lower 3 – Our paddles/Land of the silver birch. • Learn easy G and Am/C. Alternate between, singing a range of songs. • Children to write alternative lyrics for ‘Skip to my Lou’ working on a verse per group. • Perform in school assembly. • Improvising with notes from chord triads. (Chords of D and A major.)	• Use of simple guitar tablature to play/write down simple melody lines. • Compose own folk songs in groups (linked to listening and singing elements of the curriculum.) Children to draw on musical elements in their compositions. • End of year performance with Djembe/toots/guitars.
• Combine musical sounds with narrative. • Combine musical sounds with movement.	• Play tuned percussion or a melodic instrument with increasing confidence.		• Play tuned percussion or a melodic instrument with increasing confidence. • Combine musical sounds with narrative.		
• Perform pieces, including compositions, to a friendly audience, as a member of a group or class.					
Listening					
• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Musical Traditions India Indian Classica -I Sahela Re - Kishori Amonkar	• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP2) • Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2) Western Classical Tradition and Film Jai Ho from Slumdog Millionaire - A. R. Rahman – (C21)	• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Western Classical Tradition and Film Hallelujah from Messiah - Handel – Baroque (C18)	• Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2&3) • Identify the difference between major and minor melodies. (WCET PP3) • Recognise the different structured sections of a song (i.e. verse, chorus, bridge) (WCET PP3)	• Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Popular Music I Got You (I Feel Good -) James Brown – Funk – (C20)	• Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2&3) • Recognise the different structured sections of a song (i.e. verse, chorus, bridge) (WCET PP3) • Identify the difference between major and minor melodies. (WCET PP3)

			Western Classical Tradition and Film Night on a Bare Mountain - Mussorgsky – Romantic (C19)		
• Listen to live / recorded music extracts. Identify and discuss: a steady beat / a changing beat. • a specific rhythm pattern or event. • the tempo, dynamics and the melody of the music. • Walk, move or clap to a steady and a changing beat. • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc). • Identify repetition in music i.e. a song with a chorus. • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. • Recognise and order short, pitched phrases shown in dots. • Listen to their own compositions and use musical language to describe what happens in them.					
Musicianship – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
<u>Terms 1,3 and 5</u> <u>Terms and Understanding:</u> • Duration – beat, rhythm, longer, shorter, sustained, time signature. (WCET PP1) • Structure – repetition, echo, question and answer. (WCET PP1) • Tempo – steady, faster, slower, allegro, adagio (WCET PP1) • Timbre - Different sound sources have different sound qualities - An instrument can make a range of different sounds depending on how it is played. (WCET PP1) <u>Notation:</u> • Know crotchets, quavers, crotchet rests. (WCET PP1)			<u>Terms 2, 4 and 6</u> <u>Terms and Understanding:</u> • Duration – time signature, metre, legato, staccato (WCET PP2) • Dynamic range p – f including crescendo/diminuendo. (WCET PP2) • Pitch – scale, step, leap. (WCET PP2) • Tempo – faster/ slower, allegro/ adagio (WCET PP2) <u>Notation:</u> • Know minims, crotchets, quavers, and their rests. (WCET PP2) • Understand time signatures 2/4, 3/4, 4/4. (WCET PP2) • Recognise staff notation. (WCET PP2) • Recognise C – G from a stave as a group. (WCET PP2)		
<u>Terms and Understanding:</u> • <i>Dynamics</i> - <i>forte</i>-loud and <i>piano</i>-soft, louder, softer. • <i>Structure</i> - verse, chorus. • <i>Texture</i> - Layers of sound. • Ostinato, phrase, melody. <u>Notation:</u> • Introduce the stave and clef. • Use dots to represent higher and lower pitch.					
Improvise – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
• Use longer/ shorter, faster/ slower, higher/ lower, louder/ quieter sounds. (WCET PP1) • Invent short responses. • Explore timbre that one instrument can make. (WCET PP1)	• Rhythm patterns from different times and places. (WCET PP2) • Create a Question and Answer style rhythm by responding to a leader by using rhythms played in the Question, in the Answer. (WCET PP2)	• Use longer/ shorter, faster/ slower, higher/ lower, louder/ quieter sounds. (WCET PP1) • Invent short responses using a limited range of notes. (WCET PP1) • Explore timbre that one instrument can make. (WCET PP1) • Use steps and leaps. (WCET PP1)	• Create a melody over a simple groove. (WCET PP2) • Use scales such as Pentatonic, C major, A minor, Slendro, Rag (WCET PP2) • Explore characteristics of various styles/ traditions (WCET PP2)	• Invent short rhythmic patterns using chords. (WCET PP1) • Explore timbre that one instrument can make. (WCET PP1)	• Invent chordal passages of music (4, 8 or 16 beats) using a range of rhythm values and rests. (WCET PP2) • Explore timbre that one instrument can make (i.e. the difference between strumming/picking or one string at once) (WCET PP2)

	Using tuned and untuned instruments to explore how they can represent and enhance pictures/ stories/ moods.		- With pitched notes moving by <i>step</i> (notes adjacent to each other) and by <i>leap</i> (notes with gaps between them). - Using tuned and untuned instruments to explore how they can represent and enhance pictures/ stories/ moods.		- With pitched notes moving by <i>step</i> (notes adjacent to each other) and by <i>leap</i> (notes with gaps between them). - Using tuned and untuned instruments to explore how they can represent and enhance pictures/ stories/ moods.	
	Compose - (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
	- A simple rhythmic accompaniment to go with a song, using an ostinato pattern (WCET PP1) - Using symbols to represent sound graphic scores/ known rhythms and durations of traditional notation. (WCET PP1)	- A simple rhythmic accompaniment to go with a song, using ostinati. (WCET PP2) - Capture creative ideas using time signatures and rhythm notation. (WCET PP2)	- Create a particular mood. (WCET PP1) - Use graphic notation or known staff notation to represent sound. (WCET PP1) - Use a recognisable structure: repetition, beginning/ middle/ end. (WCET PP1) - Combine rhythm notation labelled with small range of note names such as C E G. (WCET PP1)	Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions. (WCET PP2)	- A simple harmonic accompaniment to go with a song, using the chords that have been taught. (WCET PP1) - Use simple stick notation to show the intended rhythm of the composition. (WCET PP1)	- A simple harmonic accompaniment to go with a song, using the chords that have been taught. (WCET PP2) - Use simple stick notation to show the intended rhythm of the composition. (WCET PP2)
	- Words and actions to go with songs. - Music that has a recognisable structure; question and answer phrases / verse and chorus. - Music that tells a story, paints a picture or creates a mood.		- Music that has a recognisable structure; question and answer phrases / verse and chorus. - Music that tells a story, paints a picture or creates a mood.		- Words and actions to go with songs. - Music that has a recognisable structure; question and answer phrases / verse and chorus. - Music that tells a story, paints a picture or creates a mood.	



	Music Curriculum Phase 2 - Year B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WCET Focus (Refer to pathways document for progression – Y3-Y6 Objectives MMC)	Samba <i>(Untuned Percussion)</i>	Samba <i>(Untuned Percussion)</i>	Recorders <i>(Woodwind)</i>	Recorders <i>(Woodwind)</i>	Ukuleles	Ukuleles
	Using their voices					
	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) Bungalow - word chants No more shall I work in the Factory (round) Firework – Katie Perry - dynamics	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) Awimbawe – part song. You are my sunshine – Reggae Take me to Jamaica – Ziggy Marley - Reggae	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) Swing low, sweet chariot – spiritual – In 2 parts – pentatonic scale Smile – Sing Up - round	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) Cluck Old Hen – Sing Up (Trad. round) Don't worry, be happy - Bobby McFerrin – 2 parts.	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Use word chants to understand how syllables link to notes. (WCET PP1) • Perform forte and piano. (WCET PP1) Roar – Katie Perry – Ukulele link. Billy the Kid – Sing Up - Jazz Don't scratch the cat – Jazz	• Sing songs with recognised structure e.g. verse and chorus. (WCET PP1) • Communicate the meaning and mood of a song. (WCET PP2) • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch. (WCET PP2) Singing a range of songs from Ukulele Rocks. Singing own compositions accompanied by ukuleles.
	• Sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and the shape of the melody. • Sing songs in different time signatures. • Further develop good posture and clear diction. • Sing songs showing musical expression i.e. phrasing, changes of tempi, crescendo, diminuendo.			• Sing two and three-part rounds and partner songs with more confidence and increasing accuracy of pitch. • Sing with accurate pitch over larger leaps, confidently as part of a small group or solo. • Copy short phrases and be able to sing up and down in step, independently.		
	Coverage through songs listed in each term.					
	Using classroom instruments					
• Keep a steady beat on an instrument in a group or individually. React to changes of pulse. (WCET PP1) • Maintain a rhythmic ostinato simultaneously with a different ostinato/ steady beat. (WCET PP1) • Play using graphic symbols and staff notation. (WCET PP1)	• Play music in a metre of 2,3 or 4, discuss time signatures (WCET PP2) • Perform in 2 or more parts • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter, with a sense of ensemble. (WCET PP2) • Perform with awareness of others. (WCET PP1)	• Keep a steady beat on an instrument in a group or individually. React to changes of pulse. (WCET PP1) • Maintain a melodic ostinato simultaneously with a steady beat. (WCET PP1) • Copy a short melodic phrase by ear. (WCET PP1)	• Play melodies, increasing in independence written on one stave C to C. (WCET PP2) • Read and play rhythm and pitch from known graphic/ staff notation. (WCET PP2) • Extend to improvising over instrumental break in each	• Keep a steady beat on an instrument in a group or individually. (WCET PP1) • Learn 3 to 4 open chords. (WCET PP1) • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter and repeating patterns. (WCET PP1)	• Keep a steady beat on an instrument in a group or individually. (WCET PP2) • Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter and repeating patterns. (WCET PP2) • Perform to a friendly audience with awareness of others (WCET PP1 & PP2)	

- Follow a leader, stopping and starting, playing faster/ slower, louder/ quieter. (WCET PP1) - Perform to a friendly audience with awareness of others (WCET PP1) - Samba introduction – origin – technique for playing instruments – Surdo, tamborim, agogo bell, ganza, repinique/snare ‘Don’t play this one back’ (different tempos/dynamics). - Exploring structure – echo, call and response. - Use above in one part before extending up to two parts. - Improvising for a set number of beats over a rhythmic ostinato – individually, moving around the circle. - Different children to take turns leading the bateria.	2/3 part samba pieces inspired by rhythms from cross-curricular topics. - Use of breaks to introduce new sections and individual improvisation. - Introducing non-standard notation for playing/recording pieces and own compositions. - Composing a stylistic groove over rhythmic ostinato. (Rhythms linked to a cross-curricular theme/topic.) - Peer performance of compositions in school assembly.	- Play using graphic symbols and staff notation. (WCET PP1) - Perform with awareness of others. (WCET PP1) - Introduction to woodwind family and recorder. - Handling the instrument/playing/holding - Use of Mr Gray recorder resource – develop playing of BAG with selected tracks from Mr Gray recorder <30. - Extend note range to E. - Variety of note lengths including semi-breve and quavers.	track – individuals to take turns throughout unit. - Children to use note names and extend to stave when writing own recorder compositions using a limited range of notes. (BAG) - Recorder compositions to be performed in whole school assembly.	- Introduce the ukulele as an instrument – and cover different instruments in family, soprano, concert, tenor... - Learn simple single chord songs from open chord of Am7, C. - Develop chords using chord boxes and change between. - Develop knowledge of songs up to ‘Dad’s got a ukulele’ on Ukulele Rocks. - Introduce use of ukulele tablature from second half of Ukulele Rocks site. - Improvising with notes from open strings/chord triads. - Perform in school assembly.	- Extend to use of 2/4 and 3/4 time signatures. - Extend strumming pattern to include upstrokes in 4/4 time. - Use of simple ukulele tablature to play/write down simple melody lines. - Compose own songs in groups (linked to listening and singing elements of the curriculum.) Children to draw on musical elements in their compositions. - End of year performance with samba/recorders/ ukuleles.
Combine playing with narrative and / or movement.	Demonstrate legato and staccato playing (smooth and detached).		- Demonstrate legato and staccato playing (smooth and detached). - Combine playing with narrative and / or movement.		
- Maintain a drone or one of multiple ostinato patterns in a small, instrumental group against a steady beat. - Develop basic instrumental skills over a sustained period e.g. whole-class or small group learning - Use tuned percussion instruments with increasing confidence to accompany songs and improvise.					
Listening					
Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Musical Traditions Trinidad – Calypso - Tropical Bird - Trinidad Steel Band – (C20)	- Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP2) - Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2)	Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Western Classical Tradition and Film O Euchari - Hildegard -Early	- Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP2) - Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2)	Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP1) Popular Music Jazz - Take the ‘A’ Train - Billy Strayhorn/Duke Ellington Orchestra – (C20)	- Listen with concentration to longer pieces/ extracts of music from styles, eras or traditions relating to the WCET instrument. (WCET PP2) - Recognise aurally the range of instruments used and music from the countries of origin identifying key elements that give it its unique sound. (WCET PP2)

	Musical Traditions Punjab/UK - Bhangra- Bhabiye Akh Larr Gayee - Bhujhangy Group (C20) Western Classical Tradition and Film For the Beauty of the Earth - Rutter – (C20)		Musical Traditions Symphony No. 5 - Beethoven – Classical – (C19)		Popular Music 90s Indie – Wonderwall – Oasis – (C20)
• Recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school. • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify moving and static parts in the music (see below) • Identify verse and chorus or call and response structures • Identify the use of metre in 2, 3 or 4, discuss time signature • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.					
Musicianship – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
<u>Terms 1,3 and 5</u> <u>Terms and Understanding:</u> • Duration – beat, rhythm, longer, shorter, sustained, time signature. (WCET PP1) • Structure – repetition, echo, question and answer. (WCET PP1) • Tempo – steady, faster, slower, allegro, adagio (WCET PP1) • Timbre - Different sound sources have different sound qualities - An instrument can make a range of different sounds depending on how it is played. (WCET PP1) <u>Notation:</u> • Know crotchets, quavers, crotchet rests. (WCET PP1)			<u>Terms 2, 4 and 6</u> <u>Terms and Understanding:</u> • Duration – time signature, metre, legato, staccato (WCET PP2) • Dynamic range p – f including crescendo/diminuendo. (WCET PP2) • Pitch – pentatonic scale, step, leap. (WCET PP2) • Tempo – faster/ slower, allegro/ adagio (WCET PP2) <u>Notation:</u> • Know minims, crotchets, quavers, and their rests. (WCET PP2) • Understand time signatures 2/4, 3/4, 4/4. (WCET PP2) • Recognise staff notation. (WCET PP2) • Recognise C – G from a stave as a group. (WCET PP2)		
• Structure – phrase, verse, chorus. • Texture - drone, layers of sound, combinations of sound. • Ostinato, melody, ensemble, moving and static parts (e.g. a changing harmony / a repeating note or drone).					
Improvise – (Objectives to be covered through WECT focus and full year of curriculum teaching.)					
• Use longer/ shorter, faster/ slower, higher/ lower, louder/ quieter sounds. (WCET PP1) • Invent short responses. • Explore timbre that one instrument can make. (WCET PP1)	• Rhythm patterns from different times and places. (WCET PP2) • Create a Question and Answer style rhythm by responding to a leader by using rhythms played in the Question, in the Answer. (WCET PP2)	• Use longer/ shorter, faster/ slower, higher/ lower, louder/ quieter sounds. (WCET PP1) • Invent short responses using a limited range of notes. (WCET PP1) • Explore timbre that one instrument can make. (WCET PP1) • Use steps and leaps. (WCET PP1)	• Create a melody over a simple groove. (WCET PP2) • Use scales such as Pentatonic, C major, A minor, Slendro, Rag (WCET PP2) • Explore characteristics of various styles/ traditions (WCET PP2)	• Invent short rhythmic patterns using chords. (WCET PP1) • Explore timbre that one instrument can make. (WCET PP1)	• Invent chordal passages of music (4, 8 or 16 beats) using a range of rhythm values and rests. (WCET PP2) • Explore timbre that one instrument can make (i.e. the difference between strumming/picking or one string at once) (WCET PP2)
• Rhythm patterns in music from different times and places. • Music that describes feelings or moods such as ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc. • Music that incorporates effective silences – rests. • With different groupings of beats (metre of 2, 3 or 4).					
Compose - (Objectives to be covered through WECT focus and full year of curriculum teaching.)					

	• A simple rhythmic accompaniment to go with a song, using an ostinato pattern (WCET PP1) • Using symbols to represent sound graphic scores/ known rhythms and durations of traditional notation. (WCET PP1)	• A simple rhythmic accompaniment to go with a song, using ostinati and drones. (WCET PP2) • Capture creative ideas using time signatures and rhythm notation. (WCET PP2)	• Create a particular mood. (WCET PP1) • Use graphic notation or known staff notation to represent sound. (WCET PP1) • Use a recognisable structure: repetition, beginning/ middle/ end. (WCET PP1) • Combine rhythm notation labelled with small range of note names such as C E G. (WCET PP1)	• Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions. (WCET PP2)	• A simple harmonic accompaniment to go with a song, using the chords that have been taught. (WCET PP1) • Use simple stick notation to show the intended rhythm of the composition. (WCET PP1)	• A simple harmonic accompaniment to go with a song, using the chords that have been taught. (WCET PP2) • Use simple stick notation to show the intended rhythm of the composition. (WCET PP2)
	• A piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Capture creative ideas using any of the following: <i>rhythm notation, time signatures, staff notation, graphic scores</i> and / or technology.	• A simple melody from a selected group of notes (i.e. a pentatonic scale). • Introduce <i>major</i> and <i>minor</i> chords for exploration. • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Capture creative ideas using any of the following: <i>rhythm notation, time signatures, staff notation, graphic scores</i> and / or technology.	• A simple melody from a selected group of notes (i.e. a pentatonic scale). • Introduce <i>major</i> and <i>minor</i> chords for exploration. • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Capture creative ideas using any of the following: <i>rhythm notation, time signatures, staff notation, graphic scores</i> and / or technology.			