

# Teaching Music with a sense of progression

Music Knowledge and skills F–2
<i>In this band students are introduced to Music</i>
<b>Elements</b> <b>rhythm:</b> sound/silence, long/short, and rhythm, rest, ostinato, tempo, crotchet rest, quavers in pairs , duple and triple metres <b>pitch:</b> high/low, pitch direction (going up or down), pitch matching, unison <b>dynamics and expression:</b> loud (forte) <i>f</i> and soft (piano) <i>p</i> <b>form:</b> same/different, patterns, repetition, echo, introduction, verse, chorus, round <b>timbre:</b> every voice and instrument has its own distinct sound; how sound is produced including hit, blown, plucked and shaken <b>texture:</b> unison, melody and accompaniment, round, drone
<b>Skills</b> <ul style="list-style-type: none"><li>Discriminate between sounds and silence</li><li>Move and perform with an understanding of beat and tempo</li><li>Demonstrate the difference between singing and speaking voice.</li><li>Discriminate between loud and soft, long and short, high and low</li><li>Recognise familiar instrument timbres</li><li>Use technology as a tool for music learning</li><li>Hold and play classroom instruments safely and correctly</li><li>Understand turn taking in group music making</li><li>Playing in time</li></ul>
<b>Viewpoints</b> <i>Examples of key questions and level of complexity for this band:</i>
<b>Meanings and interpretations</b> <ul style="list-style-type: none"><li>What did this music make you think about and why?</li></ul>
<b>Forms and elements</b> <ul style="list-style-type: none"><li>What sounds or musical phrases are in my composition?</li><li>What instruments were used in the music and how was their sound different? How was their sound made?</li></ul>
<b>Societies and cultures</b> <ul style="list-style-type: none"><li>Where is this music from and why was it made?</li></ul>
<b>Evaluations</b> What did you like about the music you listened to/ played or sang? Why?

Music Knowledge and skills 3-4
<i>In this band students build on the knowledge and concepts introduced in Foundation to Year 2:</i>
<b>Elements</b> <b>rhythm:</b> rhythm: simple metres crotchet , crotchet rest , quaver , semiquaver , dotted crotchet , crotchet , quavers in groups of 3 and identical rests in repertoire studied ostinato, (faster and slower) tempo changes <b>pitch:</b> pentatonic patterns, melodic shape, steps and leaps, treble recognising clef, staff <b>dynamics and expression:</b> very soft (pianissimo) <i>pp</i> and very loud (fortissimo) <i>ff</i> , gradually getting louder (crescendo), gradually getting softer (decrescendo), smoothly, short and detached <b>form:</b> question and answer (call and response), repeat signs, binary (AB) and ternary (ABA) forms <b>timbre:</b> recognising familiar instrumental timbres in isolation and combination <b>texture:</b> combining two or more rhythmic or melodic patterns which occur simultaneously in different voices.
<b>Skills</b> <ul style="list-style-type: none"><li>Match pitch and show the direction of a tune with gesture or drawings</li><li>Recognise the differences between notes moving by steps and leaps</li><li>Discriminate between rhythm and beat</li><li>Demonstrate beat and tempo changes</li><li>Using instruments and voices safely and correctly in the classroom</li><li>Use technology as a tool for music learning</li></ul>
<b>Viewpoints</b> <i>Examples of key questions and level of complexity for this band:</i>
<b>Meanings and interpretations</b> <ul style="list-style-type: none"><li>Why was this music written?</li></ul>
<b>Forms and elements</b> <ul style="list-style-type: none"><li>How did the music change? How many different sections are there in the music?</li></ul>
<b>Societies and cultures</b> <ul style="list-style-type: none"><li>What new sounds do you hear in this music? When is this music to be used?</li></ul>
<b>Evaluations</b> How did the music make you feel and why?

Music Knowledge and skills 5-6
<i>In this band students build on knowledge and skills introduced from Foundation to Year 4:</i>
<b>Elements</b> <b>rhythm:</b> rhythm: simple metres and time signatures, bars and barlines simple metres , semibreve , minim , crotchet , crotchet rest, quaver , and associated rests, semiquaver , compound metre , dotted quavers in groups of 3, quaver , semiquaver , dotted crotchet rest <b>pitch:</b> pentatonic and major scales, recognise pitch sequences such as an arpeggio or riff; treble and bass clef <b>dynamics and expression:</b> detached (staccato), smoothly (legato), accent (ABACA), phrase, theme/motif, Rondo <b>texture:</b> riff, ostinato acoustic, electronic sounds; voice and instrument types <b>texture:</b> contrast within layers of sound
<b>Skills</b> <ul style="list-style-type: none"><li>Identify and notate metre and rhythmic groupings</li><li>Sing and play independent parts against contrasting parts.</li><li>Recognise instrumental, vocal timbres and digitally generated sounds</li><li>Use available technology and digital media as a tool for music learning</li><li>Hold and play instruments and using their voices safely and correctly</li><li>listening to others controlling volume and tone in ensemble activities</li></ul>
<b>Viewpoints</b> <i>Examples of key questions and level of complexity for this band:</i>
<b>Meanings and interpretations</b> <ul style="list-style-type: none"><li>How does the composer indicate dynamics in this piece?</li><li>How does the performer show emotion in this piece?</li></ul>
<b>Forms and elements</b> <ul style="list-style-type: none"><li>Which style of music is this? What musical clues helped you to decide?</li></ul>
<b>Societies and cultures</b> <ul style="list-style-type: none"><li>How do different cultures use music? Why is this piece of music important in this culture?</li></ul>
<b>Evaluations</b> <ul style="list-style-type: none"><li>What do you like about this music and why?</li></ul>

Music Knowledge and skills 7-8
<i>In this band students build on knowledge and skills introduced from Foundation to Year 4:</i>
<b>Elements</b> <b>rhythm:</b> time signature, semiquaver subdivisions, dotted notes, minim and semibreve rests, quaver rest, dotted crotchet rest, bars and bar lines Rhythmic devices such as anacrusis, syncopation, ties and pause <b>pitch:</b> melodic sequences based upon pentatonic, major and minor scales; key and key signatures; major and minor chords and primary triads (I, IV, V) in simple chord progressions; reading treble and bass clefs and ledger lines <b>dynamics and expression:</b> dynamic gradations including <i>mp</i> and <i>mf</i> , articulations relevant to style, for example, glissando, slide, slap, melismatic phrasing <b>form:</b> repetition and contrast; call and response; digital sequences; theme and variation; 12 bar blues; popular song structures including verse, chorus, bridge, middle 8, intro and outro <b>timbre:</b> recognising instrumental types and groups, voice types, acoustic and electronic sound <b>texture:</b> identifying layers of sound and their role (accompaniment and melody); unison, homophonic (melody with chords), polyphonic (two or more independent layers played simultaneously)
<b>Skills:</b> <ul style="list-style-type: none"><li>Recognising rhythmic patterns and beat groupings</li><li>Discriminate between pitches recognising intervals and familiar chord progressions</li><li>Aurally identifying layers within a texture</li><li>Imitate simple melodies using voice and instruments.</li><li>Perform with expression and technical control, correct posture and safety.</li><li>Understand their role within an ensemble, controlling tone and volume</li></ul>
<b>Viewpoints</b> <i>Examples of key questions and level of complexity for this band:</i>
<b>Meanings and interpretations</b> <ul style="list-style-type: none"><li>What is music? Why does the same piece sound different when different musicians play it?</li></ul>
<b>Forms and elements</b> <ul style="list-style-type: none"><li>How have the elements of music and instruments been used in this piece?</li><li>What composition devices were used in your piece?</li></ul>
<b>Societies</b> <ul style="list-style-type: none"><li>What is the social context of this piece and for whom would it be performed?</li></ul>
<b>Cultures</b> <ul style="list-style-type: none"><li>What is the cultural context of this piece and what does it signify?</li></ul>
<b>Histories</b> <ul style="list-style-type: none"><li>What instruments and other features of the music indicate it is from a particular time and place?</li></ul>
<b>Philosophies and ideologies</b> <ul style="list-style-type: none"><li>What philosophical, ideological and political perspectives influence or are represented in this work? Does this affect the audience's interpretation of it?</li></ul>
<b>Evaluations</b> How effectively did the musicians use expressive techniques in their performance? What are the strengths of this performance or composition?

What do students bring with them from outside school?

What's changing from Band to Band? What stays the same?

# Teaching Music

## Elements of Music

<b>rhythm</b>	the organisation of sound in relation to time. Rhythm includes length of sound and silence, beat, and tempo
<b>pitch</b>	the relative highness or lowness of sound. Pitch occurs horizontally (as in a melody) and vertically (including chords and harmony)
<b>dynamics and expression</b>	the relative volume and intensity of sound and the way that sound is articulated and interpreted
<b>form and structure</b>	the plan or design of a piece of music described by identifying what is the same and what is different and the ordering of ideas in the piece
<b>texture</b>	the layers of sound in a musical work and the relationship between them
<b>timbre</b>	the particular tone colour or quality that distinguishes a sound or combinations of sounds

Each Music lesson needs to engage directly with these  
*Elements of Music*  
and these  
*Skills, Techniques, Processes*

<b>rhythm</b>	beat sound and silence long/short even/uneven rhythm as ‘the words’ symbols metre
<b>pitch</b>	going up/down higher/lower intervals solfa notation
<b>dynamics and expression</b>	faster/slower softer/louder symbols
<b>form and structure</b>	phrases echoes (A-A) verses question and answer (A-B) introduction coda repeat sign interlude forms
<b>texture</b>	sing/speak while moving to beat rhythmic cannon/ostinato melodic canon/ostinato
<b>timbre</b>	distinctive characteristics of sound body sounds found sounds instruments sound effects (SFX)

## Skills Techniques Processes

<b>Listening</b>	Listening is the process through which music is experienced and learnt. This includes listening to, analysing and comparing a range of repertoire. Developing aural skill (ear training) as the technique for discriminating, identifying, interpreting and applying musical concepts is essential for all listening, performing and composition activities.
<b>Composing</b>	Composing is a broad term for creating original music. In the classroom this involves improvising, organising musical ideas, creating accompaniment patterns, arranging and writing original works either individually or collaboratively.
<b>Performing</b>	Performing involves playing instruments, singing or manipulating sound using technology as an individual or ensemble member. This includes learning songs, instrumental pieces, accompaniments, and works composed by self and others. Audiences can include the teacher, peers in class, the wider school community and public audiences.

*What’s the essential music content knowledge you teach students?*