


<p>Duration (Pulse and Rhythm)</p> <ul style="list-style-type: none"> To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse. Explore playing both the pulse and a rhythm over the top e.g. 	<p>Pitch</p> <ul style="list-style-type: none"> To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse. MAPAS music lessons
<p>Dynamics</p> <ul style="list-style-type: none"> To begin to use the Italian symbols for dynamics in their own compositions 	<p>Tempo</p> <ul style="list-style-type: none"> To begin to use the Italian symbols for tempi in their own compositions
<p>Texture</p> <ul style="list-style-type: none"> Perform individually and in a multi-part texture 	<p>Timbre</p> <ul style="list-style-type: none"> To begin to recognise the individual instruments within a family – Learn to play a brass instrument from the brass family To use instruments to create different moods and effects
<p>Structure</p> <ul style="list-style-type: none"> To compose and perform within specific structures (e.g. call and response, ternary form ABA) 	<p>Performing</p> <ul style="list-style-type: none"> Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato (repeated pattern), drone, simple part-singing etc.
<p>Composing and Arranging</p> <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli 	<p>Listening and Appraising</p> <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on intended effect To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Study Benjamin Britten's Young Person's Guide to the Orchestra
<p>Technology</p> <ul style="list-style-type: none"> To be able to use a simple device to record and then manipulate a performance – i-pads 	<p>Vocal Skills</p> <ul style="list-style-type: none"> To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing
<p>Notation</p> <ul style="list-style-type: none"> To understand how pitch is represented on a staff To be able to recognise crotchet, quaver and minim rhythms To be able to read notation for and clap/tap a 8-beat pattern (e.g. from a flashcard) 	