

# ACET Junior Academies'

## Scheme of Work for music Year 5

- Whole class outcome
  - Challenge outcome
- **Previously taught objective**



Enquiry	Musical Skill	Key Concept	Outcome
Unit 1 - A musical Masque			
E1 - What is a pavan?	<ul style="list-style-type: none"> <li>• Listen and appraise different types of Tudor music.</li> <li>• Learn about musical features of a Pavan.</li> </ul>	Pavan Rhythm Bar Ostinato Pulse Beat Dorian mode Tonic note Melody Tempo Score Structure	Listening <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <b>Composition</b>  Improvise <ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion and melodic instruments.</li> </ul>
E2 - How do we perform a pavan?	<ul style="list-style-type: none"> <li>• Playing a Pavan rhythm.</li> <li>• Learn a pavan dance in order to understand the musical style better.</li> <li>• Perform a pavan in parts on musical instruments.</li> <li>• Appraise a performance.</li> </ul>	Pavanne Structure Rhythm Ostinato Score Parts	Listening <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <b>Composition</b>  Improvise

		Pulse	<ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion and melodic instruments. <ul style="list-style-type: none"> <li>◦ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.</li> </ul>
E3 - What do tudor instruments sound like?	<ul style="list-style-type: none"> <li>• Listen to and identify Tudor musical instruments.</li> <li>• Listen to and identify drone sounds.</li> <li>• Use drone sounds as an accompaniment.</li> <li>• Compose a melody using the notes of a Dorian Mode.</li> <li>• Play the composition alongside the Pavane rhythm.</li> <li>• Perform with accuracy of pitch and rhythm.</li> </ul>	Instruments Shawm Sackbut Rebec Viol Lute Tabor Racket Hurdy-gurdy Bagpipes Crumhorn Drones Accompaniment Rhythm Score Melody Dorian scale Structure	<p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion and melodic instruments. <ul style="list-style-type: none"> <li>◦ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. <ul style="list-style-type: none"> <li>◦ Working in pairs, compose a short ternary piece.</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. <ul style="list-style-type: none"> <li>◦ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> </ul> </li> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. <ul style="list-style-type: none"> <li>◦ Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards.</li> </ul> </li> </ul> <p>Reading notation</p> <ul style="list-style-type: none"> <li>• Further understand the differences between <b>semibreves</b>, <b>minims</b>, <b>crotchets</b> and <b>crotchet rests</b>, <b>paired quavers</b>, and <b>semiquavers</b>.</li> <li>• Read and perform pitch notation within an octave (e.g., C-C'/do-do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>
E4 - What is a madrigal?	<ul style="list-style-type: none"> <li>• Listen to and appraise a piece of music.</li> <li>• Understand the musical structure of a piece of music.</li> <li>• Recognise the historical significance of a piece of music.</li> <li>• Sing a perform a madrigal.</li> <li>• Compose lyrics to a madrigal melody</li> </ul>	Madrigal Voices Verse Structure Melody Accompaniment Dynamics Rhythm Lyrics	Listening <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion and melodic instruments. <ul style="list-style-type: none"> <li>◦ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>),</li> </ul> </li> </ul>

			<p>moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</p> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either <i>C</i> major or <i>A</i> minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. <ul style="list-style-type: none"> <li>◦ Working in pairs, compose a short ternary piece.</li> </ul> </li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. <ul style="list-style-type: none"> <li>◦ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> </ul> </li> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul> <p><b>Musicianship</b></p> <p><b>Instrumental performance</b></p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle <i>C-C'</i>/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. <ul style="list-style-type: none"> <li>◦ Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards.</li> </ul> </li> </ul> <p><b>Reading notation</b></p> <ul style="list-style-type: none"> <li>• Further understand the differences between <b>semibreves</b>, <b>minims</b>, <b>crotchets</b> and <b>crotchet rests</b>, <b>paired quavers</b>, and <b>semiquavers</b>.</li> <li>• Read and perform pitch notation within an octave (e.g., <i>C-C'</i>/do-do).</li> </ul> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>
E5 - What is a fanfare?	<ul style="list-style-type: none"> <li>• Listen to and appraise a piece of music.</li> </ul>	Fanfare Silence/rests Compare	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compare two pieces of music, highlighting key features of the style.</li> <li>• Compose and perform own fanfare.</li> </ul>	<p>Compose</p> <p>Melody</p> <p>Rhythm</p> <p>Dynamics</p>	<p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion and melodic instruments. <ul style="list-style-type: none"> <li>○ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. <ul style="list-style-type: none"> <li>○ Working in pairs, compose a short ternary piece.</li> </ul> </li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment. <ul style="list-style-type: none"> <li>○ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> </ul> </li> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. <ul style="list-style-type: none"> <li>○ Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards.</li> </ul> </li> </ul> <p>Reading notation</p>
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		<ul style="list-style-type: none"> <li>• Further understand the differences between <b>semibreves</b>, <b>minims</b>, <b>crotchets</b> and <b>crotchet rests</b>, <b>paired quavers</b>, and <b>semiquavers</b>.</li> <li>• Read and perform pitch notation within an octave (e.g., C-C'/do-do).</li> </ul> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p>
Unit 2 - The Magic Flute		
E1 - What is opera?	<ul style="list-style-type: none"> <li>• Understand what Opera is</li> <li>• Become familiar with some of the key characters in <i>The Magic Flute</i></li> <li>• Be able to sing part of the song <i>Hm Hm Hm!</i></li> <li>• Begin to understand how motivation can impact drama and vocal work.</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• <i>Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.</i> <ul style="list-style-type: none"> <li>○ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul>
E2 - Meet the characters	<ul style="list-style-type: none"> <li>• Understand what an Opera is</li> <li>• Become familiar with some of the key character in <i>The Magic Flute</i></li> <li>• Be able to sing part of the song <i>Hm Hm Hm!</i></li> <li>• Begin to understand how <b>motivation</b> can impact drama and vocal work</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <p><b>Composition</b></p> <p>Improvise</p>

		<ul style="list-style-type: none"> <li>• <i>Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.</i> <ul style="list-style-type: none"> <li>○ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• <i>Compose music to evoke a specific atmosphere, mood or environment.</i> <ul style="list-style-type: none"> <li>○ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book)</li> </ul> </li> <li>• Capture and record creative ideas using <b>technology</b>.</li> </ul> <p>Musicianship</p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies.</li> </ul> <p>Reading notation</p> <ul style="list-style-type: none"> <li>• <i>Further understand the differences between <b>semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</b></i> <ul style="list-style-type: none"> <li>○ Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul> </li> <li>• <i>Read and perform pitch notation within an octave (e.g., C-C'/do-do).</i></li> <li>• <i>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</i></li> </ul>
E3 - The story of the Magic Flute	<ul style="list-style-type: none"> <li>• Deepen their understanding of the character Papageno - his <b>motivation</b> and <b>relationships</b> with the other characters.</li> <li>• Be able to sing part of the song 'Pa...Pa...Pa...'</li> <li>• Begin to understand how <b>relationship</b> can impact drama and vocal work</li> </ul>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Include observing phrasing, accurate pitching and appropriate style.</li> <li>• Sing three-part rounds, partner songs, and songs with a verse and a chorus.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul>

	<ul style="list-style-type: none"> <li>• Be able to compare and contrast two songs from <i>The Magic Flute</i></li> </ul>	<p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• <i>Improvise freely over a <b>drone</b>, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.</i> <ul style="list-style-type: none"> <li>○ Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</li> </ul> </li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• <i>Compose music to evoke a specific atmosphere, mood or environment.</i> <ul style="list-style-type: none"> <li>○ Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book)</li> </ul> </li> <li>• Capture and record creative ideas using <b>technology</b>.</li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies.</li> </ul> <p>Reading notation</p> <ul style="list-style-type: none"> <li>• <i>Further understand the differences between <b>semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers.</b></i> <ul style="list-style-type: none"> <li>○ Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> </ul> </li> <li>• <i>Read and perform pitch notation within an octave (e.g., C-C'/do-do).</i></li> </ul> <p><i>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</i></p>
<p>E4 - Rehearse, Refine, Reflect</p>	<ul style="list-style-type: none"> <li>• Be able to securely sing the songs <i>Hm! Hm! Hm!</i> and <i>Pa...Pa...Pa...</i></li> </ul>	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• Include observing phrasing, accurate pitching and appropriate style.</li> </ul>



- Be able to perform appropriate actions and movements as a part of a stage performance of *Hm! Hm! Hm! and Pa...Pa...Pa...*
- Be able to self and peer-evaluate their work, making suggests for how both the musical and dramatic aspects could be improved.

- Sing three-part rounds, partner songs, and songs with a verse and a chorus.

#### Listening

- Listen to recorded performances and live music.

#### Composition

##### Improvise

- *Improvise freely over a **drone**, developing sense of shape and character, using tuned percussion (voice) and melodic instruments.*
  - Improvise over a simple **groove**, responding to the **beat**, creating a satisfying melodic shape; experiment with using a wider range of **dynamics**, including very loud (**fortissimo**), very quiet (**pianissimo**), moderately loud (**mezzo forte**), and moderately quiet (**mezzo piano**).

##### Compose

- *Compose music to evoke a specific atmosphere, mood or environment.*
  - Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. (choose own fairy-tale book)
- Capture and record creative ideas using **technology**.

#### Musicianship

##### Instrumental performance

- Develop the skill of playing by ear on tuned instruments (voice), copying longer phrases and familiar melodies.

##### Reading notation

- *Further understand the differences between **semibreves**, **minims**, **crotchets** and **crotchet rests**, **paired quavers**, and **semiquavers**.*
  - Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- *Read and perform pitch notation within an octave (e.g., C-C'/do-do).*

*Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.*

Unit 3 - Lunar Lunes

<p>E1 - What do you hear?</p>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate how the composer has used musical devices to create images and ideas.</li> <li>• Develop an understanding of the history of music.</li> </ul>	<p>Listen Describe Inter-related dimensions of music</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Include observing phrasing, <b>accurate pitching</b> and appropriate style.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul>
<p>E2 - What is an Ostinato?</p>	<ul style="list-style-type: none"> <li>• Learn two asymmetrical ostinatos.</li> <li>• Orchestrate the ostinatos to create a crescendo.</li> </ul>	<p>Body percussion Ostinato Pattern Rhythm Dynamics Crescendo Texture</p>	<p>Listening</p> <ul style="list-style-type: none"> <li>• Listen to recorded performances and live music.</li> </ul> <p><b>Composition</b></p> <p>Improvise</p> <ul style="list-style-type: none"> <li>• <i>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>).</i></li> </ul> <p>Compose</p> <ul style="list-style-type: none"> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>
<p>E3 - How to compose an ostinato?</p>	<ul style="list-style-type: none"> <li>• Compose ostinatos within a piece of music.</li> <li>• Use appropriate instruments that fit the</li> </ul>	<p>March Ostinato Pulse Crescendo Tempo</p>	<p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>

	<p>sound and structure of an ostinato.</p> <ul style="list-style-type: none"> <li>Perform in an ensemble with accuracy and expression using inter-related dimensions of music.</li> </ul>		
E4 - How can we structure our music?	<ul style="list-style-type: none"> <li>Perform as a group with increasing accuracy and confidence.</li> <li>Improvise ostinato rhythms.</li> <li>Create a structure for a piece of music.</li> <li>Record the structure using words or graphic notation.</li> </ul>	<p>Rhythm Crescendo Compose Structure Recording</p>	<p>Compose</p> <ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p>Reading notation</p> <ul style="list-style-type: none"> <li><i>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</i></li> </ul>
E5 - What is a coda?	<ul style="list-style-type: none"> <li>Listening to and identifying a coda at the end of a piece of music.</li> <li>Describing musically what happens in a coda.</li> </ul>	<p>Rhythm Coda Compose Notation</p>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Compose their own ideas to represent the music in the coda.</li> <li>• Use instruments to represent the sounds.</li> <li>• Notate the structure of the music.</li> <li>• Perform their composition following a written structure.</li> </ul>		<ul style="list-style-type: none"> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul>
<p>E6 - What could a new planet sound like?</p>	<ul style="list-style-type: none"> <li>• Represent a planet through a musical motif.</li> <li>• Compose musical motifs to create a piece of music.</li> <li>• Notate the structure of a musical piece.</li> <li>• Perform in an ensemble, considering key aspects of the structure and inter-related dimensions of music.</li> </ul>	<p>Musical motif Structure Notation</p>	<p>Singing</p> <ul style="list-style-type: none"> <li>• Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul> <p><b>Composition</b></p> <p>Compose</p> <ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Use chords to compose music to evoke a specific atmosphere, mood or environment.</li> <li>• Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation or technology.</li> </ul> <p><b>Musicianship</b></p> <p>Instrumental performance</p> <ul style="list-style-type: none"> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>

- *Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs.*

Reading notation

- *Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.*
- *Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, getting faster (**accelerando**), getting slower (**rallentando**), Fast (**allegro**), slow (**adagio**), Stave, lines and spaces, clef, reading dot notation - do-me Range of a 3rd, Loud (**forte**), Quiet (**piano**), Getting louder (**crescendo**), Getting softer (**decrescendo**).*