

Texture: There are lots of instrument playing/there are only a few instruments playing

Tempo: recognise if the music is fast or slow

Structure: play music in a pattern. Recognise the same parts of a tune at different times

Timbre: recognise and identify some instruments being played

Pitch: recognise high and low sounds and select instruments because of their pitch.

Dynamics: loud/quiet music

Duration: piece of music is long or short

Texture: Thick texture – lots of instrument playing together. Thin texture is only one/a few instruments playing

Tempo: recognise if the music is fast or slow. Andante – a walking pace

Structure: play music in a pattern. Recognise the same parts of a tune at different times and a piece is long or short

Timbre: recognise and identify some instruments being played. Hear male and female voices and shouting and singing

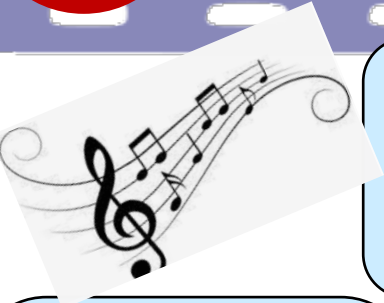
Pitch: recognise high and low sounds and select instruments because of their pitch. Identify sounds in the middle of high and low and when it stays the same pitch.

Dynamics: loud/quiet music (forte and piano)

Duration: piece of music is long or short. Notes moving quickly or slowly.

Year One

Year Two



Texture: Thick texture – lots of instrument playing together. Thin texture is only one/a few instruments playing. Listen to instruments playing in a round. Polyphony: identify two melodies playing at the same time

Tempo: recognise if the music is fast or slow. Andante – a walking pace
Allegro – fast/adagio – slow. Listen to music accelerating in speed and decelerating

Structure: play music in a pattern. Recognise the same parts of a tune at different times and a piece is long or short
Hear if notes are short and spikey or long and smooth

Timbre: recognise and identify some instruments being played. Hear male and female voices and shouting and singing. Recognise percussion, woodwind, brass strings. Use the word timbre when describing what can be heard.

Pitch: recognise high and low sounds and select instruments because of their pitch. Identify sounds in the middle of high and low and when it stays the same pitch. Represent the pitch of a melody by drawing a line up and down and leaps.

Dynamics: loud/quiet music (forte and piano). Crescendo and diminuendo

Duration: piece of music is long or short. Notes moving quickly or slowly. How players play the notes effect duration – staccato/legato

Year Three

Year Four

The Elements of Music
Pitch – high and low sounds
Tempo – the speed of the music
Dynamics – volume, how loud or soft is the music?
Texture – the layering of the sound and how the parts/voices are put together
Duration – the time that a note or a silence lasts
Structure – the pattern or organisation of a musical composition
Timbre – the quality of a sound that distinguishes it from another

Being a musician
seek to nurture my existing creative identity; recognise influences by my family and my community; feel inspired and empowered through own music, the music of my community and the music of others; listening skills and concentration are enhanced. Singing or playing musical instruments helps to understand feelings and helps to express oneself. As a musician, new skills and music helps me to focus and relieves stress. Performing in a group helps to communicate with others and to collaborate as part of a team; it boosts self-confidence.. Success as a musician help the realisation that it is good to take risks and to be challenged.

Texture: Thick texture – lots of instrument playing together. Thin texture is only one/a few instruments playing in a round. Polyphony: identify two melodies playing at the same time. Homophonic – one main instrument being accompanied by others

Tempo: recognise if the music is fast or slow. Andante – a walking pace
Allegro – fast/adagio – slow. Listen to music accelerating in speed and decelerating
Accelerando and ritardando. Presto – lively/quick

Structure: play music in a pattern. Recognise the same parts of a tune at different times and a piece is long or short
Hear if notes are short and spikey or long and smooth – staccato and legato. Describe if the notes are moving quickly or slowly.

Timbre: recognise and identify some instruments being played. Hear male and female voices and shouting and singing. Recognise percussion, woodwind, brass strings. Use the word timbre when describing what can be heard and specific instruments.

Pitch: recognise high and low sounds and select instruments because of their pitch. Identify sounds in the middle of high and low and when it stays the same pitch. Represent the pitch of a melody by drawing a line up and down and leaps. Introduce octave leap and pitched instruments.

Dynamics: loud/quiet music (forte and piano). Crescendo and diminuendo. Mezzo forte and pianissimo when inbetween.

Duration: piece of music is long or short. Notes moving quickly or slowly. How players play the notes effect duration – staccato/legato. Long sustained sounding drone.

Key concepts:

- Performing – using voices and instruments
- Composing – create, select and combine sounds
- Listening and Appraising – describe what can be heard in a piece of music using technical terms
- Using musical notation – recognise music notation and play a rhythmic patters

Year Five

Year Six

Concepts and skills taught through Charanga

Road Map- Music