



## UKS2 Consolidate Previous Learning

### Pentecost 2 – Adapting and transposing motifs

- I can describe that a motif can be adapted by changing the notes, rhythm or order of notes (b)
- I can compose a coherent piece of music in a given style with voices, bodies and instruments (a)
- I can explain that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (a)

### Lent 1/2 – Haiku, Music Performance

- I know that a glissando in music means a sliding effect played on instruments or made by your voice (b)
- I know that expressive language (like a poem) can be used as inspiration for composing music (b)
- I can explain that both instruments and voices can create audio effects that describe something you can see (a)
- I can explain that grouping instruments according to their timbre can create contrasting 'textures' in music (a)

### Pentecost 1 – Changes in Pitch, Tempo, Dynamics

- I can begin to identify scaled dynamics (crescendo/decrescendo) within a piece of music (b)
- I can compose a coherent piece of music with voices, bodies and instruments (b)

### Advent 2 – Body and Tuned Percussion

- I can identify gradual dynamic and tempo changes within a piece of music (b)
- I can identify scaled dynamics (crescendo/decrescendo) (b)
- I can describe that a 'loop' in music is a repeated melody or rhythm (b)
- I can explain how the dynamic and tempo changes can change the mood of the piece (a)
- I can explain that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture' (a)

### Pentecost 2 - Developing singing technique

- I can compose a piece of music, using my voice (b)
- I can name letter and rhythmic notation (graphic or staff) (b)
- I can describe written music as how long to play a note for (b)
- I know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad (b)
- I can label and record compositions (a)

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### Advent 1 – Rock and Roll

- I can use musical vocabulary to discuss the purpose of a piece of music (b)
- I know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals (b)
- I can describe a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (b)
- I can recognise, name and explain the effect of the interrelated dimensions of music (a)

### Pentecost 1 – Creating Compositions

- I can sing and play in time, with some degree of accuracy (b)
- I can define an ensemble is a group of musicians who perform together (b)
- I can combine melodies and rhythms to compose a multi-layered composition (a)

### Lent 1/2 – Jazz

- I can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement (b)
- I can sing songs with accuracy and control, demonstrating developing vocal technique (b)
- I can describe jazz as a type of music that originated in the African-American communities of the USA about 120 years ago (b)
- I can explain that 'scat singing' is using made-up words to create the sound of an instrument playing (a)

### Advent 2 – Traditional Instruments

- I can use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work (b)
- I can perform from basic staff notation, incorporating rhythm and pitch (b)
- I can explain that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla' (a)
- I can explain that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar' (a)
- I can explain that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note (a)

### Advent 1 - Ballads

- I know that a ballad tells a story through song (b)
- I can describe what a stanza is (b)
- I can show an awareness of metre (b)
- I can explain the changes within a piece of music using musical vocabulary (a)

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## KS1 Consolidate previous learning