

## Musical Elements

### Pulse/Beat/Metre

Recognise and move in time with the changing speed of a steady beat.

Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4.

Identify syncopation and swing.

### Rhythm

Recognise by ear and notation:

- Minims, crotchets, quavers, semiquavers and their rests

Recognise by ear and notation:

- 6/8 rhythm patterns
- Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests

Recognise by ear and notation:

- 9/8 rhythm patterns
- Dotted crotchets, triplet quavers and quaver notes and their rests

Recognise dotted rhythm in melodies.

Copy simple rhythm patterns using the above rhythms.

Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.

Recall the most memorable rhythms in a song or piece of music.

### Pitch (Melody)

Identify major and minor tonality by ear and from notation.

Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.

Identify the names of the pitched notes on a staff:

C, D, E, E ♭, F♯, G, A, B, B ♭, C, C♯, D

Identify the following scales by ear or from notation:

A minor

G major

D major

D minor

F major

Identify an interval of a major triad: 3rd, 5th.

Identify an octave by ear or notation.

Copy simple melodies by ear or from reading notation.

Create melodies by ear and notate them.

Use chords C, F, G and A minor by ear or from notation.

Identify the tonal centres of:

A minor

G major

D major

D minor

F major

Identify and demonstrate the following scales by ear and from notation:

Major scale

Minor scale

Pentatonic scale

Blues scale

<b>Tempo</b>	<p>Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</p> <p>Change the speed of a steady beat, moving from fast to slow, slow to fast.</p> <p>Control the speed of a steady beat, getting faster and getting slower.</p> <p>Direct the class in controlling the speed of a steady beat in a class performance.</p> <p>Recognise the connection between tempi and musical styles.</p> <p>Recognise an effective use of tempo at the end of a song.</p>
<b>Dynamics</b>	<p>Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.</p> <p>Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood.</p> <p>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</p>
<b>Timbre</b>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> <li>• Pop group</li> <li>• A Cappella group</li> <li>• Gospel choir</li> </ul> <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> <li>• Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.</li> <li>• Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano.</li> <li>• Other instruments such as steel pans, harmonica, banjo and accordion.</li> </ul>
<b>Texture</b>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>
<b>Structure (Form)</b>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</p> <p>Recognise that changing the tonality at different points within the song creates different sections to the structure.</p>