

## Music at Exwick Heights Primary School

### Overview

At Exwick Heights, children gain a firm understanding of what music is through listening, singing, playing and composing across a wide range of historical periods, styles, traditions and musical genres. We aim to help children have a curiosity of the subject as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased, aspirational respect for the role that music may wish to be expressed in any person's life. Each child is given regular opportunity to express themselves musically and to develop their skills, knowledge and confidence in making music. This comes in many forms, from dedicated lessons, to our involvement in Devon Music's Wider Opportunities program, and many other cross-curricular links. Our whole school planning is centered on the implementation of the 2021 Model Music Curriculum which is a Government agenda for supporting curriculum music in schools during KS1 and KS2.

### Curriculum Principles

#### **By the end of their primary education, a pupil of Exwick Heights Primary School will:**

- Sing collaboratively with good vocal production, careful listening and well-developed sense of pitch.
- Listen and evaluate music across a range of historical periods, genres, styles and traditions including the works of great composers and musicians.
- Create and compose music on their own and with others and have the opportunity to learn a musical instrument, enhancing memory and developing fine motor skills.
- Understand and explore how music is created, produced and communicated and learn a range of musical elements: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate staff notations.
- Have opportunities to join school collaborative groups such as choirs, bands and orchestra and perform for the wider community whilst becoming positively engaged socially.
- Perform their work for others and celebrate their achievements in class, during whole school assemblies and end of year productions.

#### **By the end of Early Years, pupils can...**

- Respond to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Explore stories behind the lyrics or music.
- Listening to and following a beat using body percussion and instruments.
- Consider whether a piece of music has a fast, moderate or slow tempo.
- Listening to sounds and matching them to the object or instrument.
- Listening to sounds and identifying high and low pitch.
- Listening to and repeating a simple rhythm.
- Playing un-tuned percussion 'in time' with a piece of music.
- Stopping and starting playing at the right time.
- Understand that different instruments make different sounds and grouping them accordingly.
- Explore, use and refine a variety of musical skills to express their ideas and feelings.
- Select appropriate instruments to represent action or mood.

- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Listening to and following a beat using body percussion and instruments.

**By the end of KS1, pupils can...**

- Create music collaboratively, sharing ideas, resources and skills.
- Participate in performances to a small audience.
- Using their voices to join in with well-known songs from memory.
- Remember and maintain their role within a group performance.

**By the end of KS2, pupils can:**

- Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Recognise and discuss the stylistic features of different genres, styles and traditions of music from around the world using musical vocabulary.
- Understand the inter-related dimensions of music including pitch, duration, dynamics, tempo, timbre, texture, structure and graphic notation and be able to explain the effect.
- Play melody parts on tuned instruments with accuracy and control and develop instrumental technique.
- Compose a coherent piece of music in a given style with voices, bodies and instruments.
- Select, discuss and refine musical choices both alone and with others, using musical vocabulary. Suggest and demonstrate improvements to own and others' work.
- Perform with accuracy and fluency from graphic and simple staff notation.
- Perform to larger audiences in school and the wider community.
- Perform solo and take a leadership role within a performance whilst taking cues from a conductor's directions.
- Recognise and confidently discuss the stylistic features of music and relate it to other aspects of the Arts.
- Discuss musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles.
- Compose a multi-layered piece of music from a given stimulus with voices and instruments. Develop skills to constructively critique their own and others' work using musical vocabulary.

**In order to achieve a true understanding of Music, topics are sequenced based on the following rationale:**

- The skills and knowledge that children will develop throughout each music topic are mapped across each year group and throughout the school. To ensure progression all teachers follow the Kapow Music scheme, supplemented by whole class instrumental lessons delivered by three class-based specialist music teachers.
- Planning fulfils the statutory requirements for music outlined in the National Curriculum (2014) and aligns with the Department for Education's Model Music Curriculum (2021).
- Throughout each topic, five key strands of music are taught: Performing – Listening – Composing – History and Inter-related dimensions of music. The skills and knowledge from each strand are repeated allowing pupils to return to the same skills to practice. Each time a skill or area of knowledge is revisited, it is covered with greater depth. Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations.

- In accordance with DfE's Model Music Curriculum, all KS2 children and upper KS1 children are taught whole-class instrumental lessons at key points through the programme. Opportunities to extend these skills are offered in school with visiting peripatetic teachers (guitar, drums, piano and woodwind). In addition, after school clubs run throughout the year and have included choir, orchestra, guitar and drums.
- Our school places a high priority on performance opportunities both in school and the wider community. Children are inspired and challenged to meet the demands of planning, preparing and performing assemblies, choir performances, instrumental group performances and end of year productions to larger audiences.
- The school's high-quality music curriculum is supported through the availability of a large range of modern resources. Our range of instruments include acoustic and electronic drums and guitars played through quality amplification plus class sets of keyboards, djembes and glockenspiels. We believe these instruments provide stimulating and exciting experiences for our children and support their confidence to perform to small and wider audiences.

**The Music curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- We ensure that the music curriculum is not narrowed but that pupils with SEND/disabilities are given extra support through differentiated resources to scaffold their learning and TA support when needed.
- Through flexible grouping- enabling teachers to focus upon supporting children with similar needs.
- Quality teaching and lesson content will ensure that all pupils can succeed and aspire to be the best that they can be.
- PP children are offered funding for instrumental lessons and subsidised hiring of instruments.
- Where appropriate, we use technology to assist teacher modelling i.e.; using a visualizer for skill demonstrations e.g. piano/keyboard.
- Pupils from disadvantaged background may not have had the same exposure to music as their peers. Encouragement to join school music groups (choir, guitar, Samba) can lead to improved self-esteem and confidence and develop their social/emotional capabilities.
- Suggested listening material, relevant to each year group and from the model music curriculum, is played weekly on entry and exit from assemblies.

**We fully believe Music can contribute to the personal development of students at Exwick Heights:**

- **Communication Skills:** through music lessons, pupils are given opportunities to express opinions and discuss their own and others efforts. Music improves recall and retention of verbal information and encourages confidence to communicate with others.
- **Problem-Solving Skills:** Learning through music e.g. a song or a musical instrument greatly impacts our brains by creating new neural pathways, enhancing the brain's neuroplasticity. Practicing and improving musical skills helps us increase our ability to adapt to new experiences and environments.
- **Social & Emotional Skills:** Music helps children come to terms with themselves and other cultures. They can experience success through their own efforts and face challenges to overcome. Through music, they also practice sharing and taking turns, as well as appreciating one another's efforts. Music fosters positive mental health by allowing children to show individual uniqueness as well as learn to appreciate difference. Music also reduces anxiety and enhances moods leading

to a more positive approach to the wider curriculum.

- **Fine Motor Skills:** participating in music activities will improve fine motor skills and special awareness.

**In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of retrieval practices and quizzes that become increasingly complex as the children progress through their musical journey at Exwick Heights.**

## Curriculum Overview including Enrichment Opportunities

| Year             | Autumn 1  | Autumn 2   | Spring 1 | Spring 2  | Summer 1  | Summer 2   |
|------------------|---|--|----------|---|---|--|
| <b>Nursery</b>   | In Nursery, children will learn rhymes and songs, paying attention to different sounds. |  |          |   |   |  |
| <b>Reception</b> |   | Exploring Sound<br>KAPOW   |          | Music and Movement<br>KAPOW   |   | Big Band<br>KAPOW  |
| <b>Year 1</b>    |   | All about Me<br>Pulse and Rhythm<br>KAPOW  |          | Under the Sea<br>Musical Vocabulary<br>KAPOW  |   | Superheroes<br>Pitch and Tempo<br>KAPOW                              |
| <b>Year 2</b>    |   | Musical Me<br>KAPOW  |          | Whole Class<br>Instrument: Ukulele<br>JM (Music Lead KS1<br>Planning)                         |   | Whole Class<br>Instrument: Violin<br>JM (Music Lead KS1<br>Planning) |
| <b>Year 3</b>    |   | Performance Singing<br>Inter-related Dimensions of<br>Music<br>For Year 3&4<br>CW (Music Lead KS2 Planning)          |          | The Sound of Music<br>Exploration of the<br>C major scale.<br>CW (Music Lead KS2<br>Planning) |   | Creating Compositions<br>KAPOW                                       |
| <b>Year 4</b>    |   | Performance Singing<br>Inter-related Dimensions of<br>Music<br>For Year 3&4<br>CW (Music Lead KS2 Planning)          |          | The Romans<br>Musical Motifs and<br>Ostinatos<br>KAPOW  |   | SAMBA<br>CELEBRATIONS<br>Exploring syncopated<br>rhythms.<br>KAPOW   |
| <b>Year 5</b>    |   | Performance Singing<br>Inter-related Dimensions of<br>Music<br>For Year 3/4 plus 5/6<br>CW (Music Lead KS2 Planning) |          | South and West Africa<br>KAPOW  |   | Musical Theatre<br>KAPOW   |
| <b>Year 6</b>    |   | Performance Singing<br>Inter-related Dimensions of<br>Music<br>For Year 3/4 plus 5/6<br>CW (Music Lead KS2 Planning) |          | Theme and Variations<br>(Pop Art)<br>KAPOW  | Y6 Performance / Composing a Year 6 Leaver's<br>Song<br>KAPOW |  |

|                   |   |
|-------------------|---|
| <b>Enrichment</b> | <p><b>Weekly 'Music of the Week'</b> featured at the start of Assemblies. Children will view a slide with photos/illustrations and information about a range of music from different genres. The inter-related musical vocabulary will be shared whilst teaching about a specific piece of music as well as information about the composer's life, influences and inspiration to compose. Children will be asked to comment on their personal responses as well as their feelings that are conveyed whilst listening.</p> <p><b>Year group performance Assemblies</b> – instrumental performances and singing – <b>Christmas KS1 Nativities and KS2 Christmas Carols and performances. KS2 Choir to perform</b> in school and the wider community including local Residential Care Home and themed events run by the PTFA. Key Stage 1 Singing at St David's Station</p> <p><b>Year group video sharing</b> of performances in class and posted on face book. <b>Samba Band performance</b> at the Summer Fete.</p> |
|-------------------|---|

### Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Music at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's musical journey at Exwick Heights.

## Nursery and Reception

|                  |  |   |   |  |  |
|------------------|--|---|---|--|--|
|                  |  |   |   |  |  |
| <b>Nursery</b>   | <b>Expressive ARTS and Design</b>      | <ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul> |   |  |  |
|                  |  | <b>Autumn 2</b>   | <b>Spring 2</b>   | <b>Summer 2</b>  |  |
|                  | <b>Topic</b>                           | <b>Exploring Sound</b>  | <b>Music and Movement</b>   | <b>Big Band</b>  |  |
| <b>Reception</b> | <b>Knowledge and Skills introduced</b> | Children will explore how to use their voice and bodies to make sound. They will experiment with tempo and dynamics when playing instruments and identify sounds within the environment.  | Children will create simple actions to songs, learning how to move to a beat and express feelings and emotions. | Children will learn about the four different groups of musical instruments. They will follow a beat using an untuned instrument and perform a practised song to a small audience.. |  |
|                  | <b>Expressive Arts and Design</b>      | Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. Sing in a group or on their own, increasingly matching the pitch and following a melody. Explore and engage in music making and dance, performing solo or in groups. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.  |   |  |  |

## Year 1

|               |  | Autumn 2   | Spring 2   | Summer 2  |
|---------------|--|--|--|---|
| <b>Year 1</b> | <b>Topic</b>                           | <b><u>All about Me (Pulse and Rhythm)</u></b>  | <b><u>Under the Sea (Musical Vocabulary)</u></b>   | <b><u>Superheroes (Pitch and Tempo)</u></b>   |
|               | <b>Knowledge and Skills introduced</b> | <p>Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.</p> <ul style="list-style-type: none"> <li>Clapping and playing in time to the pulse.</li> <li>Playing simple rhymes on an instrument.</li> <li>Understanding the difference between pulse and rhythm.</li> <li>Improvising vocally within a given structure.</li> </ul> | <p>Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.</p> <ul style="list-style-type: none"> <li>Responding to the pulse and tempo of the music through expressive and appropriate movement.</li> <li>Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth.</li> <li>Layering instrumental sounds in response to an image.</li> </ul> | <p>Listening to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.</p> <ul style="list-style-type: none"> <li>Playing simple patterns on tuned instruments incorporating high/low pitch and fast/slow (tempo)</li> <li>Recognising tempo and pitch changes</li> <li>Experimenting with tempo and pitch using tuned and untuned instruments.</li> </ul> |
|               | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.   |  |   |

## Year 2

|               |  | Autumn 2  | Spring 2   | Summer 2  |
|---------------|--|---|--|---|
| <b>Year 2</b> | <b>Topic</b>                           | <b><u>Musical Me</u></b>  | <b><u>Ukulele (WCI)</u></b>  | <b><u>Violin (WCI)</u></b>  |
|               | <b>Knowledge and Skills introduced</b> | <p>Children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion. Using letter notation to write a melody.</p> <ol style="list-style-type: none"> <li>Once a Man Fell in a Well</li> <li>Dynamics and Timbre</li> <li>Melody</li> <li>My Own Melody</li> <li>Group Composition</li> </ol> <p>Recognise timbre changes in music that they listen to.</p> | <p>Learning basic instrument skills and performing as a whole class. Building on previous work using pulse, rhythm and melody.</p> <p>Recognise structural features in music they listen to.</p> | <p>Learning basic instrument skills and performing as a whole class. Building on previous work on the orchestra, dynamics and motifs.</p> |
|               | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.  |  |   |



|        |  | Autumn 2   | Spring 2   | Summer 2   |
|--------|--|--|--|--|
| Year 3 | <b>Topic</b>                           | <b>Performance Singing</b>   | <b>The Sound of Music</b>  | <b>Ballads</b>   |
|        | <b>Knowledge and Skills introduced</b> | <p>Children will learn the vocabulary of inter-related skills: <b>pitch-duration-dynamics-tempo-timbre-structure</b></p> <p>Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language.</p> <p>They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience.</p> <p>See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit</p> | <p>Children will listen to and learn songs from the musical. Using the Do, Ray, Mi song, children will learn to play the C major scale on a glockenspiel and understand what an octave is.</p> <p>They will learn and remember the notes of a scale and be able to play an ascending and descending scale.</p> <p>Sing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Children will be able to use the notes of the C major scale and make up their own melodies.</p> <p>Listen to others perform and consider the effectiveness. Paying close attention to notes of the C major scale and how they change.</p> <p>Subject Leader KS2 Planning.</p> | <p>Children will identify the key features of a ballad. Becoming more confident to use the inter-related dimensions of music they will be able to sing in time and in tune with a song and incorporate actions.</p> <p>They will know that a ballad tells a story through song and know that the lyrics paint a picture to the melodies.</p> <p>Children will learn the term 'stanza' and know that it is a verse in a ballad.</p> <p>In groups, children will be able to write a Verse with rhyming words that tells a part of a story.</p> <p>Children will be able to perform their song fluently and with actions.</p> |
|        | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.   |  |  |

|        |  | Autumn 2   | Spring 2  | Summer 2  |
|--------|--|--|---|---|
| Year 4 | <b>Topic</b>                           | <b><u>Performance Singing</u></b>  | <b><u>The Romans</u></b>  | <b><u>Samba Celebrations</u></b>  |
|        | <b>Knowledge and Skills introduced</b> | <p>Children will learn the vocabulary of inter-related skills: <b>pitch-duration-dynamics-tempo-timbre-structure</b></p> <p>Using ‘Performance Singing’ as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language.</p> <p>They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director’s lead. learn a range of songs in preparation for a performance to a wider audience.</p> <p>See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit</p> | <p>Children will understand that musical motifs (repeating patterns) are using as a building block in many well-known pieces of music for example Beethoven’s fifth symphony.</p> <p>They will know that ‘transposing’ a melody means changing its key, making it higher or lower pitched.</p> <p>Children will know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p> <p>They will recognise a motif and play melody parts on turned instruments with accuracy and control with developing vocal techniques. They will use their previous knowledge of the inter-related dimensions of music and speak a common language.</p> <p>Children will create a motif-based composition and notating this using roman mosaic artwork.</p> | <p>Children will be able to explain what Samba music is that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. They will know that it originated in Brazil, South America and its main musical feature if syncopated rhythms.</p> <p>Children will understand that the ‘on beat’ is the pulse of the piece of music and the ‘off beats’ is beats that fall in between these.</p> <p>Children will understand that a rhythmic break is a place in the music where some of the new instruments play a new rhythm before going back to the original rhythms.</p> <p>Children will be able to play their rhythm in time with the rest of the group and make clean breaks. Children will play in time and with confidence and be able to show a joy of what Samba means to celebrate and perform to a wider audience.</p> |
|        | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.   |   |   |

## Year 5

|        |  | Autumn 2  | Spring 2   | Summer 2   |
|--------|--|---|--|--|
| Year 5 | <b>Topic</b>                           | <b>Performance Singing</b>  | <b>South and West Africa</b>   | <b>Musical Theatre</b>   |
|        | <b>Knowledge and Skills introduced</b> | <p>Children will learn the vocabulary of inter-related skills: <b>pitch</b> including major and minor keys-<b>duration</b> including beats played silently as rests-<b>dynamics</b> using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- <b>timbre</b> including descriptions of tone colour to describe warm or cold-structure. <b>Harmonies</b> will be sung by some children.</p> <p>Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language.</p> <p>They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience.</p> <p>See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit.</p> | <p>Children will know that songs sung in other languages can contain sounds that are unfamiliar to use, like the clicks of the Xhosa language.</p> <p>They will be taught that the 'Click song' is a traditional song sung in the Xhosa language and is believed to bring luck at weddings.</p> <p>Children will understand that a major chord creates a bright, happy sound. Understanding that poly-rhythms means many rhythms played at once.</p> <p>Children will combine rhythmic patterns (ostinato) into a multi-layered composition using all of the inter-related dimensions of music to add musical interest. They will be able to discuss the meaning of the different elements and explain why they have chosen them.</p> <p>Children will sing songs in two or more parts, in a variety of musical styles from memory with accuracy, fluency and control.</p> | <p>Children will understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>They will know that choreography means the organisation of steps or moves in a dance. Children will learn that musical theatre uses transitions which are short passages of music used to move between sections of the musical action.</p> <p>Children will develop confidence in using musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using vocabulary and explain personal choices with confidence.</p> |
|        | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.  |  |  |

## Year 6

|        |  | Autumn 2  | Spring 2   | Summer 2   |
|--------|--|---|--|--|
| Year 6 | <b>Topic</b>                           | <b>Performance Singing</b>  | <b>Theme and Variations (Pop Art)</b>  | <b>Composing a Leaver's Song</b>   |
|        | <b>Knowledge and Skills introduced</b> | <p>Children will learn the vocabulary of inter-related skills: <b>pitch</b> including major and minor keys-<b>duration</b> including beats played silently as rests-<b>dynamics</b> using the voice to create varying effects including pitch, dynamics or tempo of the sounds made- <b>timbre</b> including descriptions of tone colour to describe warm or cold-structure. <b>Harmonies</b> will be sung by some children.</p> <p>Using 'Performance Singing' as a vehicle and focus, children will sing songs with accuracy and control with a developing understanding of how the inter-related dimensions of music are the building blocks of the songs they are singing. Through careful listening and observing, children will be taught the meaning of specific vocabulary and learn how songs are structured using a universal musical language.</p> <p>They will improve the quality of their singing and develop confidence to perform using expression, clarity and following a director's lead. learn a range of songs in preparation for a performance to a wider audience.</p> <p>See Progression of knowledge – The inter-related dimensions of music (page 13) Kapow Unit.</p> | <p>Children will perform rhythms confidently either on their own or in a group. They will identify the sounds of different instruments and discuss what sound like.</p> <p>They will make reasonable suggestions for which instruments can be matched to which art pieces. Children will recall the names of several instruments according to their orchestra sections. They will keep the pulse using body percussion and sing with control and confidence.</p> <p>They will name rhythms correctly and copy rhythms accurately with a good sense of pulse. They will draw rhythms accurately and show a difference between musical variations.</p> <p>They will show creativity in a finished musical product.</p> | <p>Children will know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>They will understand that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>Children will know that chord progressions are represented in music by Roman numerals.</p> <p>To understand that all types of music notation show note duration.</p> <p>Identify the way that features of a song can compliment one another to create a coherent overall effect.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Improvise coherently and creatively within a given style, incorporating given features.</p> <p>Compose an original song incorporating lyric writing, melody writing and the composition of accompanying features within a given structure.</p> |
|        | <b>Knowledge and Skills revisited</b>  | See Kapow Music Curriculum for a detailed overview of the spiral curriculum.  |  |  |