

Music

Edmund Waller
Curriculum

Intent

Implementation

Impact



Know, Explore, Communicate

Intent

“Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.”

DfE, The Model Music Curriculum

At Edmund Waller, we recognise the importance that Music plays in the curriculum and are committed to providing all children with opportunities to engage fully in musical learning and performing opportunities. Our Music curriculum builds on children’s prior knowledge and allows them to re-visit prior learning. Our Music programme is in line with our school values:

Humanity

The ability to make, control and perform music sits at the very heart of what makes us human. Throughout history, music has been a shared human experience and integral to society and its development. Music facilitates human contact, shared experience, human meaning, creativity and understanding. For many children, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them.

Creativity

Our curriculum encourages children's creativity, allowing them to take risks and express themselves musically. Children are encouraged to experiment, collaborate, compose, improvise and perform with confidence.

Ambition

All children are encouraged to be ambitious with their musical learning and all children have opportunities to perform musically and collaboratively. We ensure there is equitable access to teaching and opportunities for all learners. All lessons build upon previously learned skills to ensure that children are always seeking to improve and develop their musical skills and knowledge.

Implementation

From Ofsted's Research Review Series: Music

<https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music>

Tacit Knowledge

The most widely shared musical knowledge comes about through enculturation, whereby members of a culture gain some tacit knowledge of the workings of the main musical systems they hear, usually from a very early age. The importance of exploring this form of knowledge is highlighted by Polanyi's dictum that 'we know more than we can tell'. Tacit knowledge is most often acquired through informal listening:

"Repeated experiences of an event with a comparable functional relation to oneself and a comparable outcome, over varying details of context... providing a rich basis for developing meaningful knowledge."

Pupils engaging with music move from this undeclared and highly abstract knowledge – a 'receptive expertise' – to the more concrete forms that start the path to productive expertise. As an example, pupils can gain a sense of what makes an idiomatic melody through listening informally to the type of music (for example, salsa). It is later that productive expertise in melodic composition leads to the creation of new pieces in the style.

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Declarative – What are the key facts that children should know?

Declarative knowledge underpins advanced thinking. It is the presence of this knowledge in long-term memory that allows the conscious mind to process complex concepts. It can be hard to achieve, like putting toothpaste into a tube, to use the metaphor from Oakley and Sejnowski's 'Learning how to learn'. It is better to give pupils regular, spaced-out re-encounters with lesson content than to block the time, to help them build knowledge in long-term memory. As an example, primary school pupils learning about instruments are more likely to remember through these regular, spaced-out re-encounters than if the learning is gathered into rarely repeating blocks. The active recall that is involved in retrieval practice can also help pupils reinforce their learning of declarative knowledge. This can be done through informal testing (including of musical response) or through asking pupils to restructure information or teach the information to another pupil (without notes).

In a musical context, examples of declarative knowledge might include that of notation, keys and chords or of the works and songs that illuminate musical culture. This knowledge of shared and historical musical culture has an important role to play in offering a broad and balanced education that supports cultural literacy. This is one of the reasons that Ofsted considers music to be an important part of an education that is broad and balanced.

Implementation

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Procedural Knowledge

Procedural knowledge, such as playing an instrument, is the foundation of performing and composing. Well-developed procedural knowledge depends on pupils acquiring an array of automated procedures that they need to develop technical and expressive competence on an instrument.

The acquisition of procedural knowledge is particularly prone to cognitive overload. Humans can only deal with small amounts of new information at any one time – somewhere between 4 and 7 pieces of new information. This constrains the amount of content that teachers can introduce in lessons and therefore across curriculums. As an example, for a beginner to play a notated melody on an instrument, their working or long-term memory is likely to deal with, among other things:

- note names
- a key signature
- a time signature
- dynamics
- tempo
- the link between the written note and the played note

Progression from EYFS

NURSERY		RECEPTION	
SKILLS <ul style="list-style-type: none"> • Listen with increasing attention to sounds • Respond to music expressively through movement • Play untuned percussion instruments with increasing control • Move to a beat • Vocal tuning - Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape of a familiar song • Sing a large range of songs and rhymes, including counting songs • Develop fine and gross motor skills • Turn taking and social skills 	RESOURCES <ul style="list-style-type: none"> ➤ Music Express > Lesson Bank > Foundation ➤ Charanga > Freestyle > EYFS Units & Collections ➤ Singing Games & Rhymes for Early Years by Lucinda Geoghegan ➤ Michael Finigin, Tap Your Chinigin by Sue Nichols ➤ Bobby Shaftoe Clap Your Hands by Sue Nichols ➤ Bingo Lingo By Sue MacGregor ➤ Three Tapping Teddies by Kaye Umansky 	SKILLS <ul style="list-style-type: none"> • Listen attentively, move to and talk about music • Sing and perform a range of songs, poems and stories with others • Play untuned percussion instruments with increasing control • Move to a beat • Vocal tuning - Sing the pitch of a tone sung by another person ('pitch match') • Sing the melodic shape of a familiar song • Develop fine and gross motor skills • Turn taking and social skills 	RESOURCES <ul style="list-style-type: none"> ➤ Music Express > Lesson Bank > Foundation ➤ Charanga > Freestyle > EYFS Units & Collections ➤ Singing Games & Rhymes for Early Years by Lucinda Geoghegan ➤ Michael Finigin, Tap Your Chinigin by Sue Nichols ➤ Bobby Shaftoe Clap Your Hands by Sue Nichols ➤ Bingo Lingo By Sue MacGregor ➤ Three Tapping Teddies by Kaye Umansky

Subject Overview

	Autumn	Spring	Summer	
Year 1	Carnival of the Animals	Storytime	Musical Pattern	The Seasons
Year 2	Musicianship Game Songs	Musicianship Game Songs	Water Music	
	Peter & The Wolf	Barbican Concert		
Year 3	Wider Opportunities - Strings			
Year 4	Developing Musicianship	Wider Opportunities: Strings	Poetry & Performance	
Year 5	Music Technology	Wider Opportunities: Ukulele	Media & Communication	
Year 6	Developing Musicianship	Jazz & Blues	Music Technology	

Curriculum Design

The Edmund Waller music curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship:

- Singing
- Listening & responding
- Composing & improvising
- Performing

Medium Term Plans – Year 1

YEAR 1

Autumn Term	Spring Term	Summer 1	Summer 2
Carnival of the Animals <ul style="list-style-type: none"> Listen and respond to music expressively, both verbally and physically Learn a range of songs, singing games and rhymes Understand and describe the meaning of dynamics, tempo and pitch (interrelated dimensions of music). Understand that music can be used for different purposes e.g. to describe an animal Perform in a Christmas concert 	Storytime <ul style="list-style-type: none"> Understand & use musical dimensions dynamics, tempo & pitch through storytelling & fairy tales Understand that music can tell stories Resources: <ul style="list-style-type: none"> ➤ Three Singing Pigs by Kaye Umansky ➤ Charanga Musical Toolkit (dynamics,tempo, pitch) ➤ Music Express > Year 1 > Storytime 	Pattern <ul style="list-style-type: none"> Explore musical dimensions beat and metre through animal related movement, songs and activities Dividing 12 by 2, 3 and 4 Resources: <ul style="list-style-type: none"> ➤ Music Express > Year 1 > Our Bodies ➤ Music Express > Year 1 > Pattern 	The Seasons <ul style="list-style-type: none"> Explore pitch and dynamics through season and weather themed songs, rhymes and musical activities Resources: <ul style="list-style-type: none"> ➤ Music Express > Year 1 > Seasons ➤ Music Express > Year 1 > Weather

Year One Continuous Skills Development:

- Keeping a beat
- Vocal tuning (pitch matching)
- Listening skills
- Playing untuned percussion instruments with control
- Learning a range of songs, singing games & rhymes
- Using musical vocabulary

Medium Term Plans – Year 2

YEAR 2

Autumn Term Peter & The Wolf	Spring 1 Bright Sparks Concert Visit (Barbican)	Spring 2 Game Songs	Summer Term Water Music
<ul style="list-style-type: none"> • Develop an understanding of context & musical history • Explore dimensions of music through storytelling and character • Instruments of the orchestra • Understand and applying musical dimensions dynamics, pitch, tempo & texture and how they are used for effect • Perform in a Christmas concert 	<ul style="list-style-type: none"> • Develop an understanding of context & musical history • Experience a live orchestra • Understand musical dimensions dynamics, pitch, tempo & texture and how they are used for effect <p>Resources:</p> <ul style="list-style-type: none"> ➤ Supplied by Bright Sparks 	<ul style="list-style-type: none"> • Learn a range of call and response, echo and game songs • Use bodies and voices expressively • Keeping a beat in different tempi • Musical traditions & songs from West and South Africa <p>Resources:</p> <ul style="list-style-type: none"> ➤ Music Express > Y2 >Toys 	<ul style="list-style-type: none"> • Understand musical dimensions dynamics, pitch, tempo & texture and how they are used for effect • Using ostinati • Combine musical and linguistic concepts for effect • Use voices, bodies, tuned and untuned percussion instruments expressively and with control <p>Resources:</p> <ul style="list-style-type: none"> ➤ Music Express > Y2 > Water ➤ Music Express > Y2 > Weather ➤ Music Express > Y2 > Seasons

Year Two Continuous Skills Development:

- Keeping a beat
- Vocal tuning (pitch matching)
- Listening skills
- Playing untuned percussion instruments with control
- Playing tuned percussion with control
- Learning a range of songs, singing games & rhymes
- Using musical vocabulary

Medium Term Plans – Year 3

YEAR 3

Autumn / Spring/ Summer Term

Wider Opportunities: Strings (Delivered by Lewisham Music)

- Read rhythm & pitch notation on the stave
- Play melodic instruments with control
- Compose & improvise
- Understand basic structure (beginning, middle, end)
- Understand dynamics, tempo, pitch, meter and structure
- Play & perform in solo and ensemble contexts with increasing fluency and control
- Sing a range of songs and round
- Perform in a Christmas concert

Medium Term Plans – Year 4

YEAR 4		
Autumn Term	Spring Term	Summer Term
Developing Musicianship <ul style="list-style-type: none"> • Singing games & rhymes for musicianship • Reading rhythm notation • Understanding texture • Composing and playing counterpoint rhythms • Pentatonic Scales • Composers and musical history –Steve Reich • Reading rhythm notation • Perform in a Christmas concert Resources: <ul style="list-style-type: none"> ➤ Singing Games and Rhymes for Middle Years by Lucinda Geoghegan ➤ BBC Teach Ten Pieces ➤ Charanga musical toolkit ➤ Music Express Skills Builder 	Wider opportunities: Recorder <ul style="list-style-type: none"> • Reading rhythm & pitch notation (Solfa) • Playing tuned instruments with control • Composition, improvisation and performance skills • Play & perform in solo and ensemble contexts with increasing fluency and control Resources: <ul style="list-style-type: none"> ➤ Red Hot Recorder, Razzamajazz Recorder, Red Hot Recorder Songs by Sarah Watts ➤ Charanga musical Toolkit ➤ Charanga Recorder scheme 	Poetry & Performance <ul style="list-style-type: none"> • Using rhyme, alliteration, onomatopoeia, rhythm & meter for song writing • Combining interrelated dimensions of music: texture, dynamics, pitch & tempo for effect • Working effectively in groups to create performances using voices, bodies & instruments • Performing with an awareness of the audience & context Resources: <ul style="list-style-type: none"> ➤ Music Express > Y3 > Poetry ➤ Music Express > Y4 > Poetry

Medium Term Plans- Year 5

YEAR 5

Autumn Term

Developing Musicianship

- Singing games and rhymes for musicianship
- Read and write rhythm notation – crotchet, quaver, semi-quaver, minim and associated rests
- Use bodies, ball, beanbags, boomwhackers & drumstick musically
- Develop coordination, gross and fine motor skills
- Solfa – scales, pentatonics, chords
- Sing three-part rounds and partner songs
- Perform in a Christmas concert

Resources:

- Singing games and Rhymes for Middle Years by Lucinda Geoghegan
- Charanga Musical toolkit
- Music Express Skills Builder

Spring Term

Wider opportunities: Ukulele

- Read tab notation
- Play melodic instruments with control
- Develop the skill of playing by ear
- Compose & perform using tuned instruments (chords) and voice
- Learn chords C7, Am & F
- Perform as a group
- Sing a range of songs and RAPs
- Combine music dimensions pitch, dynamics, tempo, structure, ostinato for effect

Resources:

- Ukulele Magic and Ukulele Magic Songbook by Ian Lawrence
- Music Express > Ukulele Magic
- Charanga Ukulele resources

Summer Term

Media and the Movies (Bright Sparks Concert Visit TBC)

- Experience a live orchestra
- Interpret and create graphic scores
- Use music to communicate meaning
- Use musical narrative structure
- Use ostinati
- Compose: a RAP and a movie score
- Play percussion and melodic instruments in a mixed ensemble

Resources:

- Music Express > Y4 > Communication
- Music Express > Y5 > At the Movies

Medium Term Plans – Year 6

YEAR 6

Autumn Term

Developing Musicianship

- Explore beat, rhythm and syncopation through song and body percussion
- Express pitch through movement
- Use stave notation and graphic scores
- Compose and perform rhythm patterns
- Understand structure
- Arrange musical sections to build a larger scale performance
- Perform in a Christmas concert

Resources:

- Music Express > Y6> World Unite

Spring Term

Jazz & Blues

- The origins of Blues & Jazz
- Explore how socio-economic/historical context influenced music of black origin
- Compose and improvise on melodic instruments and tuned percussion using scales and chords
- Combine melody and accompanying parts
- Use stave notation and graphic scores
- Play as a mixed ensemble

Resources:

- Charanga Class Jazz Y5 & 6 units
- BBC Bitesize Music
- BBC Ten Pieces
- Charanga Musical Toolkit

Summer Term

Music Technology

- Use music software to compose and record
- Find and place loops from different genres and traditions within a BandLab song
- Use editing methods (split, cut, delete, resize, loop etc) to create texture
- Combine interrelated dimensions of music in compositions

Resources:

- Bandlab (online)

Impact

At Edmund Waller Primary School, we ensure that our Music curriculum is progressive and allows children to develop fundamental skills:

- Children talk confidently about their learning in music, using appropriate and technical vocabulary.
- Children enjoy taking part in lessons and are confident to demonstrate their skills.
- Children discover musical interests and access extra-curricular music activities to enhance their musical learning.
- Children are confident musical performers and take part in a range of school and community events.
- Children understand the values and importance of collaboration and performance skills.
- Children are prepared for the next stage of their musical education.
- Outcomes at the end of each Key stage are in line or above National expectations (please see the next four slides for more information) and progress and participation in music is evident.

Outcomes

MUSIC KS1

Listening &
Appraising

Understanding
Musical Dimensions

Responding &
Performing

LISTEN & RESPOND

- Listen with concentration to music from a range of historical periods, genres, styles and tradition
- Recognise some instruments by their sound
- Understand that a *conductor* is the leader of a group of musicians
- Understand that an *orchestra* is a large group of musicians playing together
- Use an increasing range of musical and non-musical vocabulary to describe and discuss music
- Understand that the interrelated dimensions of music *dynamics, tempo and pitch* create different effects and can be used for different purposes
- Use musical vocabulary (*dynamics, tempo, pitch, beat*) to discuss how music is used for different purposes
- Move to the beat when listening to music
- Use bodies expressively to show variations in *dynamics, pitch & tempo*

COMPOSE/ IMPROVISE

- Use voices, body percussion and untuned percussion instruments to create music in response to a stimuli
- Create rhythm patterns using words
- Experiment with, create, select, and combine sounds using *dynamics, tempo and pitch*

SING

- Sing a range of songs, chants and rhymes with increasing vocal control and tuning
- Copy back a simple vocal phrase and accurately pitch-match
- Sing for different purposes with an awareness of context – e.g. for a performance in front of an audience, or in a game
- Sing as a group and as a solo or duet
- Sing expressively and be able to change vocal tone for effect
- Use a range of vocal *dynamics*

MUSICIANSHIP

- Keep a beat using bodies or percussion instruments
- Play untuned instruments musically with varying *dynamics and tempi*
- Copy back simple *rhythm* patterns using bodies or percussion instruments
- Play tuned and untuned percussion instrument as part of the class 'orchestra'
- Understand that words create simple *rhythm patterns*
- Follow a *conductor* and respond to musical signals, such as starting, stopping and changing *dynamics*
- Understand that music can be written down and be able to read a simple graphic score
- Begin to understand that *meter* is the way beats are grouped, and mark the strong beat in 2s, 3s and 4s.

Outcomes

MUSIC Year Three

Listening &
Appraising

Understanding
Musical Dimensions

Responding &
Performing

LISTEN & APPRAISE

- Listen with concentration to music from a range of historical periods, genres, styles and traditions
- Recognise familiar instruments by their sound
- Use an increasing range of musical and non-musical vocabulary to describe and discuss music
- Understand that the interrelated dimensions of music *dynamics, structure, meter, tempo and pitch* create different effects and can be used for different purposes
- Use musical vocabulary (*dynamics, crescendo, diminuendo, ostinato, structure, tempo, timbre, pitch, beat*) to discuss how music is used for different purposes

COMPOSE/ IMPROVISE

- Become more skilled in *improvising* (using voices, tuned and untuned percussion and tuned instruments). Invent short responses with a limited note-range.
- *Structure* musical ideas with a beginning, middle and end
- *Compose* song accompaniments using known rhythms and notes
- *Compose* in response to musical and non-musical sources (e.g. pictures, stories)

SING

- Sing a widening range of unison songs and rounds with varying pitch structures tunefully and with expression
- Perform actions confidently and in time to a range of action songs
- Perform as a group of singers

MUSICIANSHIP

- Walk, move or clap a steady *beat* with others, changing the speed of the beat as the *tempo* of the music changes
- Play and perform tuned percussion or melodic instruments (e.g. glock, violin, recorder)
- Read *rhythm* (*crotchets, quavers, minims, rests*) and at least 3 *pitched* notes on the *stave*.
- Understand and apply the terms *stave, clef, crotchet, quaver, minim, duration, rest, time signature, bar*
- Apply word chants to *rhythms*, understanding how to link each syllable to one musical note.

Outcomes

MUSIC Year Four

Listening & Appraising

Understanding Musical Dimensions

Responding & Performing

LISTEN & APPRAISE

- Listen with concentration to music from a range of historical periods, genres, styles and traditions
- Recognise familiar instruments by their sound
- Use an increasing range of musical and non-musical vocabulary to describe and discuss music
- Deepen understanding that the interrelated dimensions of music *dynamics, structure, meter, tempo, duration, texture and pitch* create different effects and can be used for different purposes
- Use musical vocabulary (*dynamics, crescendo, diminuendo, ostinato, structure, tempo, timbre, pitch, beat, meter, texture, melody, harmony*) to appraise and respond to music

COMPOSE/ IMPROVISE

- *Improvise* with a limited *pitch* range on a tuned instrument making use of music features such as *legato* (smooth) and *staccato* (detached) (*duration*)
- Begin to make compositional decisions about the overall structure of compositions and improvisations
- Combine known *rhythm* notation with note names to create short *pentatonic* phrases
- Use instruments learnt in wider opportunities or extra-curricular lessons for composition

SING

- Continue to sing a broad range of unison songs with accurate pitch
- Use *vocal dynamics crescendo* (getting louder) and *diminuendo* (getting quieter)
- Sing *rounds* and *partner songs* in different *time signatures*
- Begin to sing repertoire with simple *harmony* and wider *pitch* leaps
- Perform a range of songs in assemblies and concerts

MUSICIANSHIP

- Continue to play and perform tuned percussion or melodic instruments (e.g. glock, violin, recorder) as a whole class or in small groups
- Copy short melodic phrases of up to 5 notes
- Perform in two or more parts (e.g. *melody* and *accompaniment* or *duet*)
- Read and perform *rhythm* and *pitch* (5 notes) notation
- Use *crotchets, quavers, minims and rests* to create sequences of 2, 3 or 4 beat phrases arranged into *bars*
- Explore developing knowledge of musical components to create a specific mood, for example to accompany a film clip
- Capture and record creative ideas using graphic scores, traditional notation and technology
- Follow and perform simple rhythmic scores to a steady beat, maintain arts accurately within the rhythmic *texture*, achieving a sense of ensemble

Outcomes

MUSIC Year Five

Listening &
Appraising

Understanding
Musical Dimensions

Responding &
Performing

LISTEN & APPRAISE

- Listen with concentration to music from a range of historical periods, genres, styles and traditions
- Recognise familiar instruments by their sound
- Use an increasing range of musical and non-musical vocabulary to describe and discuss music
- Deepen understanding that the interrelated dimensions of music *dynamics, structure, meter, tempo, duration, texture and pitch* create different effects and can be used for different purposes
- Use musical vocabulary (*dynamics, crescendo, diminuendo, ostinato, structure, tempo, timbre, pitch, beat, meter, texture, melody, harmony, fortissimo, pianissimo, mezzo forte, mezzo piano*) to appraise and respond to music

COMPOSE/ IMPROVISE

- *Improvise* freely over a drone, developing a sense of shape and character, using tuned percussion and melodic instruments
- *Improvise* over a simple groove, responding to beat; create a melodic shape.
- Experiment with a wider range of *dynamics*, including *fortissimo* (very loud), *pianissimo* (very quiet), *mezzo forte* (moderately loud) and *mezzo piano* (moderately quiet)
- Compose melodies made from pairs of phrases in either C major or A minor.
- Compose a short *ternary* piece
- Use chords in composition

SING

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching and appropriate style
- Sing *three-part rounds, partner songs*, and songs with a *verse and a chorus*
- Perform a range of songs in school assemblies and in school performance opportunities

MUSICIANSHIP

- Play melodies on tuned percussion or melodic instruments following staff notation
- Understand how *triads* are formed
- Perform a range of repertoire pieces and *arrangements* combining acoustic instruments to form mixed ensembles
- Develop the skill of *playing by ear* on tuned instruments, copying longer melodic phrases
- Further understand and apply knowledge of *duration* (*semibreves, minims, crotchets, quavers and associated rests*)
- Understand the difference between 2/4, 3/4 and 4/4 time signatures
- Read and play pitch notation up to an octave
- Sight read short rhythmic phrases
- Capture and record creative ideas using graphic scores, traditional notation and technology

Outcomes

MUSIC Year Six

Listening &
Appraising

Understanding
Musical Dimensions

Responding &
Performing

LISTEN & APPRAISE

- Listen with concentration to music from a range of historical periods, genres, styles and traditions
- Recognise familiar instruments by their sound
- Use an increasing range of musical and non-musical vocabulary to describe and discuss music
- Deepen understanding that the interrelated dimensions of music *dynamics, structure, meter, tempo, duration, texture, timbre and pitch* create different effects and can be used for different purposes
- Use musical vocabulary (*dynamics, crescendo, diminuendo, ostinato, structure, tempo, timbre, pitch, beat, meter, texture, melody, harmony, fortissimo, pianissimo, mezzo forte, mezzo piano, time signature*) to appraise and respond to music

COMPOSE/IMPROVISE

- Create music with multiple sections that include repetition and contrast
- Use chord changes as part of sequence
- Extend improvised melodies beyond 8 beats over a fixed groove
- Compose an 8 or 16 beat melodic scale using the *pentatonic scale*, incorporating rhythmic variety and interest
- Use music technology to compose and record
- Compose a melody with a rhythmic or chordal accompaniment

SING

- Sing a broad range of songs, including those with *syncopated rhythms*, with a sense of ensemble and performance, observing *rhythm, phrasing, accurate pitching* and appropriate style
- Continue to sing three and four part rounds and partner songs, developing vocal independence, listening skills, vocal dynamics and balance between parts
- Perform a range of songs to a wider audience

MUSICIANSHIP

- Play melodies on tuned percussion or melodic instruments following staff notation within an octave range using *dynamics ff, pp, mf and mp*
- Notate a simple melody on the staff
- Accompany a melody using block chords or a baseline
- Perform a range of repertoire pieces and *arrangements* combining melody and accompaniment parts
- Further develop the skill of *playing by ear* on tuned instruments, copying longer melodic phrases
- Further understand and apply knowledge of *duration (semibreves, minims, crotchets, quavers and associated rests)*
- Recognise and play in 2/4, 3/4 and 4/4 time signatures
- Further develop reading and playing pitch notation up to an octave
- Capture and record creative ideas using graphic scores, traditional notation and technology