



# Beaconhill Community Primary School

## *Music at Beaconhill*

### **Intent**

At Beaconhill we want all children to develop the self-confidence, skills, knowledge and understanding to develop a lifelong love of music, whilst also providing a secure foundation that enables them to take music further should they wish to.

### **Implementation**

Music is taught as a discrete subject but also across the curriculum. Areas of learning such as times tables in maths, vocabulary in French and movement in dance all incorporate different elements of music. A weekly singing assembly taken by the music lead allows pupils opportunities to develop their singing skills and gain an understanding of how ensembles work. We invite musicians including Cramlington Community Choir, Holly and the Ivy Folk group and Yamahah Music School into school multiple times a year, children experience live music and also learn a piece of music to perform with others in our community as part of a large choir. Performances are organised in school and externally giving children the opportunity to share their learning.

We use 'Sing Up', a scheme of work, which offers high quality, practical and engaging musical experiences to support children's learning in music. A steady progression of knowledge and skills has been devised, both within each year and from one year to the next, ensuring consistent musical development. The Sing Up scheme incorporates many examples of music styles and genres from different times and places which are explored via active listening, performing and composing activities, enabling understanding of the context and genre. Pupils are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. During music lessons children will be given opportunities to learn music specific vocabulary in a meaningful context and to apply skills and collaborate to create compositions. All pupils in Year 6 have access to whole class lessons in the recorder.

### **Impact**

Through each child's journey at Beaconhill, their musical skills and understanding are built on year upon year. From singing simple songs from memory and performing simple rhythm patterns in Key Stage One, they move to more advanced technique skills and understanding in lower Key Stage Two. These skills are then further developed in upper Key Stage Two where pupils are able to play several instruments confidently, and have the ability to read and follow a simple musical score. Throughout all of this the pupil's enjoyment of music is a key element, running alongside the 'taught' musical skills, objectives and musical terminology. We want to ensure that music is loved and valued by teachers and pupils, encouraging them to want to continue building on this wealth of musical ability, now and in the future.



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## Curriculum Overview - [National Curriculum Mapping](#)

	Autumn	Spring	Summer
<b>Nurs</b>	<ul style="list-style-type: none"> <li>Let's be Friends</li> <li>Travel and Movement</li> </ul>	<ul style="list-style-type: none"> <li>This is Me</li> <li>Animal Tea Party</li> </ul>	<ul style="list-style-type: none"> <li>I've Got Feelings</li> <li>Let's Jam</li> </ul>
<b>Rec</b>	<ul style="list-style-type: none"> <li>I've Got a Grumpy Face</li> <li>The Sorcerer's Apprentice</li> <li>Row, Row, Row Your Boat</li> </ul>	<ul style="list-style-type: none"> <li>Bird Spotting: Cuckoo Polka</li> <li>Shake my sillies out</li> <li>Up and down</li> <li>Five fine bumble bees</li> </ul>	<ul style="list-style-type: none"> <li>Down There Under the Sea</li> <li>It's Oh So Quiet</li> <li>Slap clap clap</li> <li>Bow bow bow Belinda</li> </ul>
<a href="#">Year 1 KO</a>	<ul style="list-style-type: none"> <li>Menu Song</li> <li>Colonel Hathi's March</li> <li>Magical Musical Aquarium</li> </ul>	<ul style="list-style-type: none"> <li>Football</li> <li>'Dawn' from Sea interludes</li> <li>Musical Conversations</li> </ul>	<ul style="list-style-type: none"> <li>Dancing and Drawing to Nautilus</li> <li>Cat and Mouse</li> <li>Come Dance With Me</li> </ul>
<a href="#">Year 2 KO</a>	<ul style="list-style-type: none"> <li>Tony Chestnut</li> <li>Carnival of the Animals</li> <li>Composing Music Inspired by Bird Song</li> </ul>	<ul style="list-style-type: none"> <li>Grandma Rap</li> <li>Orawa</li> <li>Trains</li> </ul>	<ul style="list-style-type: none"> <li>Swing-along with Shostakovich</li> <li>Charlie Chaplin</li> <li>Tanczomy Labada</li> </ul>
<a href="#">Year 3 KO</a>	<ul style="list-style-type: none"> <li>I've Been to Harlem</li> <li>Nao Chariya de/Mingulay Boat Song</li> <li>Sound symmetry</li> </ul>	<ul style="list-style-type: none"> <li>Latin dance (classroom percussion)</li> <li>'March' from The Nutcracker</li> <li>From a Railway Carriage</li> </ul>	<ul style="list-style-type: none"> <li>Just Three Notes</li> <li>Samba with Sergio</li> <li>Fly With the Stars (Classroom Percussion)</li> </ul>
<a href="#">Year 4 KO</a>	<ul style="list-style-type: none"> <li>This little light of mine</li> <li>The Pink Panther theme</li> <li>Composing with colour</li> </ul>	<ul style="list-style-type: none"> <li>The Doot Doot Song (Classroom Percussion)</li> <li>Fanfare for the Common Man</li> <li>Spain</li> </ul>	<ul style="list-style-type: none"> <li>Global Pentatonics</li> <li>The Horse in Motion</li> <li>Favourite Song (Classroom Percussion)</li> </ul>
<a href="#">Year 5 KO</a>	<ul style="list-style-type: none"> <li>What shall we do with the drunken sailor?</li> <li>Why we sing</li> <li>Introduction to songwriting</li> </ul>	<ul style="list-style-type: none"> <li>Madina Tun Nabi</li> <li>Building a Groove</li> <li>Epoca</li> </ul>	<ul style="list-style-type: none"> <li>Balinese Gamelan</li> <li>Composing in Ternary Form</li> <li>Kisne Banaya</li> </ul>
<a href="#">Year 6 KO</a>	<ul style="list-style-type: none"> <li>Hey Mr Miller</li> <li>Shadows</li> <li>Composing for Protest</li> </ul>	<ul style="list-style-type: none"> <li>Dona Nobis Pacem</li> <li>You to me are Everything</li> <li>Twinkle Variations</li> </ul>	<ul style="list-style-type: none"> <li>Race</li> <li>Exploring Identity Through Song</li> <li>Ame Sau Vala Tara Bal</li> </ul>



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### Skills Progression - *Improvise and Compose*

	Autumn	Spring	Summer
Rec	<p>Make up new words and actions about different emotions and feelings.</p> <p>Explore making sound with voices and percussion instruments to create different feelings and moods.</p> <p>Explore storytelling elements in the music and create a class story inspired by the piece.</p> <p>Make up a simple accompaniment using percussion instruments</p> <p>Make up new lyrics and vocal sounds for different kinds of transport.</p>	<p>Explore the range and capabilities of voices through vocal play</p> <p>Create a sound story using instruments to represent different animal sounds/ movements.</p> <p>Make up new lyrics and accompanying actions.</p> <p>Improvise a vocal/physical soundscape about minibeasts.</p>	<p>Develop a song by composing new words and adding movements and props.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through listening to Beethoven's 5th symphony.</p> <p>Compose a 3-beat body percussion pattern and perform it to a steady beat.</p> <p>Invent and perform actions for new verses.</p>
Year 1	<p>Participate in creating a dramatic group performance using kitchen themed props.</p> <p>Compose music to march to using tuned and untuned percussion.</p> <p>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</p>	<p>Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Improvise question-and answer conversations using percussion instruments.</p>	<p>Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.</p> <p>Attempt to record compositions with stick and other notations.</p> <p>Create musical phrases from new word rhythms that children invent.</p>
Year 2	<p>Improvise rhythms along to a backing track using the note C or G.</p> <p>Compose call-and response music.</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Invent simple patterns using voices, body percussion, and then instruments.</p> <p>Follow signals given by a conductor/leader.</p> <p>Structure compositional ideas into a bigger piece.</p> <p>Improvise solos using instruments.</p>	<p>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</p> <p>Improvise and compose, structuring short musical ideas to form a larger piece.</p> <p>Begin to understand duration and rhythm notation.</p> <p>Structure musical ideas into a whole-class composition.</p>	<p>Create action patterns in 2- and 3-time.</p> <p>Compose a soundtrack to a clip of a silent film.</p> <p>Understand and use notes of different duration.</p> <p>Understand and use notes of different pitches.</p> <p>Understand and use dynamics.</p>
Year 3	<p>Compose a pentatonic ostinato.</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p>	<p>Compose a 4-beat rhythm pattern to play during instrumental sections of a song.</p> <p>Working in small groups, sing a call-and-response song with an invented drone accompaniment.</p> <p>Explore ways to create word-based pieces of music</p>	<p>Invent simple patterns using rhythms and notes C-D-E.</p> <p>Compose music, structuring short ideas into a bigger piece.</p> <p>Notate, read, and follow a 'score'.</p>

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		Explore ways to communicate atmosphere and effect.	
<b>Year 4</b>	<p>Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Create short sounds inspired by colours and shapes.</p> <p>Structure musical ideas into a composition.</p> <p>Create and read graphic scores.</p>	<p>'Doodle' with voices over the chords in the song.</p> <p>Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</p> <p>Compose a fanfare using a small set of notes and short, repeated rhythms.</p> <p>Invent a melody.</p> <p>Fit two patterns together.</p> <p>Structure musical ideas into their own compositions.</p>	<p>Compose a pentatonic melody.</p> <p>Improvise and create pentatonic patterns.</p> <p>Use notation to represent musical ideas.</p> <p>Create ostinatos</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>
<b>Year 5</b>	<p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.</p> <p>Create fragments of songs that can be developed into fully fledged songs.</p>	<p>Improvise freely over a drone.</p> <p>Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.</p> <p>Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.</p> <p>Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.</p>	<p>Compose a kecak vocal piece as part of a group.</p> <p>Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.</p> <p>Notate their ideas to form a simple score to play from.</p> <p>Compose a simple accompaniment using tuned instruments.</p> <p>Create and perform their own class arrangement.</p>
<b>Year 6</b>	<p>Compose a syncopated melody using the notes of the C major scale.</p> <p>Create their own song lyrics.</p> <p>Fit their lyrics to a pulse, creating a chant.</p> <p>Write a melody and sing it.</p> <p>Write a melody and sing it.</p>	<p>Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.</p> <p>Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.</p> <p>Learn some simple choreography to accompany a disco song.</p> <p>Create variations using a wide variety of composing techniques.</p> <p>Improvise on top of a repeating bassline.</p>	<p>Create an accompaniment.</p> <p>Create an extended melody with four distinct phrases.</p> <p>Experiment with harmony.</p> <p>Structure their ideas into a full soundtrack.</p> <p>Create a rhythmic piece for drums and percussion instruments.</p>



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### Skills Progression - Sing and Play

	Autumn	Spring	Summer
Rec	<p>Sing with a sense of pitch, following the shape of the melody with their voices.</p> <p>Mark the beat of the song with actions.</p> <p>Use the voice to adopt different roles and characters.</p> <p>Match the pitch of a 4-note (la-so-mi-do) call-and response song.</p> <p>Sing a tune with 'stepping' and 'leaping' notes.</p> <p>Play a steady beat on percussion instruments.</p>	<p>Develop a sense of beat by performing actions to music.</p> <p>Sing an action song with changes in speed.</p> <p>Play along with percussion instruments.</p> <p>Perform the story as a class.</p> <p>Sing and play a rising and falling melody, following the shape with voices and on tuned percussion</p> <p>Sing in call-and-response and change voices to make a buzzing sound.</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p>	<p>Sing a song that uses a call-and-response structure.</p> <p>Play sea sound effects on percussion instruments.</p> <p>With some support play a call and response phrase comprising a short, stepping tune (C,D,E)</p> <p>Play different instruments with control.</p> <p>Explore dynamics with their voices and instruments.</p> <p>Sing a melody in waltz time and perform the actions.</p> <p>Transfer actions to sounds played on percussion instruments.</p>
Year 1	<p>Sing a cumulative song from memory, remembering the order of the verses.</p> <p>Play classroom instruments on the beat.</p> <p>Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</p> <p>Sing a unison song rhythmically and in tune.</p> <p>Play percussion instruments expressively, representing the character of their composition.</p>	<p>Chant together rhythmically, marking rests accurately</p> <p>Play a simple ostinato on untuned percussion.</p> <p>Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</p> <p>Sing a simple singing game, adding actions to show a developing sense of beat.</p> <p>Create, interpret, and perform simple graphic scores.</p>	<p>Perform actions to music, reinforcing a sense of beat.</p> <p>Sing and chant songs and rhymes expressively</p> <p>Sing either part of a call and-response song.</p> <p>Play the response sections on tuned percussion using the correct beater hold.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p>
Year 2	<p>Play the melody on a tuned percussion instrument.</p> <p>Sing with good diction.</p>	<p>Chant Grandma rap rhythmically and perform to an accompaniment children create.</p> <p>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</p> <p>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</p> <p>Sing and play, performing composed pieces for an audience.</p> <p>Learn a simple rhythm pattern and perform it with tempo and volume changes.</p> <p>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</p> <p>Follow signals from a conductor.</p>	<p>Demonstrate an internalised sense of pulse through singing games.</p> <p>Sing confidently in Polish, and play a cumulative game with spoken call and-response sections</p> <p>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</p>

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<p><b>Year 3</b></p>	<p>Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Sing by improvising simple melodies and rhythms.</p>	<p>Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure. Play a one-note part, contributing to the chords accompanying the verses. Learn a part on tuned percussion and play as part of a whole-class performance. Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. Play repeating rhythmic patterns. Count musically</p>	<p>Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments Perform vocal percussion as part of a group. Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance Sing solo or in a pair in call-and-response style.</p>
<p><b>Year 4</b></p>	<p>Sing in a Gospel style with expression and dynamics. Play a bass part and rhythm ostinato along with This little light of mine. Sing Part 1 of a partner song rhythmically.</p>	<p>Sing swung rhythms lightly and accurately.</p>	<p>Sing with expression and a sense of the style of the music. Sing the chorus of Throw, catch in three-part harmony with dancing. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory.</p>
<p><b>Year 5</b></p>	<p>Sing a sea shanty expressively, with accurate pitch and a strong beat. Play bass notes, chords, or rhythms to accompany singing. Sing in unison while playing an instrumental beat (untuned). Keep the beat playing a 'cup' game. Develop and practise techniques for singing and performing in a Gospel style.</p>	<p>Sing a song in two parts with expression and an understanding of its origins. Sing a round and accompany themselves with a beat. Play a drone and chords to accompany singing.</p>	<p>Sing/chant a part within a kecak vocal performance. Sing and play the melody of Kis nay banaya. Sing in a 4-part round accompanied with a pitched ostinato.</p>
<p><b>Year 6</b></p>	<p>Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble</p>	<p>Sing a round accurately and in a legato style. Sing a chorus in two-part harmony with dancing on the beat. Decipher a graphic score. Play Twinkle, twinkle, little star.</p>	<p>Sing the chorus of Throw, catch in three-part harmony with dancing.</p>



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### Skills Progression - Listen and Appraise

	Autumn	Spring	Summer
Rec	<p>Identify and describe contrasts in tempo and dynamics.</p> <p>Begin to use musical terms (louder/ quieter, faster/slower, higher/lower).</p> <p>Respond to music in a range of ways (e.g. movement, talking, writing).</p>	<p>Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).</p> <p>Enjoy moving freely and expressively to music.</p> <p>Listen to music and show the beat with actions.</p> <p>Use appropriate hand actions to mark a changing pitch.</p> <p>Listen to a piece of classical music and respond through dance.</p>	<p>Listen to a range of sea-related pieces of music and respond with movement.</p> <p>Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.</p> <p>Listen actively to music in 3/4 time.</p> <p>Find the beat and perform a clapping game with a partner.</p> <p>Listen to and talk about folk songs from North America.</p>
Year 1	<p>Listen and move in time to the song</p> <p>Respond to musical characteristics through movement.</p> <p>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</p> <p>Listen to 'Aquarium', reflecting the character of the music through movement.</p>	<p>Recognise the difference between a pattern with notes (pitched) and without (unpitched).</p> <p>Listen actively by responding to musical signals and musical themes using appropriate movement.</p> <p>Create a musical movement picture.</p> <p>Recognise how graphic symbols can represent sound.</p>	<p>Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</p> <p>Develop awareness of duration and the ability to move slowly to music.</p> <p>Create art work, drawing freely and imaginatively in response to a piece of music.</p> <p>Listen and copy rhythm patterns.</p> <p>Listen and copy call-and response patterns on voices and instruments.</p>
Year 2	<p>Recognise and play echoing phrases by ear.</p> <p>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</p> <p>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>	<p>Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).</p> <p>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles.</p>	<p>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</p> <p>Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</p> <p>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</p> <p>Move freely and creatively to music using a prop.</p> <p>Listen and match the beat of others and recorded music, adapting speed accordingly.</p> <p>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture</p>



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<p><b>Year 3</b></p>	<p>Listen and identify where notes in the melody of the song go down and up. Begin to develop an understanding and appreciation of music from different musical traditions. Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things. Understand that a folk song is music that belongs to the people of a particular place. Identify how the pitch and melody of a song has been developed using symmetry</p>	<p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. Develop active listening skills by responding to musical themes through movement. Understand the structure of rondo form (A-B-A-C-A). Develop a sense of beat and rhythmic pattern through movement. Experience call-and response patterns through moving with a partner Listen and compare how different composers have approached creating word-based compositions..</p>	<p>Recognise and copy rhythms and pitches C-D-E. Move in time with the beat of the music Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).. Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).</p>
<p><b>Year 4</b></p>	<p>Listen and move in time to songs in a Gospel style. Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm). Talk about the effect of particular instrument sounds (timbre). Understand that instruments can be used individually and in combination to create different effects of timbre and texture.</p>	<p>Listen and identify similarities and differences between acoustic guitar styles. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.</p>	<p>Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. Watch a film and analyse it in a musical context. Identify similarities and differences between pieces of music in a folk/folk-rock style.</p>
<p><b>Year 5</b></p>	<p>Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound. Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor Understand techniques for creating a song, and develop a greater understanding of the songwriting process.</p>	<p>Listen and copy back simple rhythmic and melodic patterns. Identify drum patterns, basslines, and riffs, and play them using body percussion and voices. Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. Demonstrate an understanding of the history of Argentine Tango.</p>	<p>Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. Listen and match vocal and instrumental sounds to each other, and to notation. Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story Understand and recognise ternary form.</p>
<p><b>Year 6</b></p>	<p>Listen to historical recordings of big band swing, and describe features of the music using music vocabulary Explore the influences on an artist by comparing pieces of music from different genres. Identify features of timbre, instrumentation, and expression in an extract of recorded music.</p>	<p>Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture). Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments</p>	<p>Identify ways songwriters convey meaning: through lyrics, the music, and the performance. Understand different ways that rhymes work in songs Identify different elements of a song's structure. Understand the concept of identity and how you can express that in songs.</p>





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	<p>Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.</p> <p>Create a shadow movement piece in response to music.</p>		<p>Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.</p> <p>Demonstrate coordination and keeping a steady beat by dancing to bhangra music.</p>
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