

# F-8 MUSIC SKILLS & KNOWLEDGE OVERVIEW

## elements of music

F - 2

3 - 4

5 - 6

7 - 8

### rhythm

<ul style="list-style-type: none"> <li>• sound/silence</li> <li>• long/short</li> <li>• fast/slow</li> <li>• beat and rhythm</li> <li>• rest</li> <li>• ostinato</li> <li>• tempo</li> <li>• crotchet, crotchet rest, quavers in pairs</li> <li>• experience of duple and triple metres</li> </ul>	<ul style="list-style-type: none"> <li>• simple metres</li> <li>• crotchet, crotchet rest, quaver, semiquaver, dotted crotchet, quavers in groups of 3 and identical rests</li> <li>• ostinato</li> <li>• tempo changes (faster and slower)</li> </ul>	<ul style="list-style-type: none"> <li>• simple metres and time signatures, bars, barlines</li> <li>• semibreve, minim, crotchet, crotchet rest, quaver and rests, semiquaver</li> <li>• compound metre <math>\frac{6}{8}</math>, dotted crotchet, crotchet-quaver</li> <li>• quavers in groups of 3</li> <li>• dotted crotchet rest</li> </ul>	<ul style="list-style-type: none"> <li>• time signature</li> <li>• semiquaver subdivisions, dotted notes, minim and semibreve rests, quaver rest, dotted crotchet rest</li> <li>• rhythmic devices such as anacrusis, syncopation, ties and pause</li> </ul>
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### Pitch

<ul style="list-style-type: none"> <li>• high/low,</li> <li>• pitch direction (going up or down)</li> <li>• pitch matching, unison</li> </ul>	<ul style="list-style-type: none"> <li>• pentatonic patterns</li> <li>• melodic shape</li> <li>• recognising steps and leaps</li> <li>• treble clef</li> <li>• staff</li> </ul>	<ul style="list-style-type: none"> <li>• pentatonic and major scales</li> <li>• recognising pitch sequences such as an arpeggio or riff; treble and bass clef</li> </ul>	<ul style="list-style-type: none"> <li>• melodic sequences based upon pentatonic, major and minor scales</li> <li>• key and key signatures; major and minor chords and primary triads (I, IV, V) in simple chord progressions</li> <li>• reading treble and bass clefs and ledger lines</li> </ul>
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### dynamics & expression

<ul style="list-style-type: none"> <li>• loud (forte) <i>f</i></li> <li>• soft (piano) <i>p</i></li> </ul>	<ul style="list-style-type: none"> <li>• very soft (pianissimo) <i>pp</i></li> <li>• very loud (fortissimo) <i>ff</i></li> <li>• grad' louder (crescendo)</li> <li>• grad' softer (decrescendo)</li> <li>• smoothly</li> <li>• short and detached</li> </ul>	<ul style="list-style-type: none"> <li>• smoothly (legato)</li> <li>• detached (staccato)</li> <li>• accent</li> </ul>	<ul style="list-style-type: none"> <li>• dynamic gradations including <i>mp</i> and <i>mf</i></li> <li>• articulations relevant to style, for example, glissando, slide, slap, melismatic phrasing</li> </ul>
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### form

<ul style="list-style-type: none"> <li>• same/different</li> <li>• patterns</li> <li>• repetition</li> <li>• echo</li> <li>• introduction, verse, chorus</li> <li>• round</li> </ul>	<ul style="list-style-type: none"> <li>• question and answer (call and response)</li> <li>• repeat signs</li> <li>• binary (AB) and ternary (ABA) forms</li> </ul>	<ul style="list-style-type: none"> <li>• form</li> <li>• theme/motif, phrase</li> <li>• rondo (ABACA)</li> <li>• riff / ostinato</li> </ul>	<ul style="list-style-type: none"> <li>• repetition and contrast</li> <li>• call and response</li> <li>• digital sequences</li> <li>• theme and variation</li> <li>• 12 bar blues</li> <li>• popular song structures including verse, chorus, bridge, middle 8, intro and outro</li> </ul>
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### timbre

<ul style="list-style-type: none"> <li>• every voice and instrument has its own distinct sound</li> <li>• how sound is produced including hit, blown, plucked and shaken</li> </ul>	<ul style="list-style-type: none"> <li>• recognising familiar instrumental timbres in isolation and combination</li> </ul>	<ul style="list-style-type: none"> <li>• acoustic</li> <li>• electronic sounds; voice and instrument types</li> </ul>	<ul style="list-style-type: none"> <li>• recognising instrumental types and groups</li> <li>• voice types</li> <li>• acoustic and electronic sound</li> </ul>
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### texture

<ul style="list-style-type: none"> <li>• Unison</li> <li>• Melody and accompaniment</li> <li>• Round</li> <li>• drone</li> </ul>	<ul style="list-style-type: none"> <li>• combining two or more rhythmic or melodic patterns which occur simultaneously in different voices</li> </ul>	<ul style="list-style-type: none"> <li>• contrast within layers of sound</li> </ul>	<ul style="list-style-type: none"> <li>• layers of sound and their role (accompaniment and melody)</li> <li>• unison, homophonic (melody with chords),</li> <li>• polyphonic (two or more independent layers played simultaneously)</li> </ul>
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# F-8 MUSIC SKILLS & KNOWLEDGE OVERVIEW

## music skills

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### aural

- discriminating between sounds and silence
- moving and performing with an understanding of beat and tempo
- demonstrating the difference between singing and speaking voice
- discriminating between loud and soft, long and short, high and low
- recognising familiar instrument timbres

- matching pitch and showing the direction of a tune with gesture or drawings
- recognising the differences between notes moving by steps and leaps
- discriminating between rhythm and beat
- demonstrating beat and tempo changes
- matching and varying dynamics

- identifying and notating metre and rhythmic groupings
- singing and playing independent parts against contrasting parts
- recognising instrumental and vocal timbres and digitally generated sounds

- recognising rhythmic patterns and beat groupings
- discriminating between pitches, recognising intervals and familiar chord progressions
- identifying and notating metre and rhythmic groupings
- aurally identifying layers within a texture
- imitating simple melodies and rhythms using voice and instruments

### ensemble playing

- holding and playing classroom instruments safely and correctly
- understanding turn-taking in group music making
- playing in time

- varying instrumental timbres to create expressive effects using instruments and voices safely and correctly in the classroom
- taking on different roles in group music making, for example, accompaniment, lead

- holding and playing instruments and using their voices safely and correctly
- listening to others controlling volume and tone in ensemble activities.

- holding and playing instruments and using their voices safely and correctly
- performing with expression and technical control, correct posture and safety
- understanding their role within an ensemble, balancing and controlling tone and volume

### technology

- using technology as a tool for music learning

- using technology as a tool for music making and performance.

- using available technology and digital media as a tool for music learning

- using technology as a tool for music learning and to record their music