

Repeated Encounters in Music

	Pitch	Duration (pulse and rhythm)	Dynamics	Texture	Timbre	Structure	Tempo
N	<p>Singing short, rhythmic rhymes and songs</p> <p>Explore high and low sounds using voices and glockenspiels</p> <p>Explore high and low pitches in songs</p>	<p>Singing short, rhythmic rhymes and songs</p> <p>Copy clap the rhythm of names</p> <p>Copy clap some rhythms of phrases from songs</p> <p>Beginning to find the pulse of a song following a character</p>					<p>Moving and dancing to music</p>
R	<p>Singing short, rhythmic rhymes and songs.</p> <p>Developing an awareness of high and low through pictorial representations of sound.</p> <p>To understand what 'high' and 'low' notes are.</p>	<p>Singing short, rhythmic rhymes and songs.</p> <p>To recognise that different sounds can be long or short.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Using instruments to begin to follow a beat, with guidance.</p> <p>To know that the beat is the steady pulse of a song</p>	<p>To understand that instruments can be played loudly or softly.</p>	<p>To know that an orchestra is a big group of people playing a variety of instruments together.</p> <p>To know that music often has more than one instrument being played at a time.</p>	<p>Identifying and imitating sounds from a variety of music.</p> <p>Exploring different ways of making sound with everyday objects and instruments.</p> <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>To know that sounds can be copied by my voice, body percussion and instruments</p> <p>To know that different instruments can sound like a particular character..</p>	<p>To understand that performing means playing a finished piece of music for an audience.</p>	<p>To recognise music that is 'fast' or 'slow.'</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>
I	<p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower</p> <p>Singing a range of call and response songs, attempting to match the pitch they hear.</p> <p>Experimenting with creating high and low sounds.</p>	<p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Performing actively as part of a group; keeping in time with the beat.</p> <p>To know that pulse is the regular heartbeat within music.</p>	<p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Experimenting with creating loud and soft sounds.</p> <p>To know that dynamics can change how someone listening feels about music.</p>	<p>To know that music often has more than one instrument being played at a time.</p>	<p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that the voice can whisper and shout to help tell a story.</p> <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p>	<p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Singing a range of call and response songs, attempting to match the tempo they hear.</p>
2	<p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>Competently singing songs or short phrases with a small pitch range (up</p>	<p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to keep movements to the beat of different speeds of music.</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p>	<p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>Singing a range of call and response chants, matching the dynamic they hear with accuracy.</p>	<p>To know that music often has more than one instrument being played at a time.</p>	<p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>To be able to recognise and name up to three instruments from Group A and B.</p>	<p>To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p>	<p>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>Singing a range of call and response songs, attempting to match the tempo they hear.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p>

	<p>to five notes that are different but close together).</p> <p>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>Performing actively as a group, clearly keeping in time with the beat.</p>	<p>Developing an awareness of how dynamics are affected by the force with which an instrument is played.</p> <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>				<p>Talking about the tempo of music using the vocabulary of fast and slow.</p>
3	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</p> <p>To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that 'syncopation' means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p>
4	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Singing longer songs in a variety of musical styles from memory, with</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>To know that a 'loop' in music is a repeated melody or rhythm.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decelando) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>To understand that both instruments and voices can create audio effects</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p>	<p>Explaining their preferences for a piece of music using musical vocabulary.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>

	<p>accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</p> <p>To know that a 'loop' in music is a repeated melody or rhythm</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</p> <p>To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</p> <p>To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</p> <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>that describe something you can see.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p>	<p>Using musical vocabulary when discussing improvements to their own and others' work.</p> <p>To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <p>To know that playing in time means all performers playing together at the same speed.</p>
5	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch,</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p>

	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p>				<p>dynamic or tempo of the sounds made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p>		
6	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change</p> <p>To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.</p> <p>To know that music in which very similar parts are introduced one by one to overlap is called a canon.</p> <p>To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p>	<p>Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To know that the conductor beats time to help the performers work well together.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

	<p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>						
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