



Our Intent

Music is an integral and well-resourced part of life at South Hykeham Primary. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument, from standard classroom instruments to individual instrumental lessons with the visiting peripatetic staff.

Music is planned in-line with the statements laid out in the national curriculum. Music is planned with cross-curricular links where possible, with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop 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.



Implementation

Charanga is a scheme of work which offers a topic-based approach to support children's learning in music. A steady progression plan has been built into Charanga, both within each year and from one year to the next, ensuring consistent musical development. By using Charanga as the basis of a scheme of work, we can ensure that they are fulfilling the aims for musical learning stated in the National Curriculum:

Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children 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. During each lesson, children will be given opportunities to apply skill and given chance for collaboration through composition.

Through our membership with the the Lincolnshire Music Service, children are offered whole class musical opportunities, for example, whole class strings and participation in the Infant Music Programme. Outside agencies are welcomed in; current opportunities, for example, are for children to play guitar and ukulele. Music within school offers singing club, recorder club, guitar club and close links with the local community, for example, singing at local care homes at Christmas time. Every Tuesday, the children participate in a Singing Assembly and in daily collective worship, they sing together. Children are regularly given the opportunity to sing or play to an audience.

Impact

Music is monitored by the subject leader throughout all year groups using a variety of strategies such as, lesson observations, assessment analysis, staff discussions and pupil interviews. Feedback is given to teachers and leaders use the information to see if the children know more and remember more.

The Charanga way of assessing - the Musical School Assessment Framework - uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility to upload and store digital evidence.



National Curriculum.

Expectations/Coverage—EYFS

The Early Years Foundation Stage curriculum is based on six areas of learning aiming to promote all aspects of a child's development. Music comes under the 'Expressive Arts and Design' area of learning within 'Exploring and Using Media and Materials' and 'Being Imaginative'. The EYFS curriculum starts from birth and children progress through each stage of development aiming to achieve the Early Learning Goals by the end of their Reception year.

The assessment for the EYFS is formative. The Early Learning Goals relating to music are: Exploring and Using Media and Materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being Imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. During the Early Years Foundation Stage, children explore, experiment, practise, repeat and consolidate musical ideas and skills through singing, playing and movement; they have access to instruments appropriate to their age. Music by its very nature will develop skills and competencies in other areas of learning.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music; experiment with, create, select and combine sounds using the inter-related dimensions of music.



National Curriculum.

Expectations

Key Stage 2 National Curriculum Expectations

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.

Music Curriculum FS-KS1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS</u>	Music me	My stories	Everyone	Our world	Big bear funk	Reflect, re wind, re-play!
<u>KS1</u> <u>CYCLE A</u>	Y1: Hey You! Y2: Hands,Feet,Heart	Y1:Rhythm in the way we walk & Banana Rap Y2: Ho Ho Ho	Y1: In the Groove Y2: I want to play in a band.	Y1: Round and Round Y2 Zootime	Y1: our Imagination . Y2: Friendship Song	Y1: Reflect, rewind, Replay Y2: Reflect, rewind, replay.
<u>KS1</u> <u>CYCLE B</u>	Y1: Hey You! Y2: Hands,Feet,Heart	Y1:Rhythm in the way we walk & Banana Rap Y2: Ho Ho Ho	Y1: In the Groove Y2: I want to play in a band.	Y1: Round and Round Y2 Zootime	Y1: our Imagination . Y2: Friendship Song	Y1: Reflect, rewind, Replay Y2: Reflect, rewind, replay.

Music Curriculum FS-YR 6 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	Let Your Spirit Fly		Three Little Birds		Bringing Us Together	
YEAR 4	Mamma Mia		Stop!		Blackbird	
YEAR 5	Livin' on a Prayer		Make you feel my Love		Dancing in the Street	
YEAR 6	Happy		A New Year Carol		Music and Me	

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING/ PLAYING/ PERFORM- ING - Using voices		Speak and chant together; Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly); Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment; Co-ordinate actions to go with a song; Sing in time to a steady beat; Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing. Sing call and response songs	Sing a variety of songs with more accuracy of pitch; Sing words clearly and breathing at the end of phrases; Convey the mood or meaning of the song; Sing with a sense of control of dynamics(volume) and tempo (speed); Echo sing a short melodic phrases; Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices; Follow a leader (teacher)starting and stopping together.	• Sing songs in a variety of styles with confidence, singing an increasing number from memory; • Understand that posture, breathing and diction are important. • Chant or sing a round in two parts • Use word-chants to understand how syllables link to notes • Sing songs with a recognised structure e.g. verse, chorus • Show increasing accuracy of pitch and awareness of the shape of a melody. • Sing increasingly longer phrases • Perform forte - loud and piano - soft, with control • Perform actions songs and perform demonstrating an awareness of character or style	• Sing songs from a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and the shape of the melody • Sing songs in different time signatures • Further develop good posture and clear diction. • Sing songs showing musical expression i.e. phrasing, changes of tempi, crescendo, diminuendo • Sing two and three-part rounds and partner songs with more confidence and increasing accuracy of pitch • Sing with accurate pitch over larger leaps, confidently as part of a small group or solo • Copy short phrases and be able to sing up and down in step, independently.	• Sing in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble • Communicate the meaning and mood of the song • Maintain a part of two and three-part songs, rounds and partner songs with confidence and increasing accuracy • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion	• Sing confidently in a wide variety of styles from a broad range of traditions and eras with greater accuracy, expression and a sense of ensemble • Sing longer phrases with greater control • Sing songs with syncopated rhythms • Communicate the meaning and mood of the song • Maintain a part of three and four-part songs, rounds and partner songs with accuracy and increasing confidence, e.g. parts mixed within each group • Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch, for an assembly or special occasion

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING/ PLAYING/ PERFORM- ING - Using classroom instruments		Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat/pulse, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate copycat rhythms and patterns on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' • Follow simple hand signals indicating: loud/quiet and start/stop	Play with control: maintaining steady beat - pulse, getting faster or slower, getting louder or quieter - crescendo or decrescendo • Perform a sequence of sounds using a graphic score • Play and invent copycat rhythms • Recognise and respond to simple staff rhythms • Perform a repeated two note, melodic ostinato to accompany a song • Perform a rhythm accompaniment to a song • Work and perform in smaller groups • Follow a direction, starting and stopping together • Demonstrate some confidence in performing as a group and as an individual	Keep a steady beat on an instrument in a group or individually. React to changes of pulse • Play tuned percussion or a melodic instrument with increasing confidence • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and / or steady beat • Copy a short melodic phrase by ear on a pitched instrument • Combine musical sounds with narrative • Combine musical sounds with movement • Play using symbols including graphic and simple staff notation • Follow simple hand directions from a leader • Perform with an awareness of others • Perform pieces, including compositions, to a friendly audience, as a member of a group or class	• Develop basic instrumental skills over a sustained period e.g. whole-class or small group learning • Play by ear - find known phrases or short melodies using tuned instruments • Maintain a drone or one of multiple ostinato patterns in a small, instrumental group against a steady beat • Demonstrate legato and staccato playing (smooth and detached) • Use tuned percussion instruments with increasing confidence to accompany songs and improvise • Play music in a metre of 2, 3 or 4, discuss time signature • Perform in two or more parts. • Read and play from simple staff notation including rests • Combine playing with narrative and / or movement	Develop instrumental skills over a sustained period Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Read and play rhythms with confidence from graphic and known staff notation. Introduce s Play melodies, increasing in independence, on tuned percussion or melodic instruments, written on one stave, C to C Maintain a rhythmic or melodic accompaniment to a song such as a drone (repeating single note), ostinato (repeating pattern) or simple sequence of notes Explore how triads are formed and play them as a simple accompaniment Maintain own part on a pitched instrument in a small ensemble	Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble Continue to play by ear on pitched instruments, extending the length of phrases or melodies played. Read and play known notation confidently from rhythm notation cards / scores, up to four parts Play melodies on tuned percussion or melodic instruments, written on one stave, C to C with dynamics

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SINGING/ PLAYING/ PERFORM- ING - Using classroom instruments					• Follow a leader, stopping / starting, playing faster / slower and louder / quieter with a sense of ensemble • Perform to an audience of adults, in an assembly or other classes with increasing confidence	• Perform with sensitivity to different dynamics, tempi • Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble • Perform own compositions to an audience • Use technology to keep a record of work in progress and record performances.	• Maintain an accompaniment to a melody using block chords, or a bassline • Maintain own part on a pitched instrument, engaging with others, in a small ensemble or larger ensemble • Perform with sensitivity to different tempi and a fuller range of dynamics • Perform own compositions to an audience • Use technology to keep a record of work in progress and record performances

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LISTENING, APPRAISING AND MUSICIANSHIP		<u>Listening:</u> • Listen to a wide range of musical styles and traditions • Listen to music and move in time to its steady beat • Listen to music and respond to a change in beat • Recognise and respond through movement /dance to the different musical characteristics and moods of music • Recognise the sounds of the percussion instruments used in the classroom and identify and name them Musicianship: • Begin to describe and respond to music (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood • See also singing, playing and performing with beat, pulse and rhythm	<u>Listening and appraising:</u> • Listen to music from a range of styles, eras and traditions • Listen with increased concentration • Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds • Recognise how sounds are made - tapping, rattling, scraping, blowing etc • Identify different qualities of sound (timbre) such as smooth, scratchy, clicking, ringing • Recognise and respond to changes of speed - tempo, volume - dynamics and pitch • Respond to the beat, stressing the first beat of different groupings. Recognise and respond to the mood of a piece of music in discussion and movement. - Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)	<u>Listening and appraising:</u> • Listen with concentration to longer pieces / extracts of music from different styles, eras and traditions • Listen to live / recorded music extracts. Identify and discuss: a steady beat / a changing beat a specific rhythm pattern or event the tempo, dynamics and the melody of the music • Walk, move or clap to a steady and a changing beat • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) • Identify repetition in music i.e. a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names	<u>Listening and appraising:</u> • Recognise and talk about contrasting styles and traditions of music in broad terms, using musical vocabulary • Recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school. • Recognise music from different times and countries, identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify moving and static parts in the music (see below)	<u>Listening and appraising:</u> • Use musical vocabulary and knowledge to talk about music from a variety of styles, traditions and cultures, including performances of their own and others' compositions • Distinguish differences in timbre between a variety of instruments • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing	<u>Listening and appraising:</u> • Use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions • Distinguish differences in timbre between a variety of instruments and combinations of instruments and sounds • Recognise, identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music • Use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing



SHCPS Music Skills Progression



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LISTENING, APPRAISING AND MUSICIANSHIP				• Recognise and order short, pitched phrases shown in dots • Listen to their own compositions and use musical language to describe what happens in them	• Identify verse and chorus or call and response structures • Identify the use of metre in 2, 3 or 4, discuss time signature • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.		

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
LISTENING, APPRAISING AND MUSICIANSHIP			<u>Musicianship, show an understanding of:</u> • Pulse/beat, rhythm and pitch • Dynamics - louder, softer, crescendo, decrescendo • Tempo - faster, slower and pause • Rhythm - pattern, duration • Pitch - higher or lower • Ostinato - repeating musical rhythm or note pattern Notation: Crotchets, quavers and crotchet rests	• <u>Musical terms and understanding</u> Duration - Beat, rhythm, longer, shorter, sustained Dynamics - forte-loud and piano-soft, louder, softer Structure - repetition, verse, chorus, echo, question and answer phrases Pitch - moving in steps and leaps Texture - Layers of sound Tempo - Steady, faster, slower, allegro - fast, adagio - slow Timbre - The type and quality of the sound Ostinato, phrase, melody Notation - Introduce the stave and clef. Use dots to represent higher and lower pitch. Know crotchets, quavers and crotchet rests	<u>Musical terms and understanding:</u> Duration - time signature (metre - shown at the start of the line of music), legato and staccato playing (smooth and detached) Dynamics - forte, piano, crescendo - getting louder, diminuendo - getting softer Pitch - pentatonic scales, step, leap Structure - phrase, repetition, verse, chorus, echo, question and answer phrases Texture - drone, layers of sound, combinations of sound Tempo/tempi - faster, slower, allegro - fast, adagio - slow Timbre - sound type and quality; different instruments Also: Ostinato, melody, ensemble, moving and static parts (e.g. a changing harmony / a repeating note or drone) • Notation: Recognise, play C to G from a stave, as a group. Know minims, crotchets, quavers, crotchet and rests	<u>Musical terms and understanding:</u> Duration - time signature, metre, legato and staccato playing (smooth and detached) Dynamics - f loud, p quiet, ff very loud, pp very quiet, mf moderately loud, mp moderately quiet, crescendo - getting louder, diminuendo - getting softer Harmony - drone, chord, major, minor Pitch - pentatonic scales, step, leap Structure - ternary, repetition, contrast, verse, chorus, question and answer phrases Texture - layers of sound, drone, harmony, chord, accompaniment Tempo/tempi - faster, slower, allegro - fast, adagio - slow Timbre - sound type and quality; different instruments, combinations of instruments and or sounds Also - melody, groove, ensemble, arrange Notation: Play within C to C from a stave, as a group. Further understand time signatures 2/4, 3/4, 4/4 semi-breves, minims, crotchets, quavers, semi-quavers and their rests	<u>Musical terms and understanding:</u> Duration - time signature, metre - grouping of beats, Dynamics - f loud, p quiet, ff very loud, pp very quiet, mf moderately loud, mp moderately quiet Harmony - drone, chord, major, minor Pitch - scales, step, leap Rhythm - syncopated (a pattern with notes off the beat) Structure - verse, chorus, question and answer, ternary Texture - layers, bassline, harmony, chord, accompaniment Tempo - faster, slower, allegro - fast, adagio - slow Timbre - sound type and quality; different instruments Also - sgroove, ensemble, arrange Notation: Recognise, play more confidently C to C from a stave. Further understand time signatures 2/4, 3/4, 4/4 semi-breves, minims, crotchets, quavers, semiquavers and their rests

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IMPROVISING AND COMPOSING		<u>Improvise:</u> • With different sounds made by the voice and hands (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes (moving up and down) and rhythmic patterns • Simple vocal chants • Question and answer phrases.	<u>Improvise:</u> • Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed • Long and short sounds (duration) • Using rhythm patterns of words and sentences • With changes in pitch • Sequences of sound (structure) • Sounds in response to visual and aural stimulus • Exploring how sounds can be manipulated to convey different effects and moods	<u>Improvise:</u> • Using longer, shorter / faster, slower / higher, lower / louder, softer sounds on tuned and untuned percussion and voices. • With pitched notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • Exploring the timbre (different sounds) that one instrument can make. • Using tuned and untuned instruments to explore how they can represent and enhance pictures / stories / moods • Invent short responses using a limited note-range	<u>Improvise:</u> • Combine and control different timbre to create particular effects • Rhythm patterns in music from different times and places • Using the pentatonic scale • With a limited range of pitched notes that move by steps and leaps to make short phrases and melodies • Music that describes feelings or moods such as 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc • Music that incorporates effective silences - rests • With different groupings of beats (metre of 2, 3 or 4)	<u>Improvise:</u> • Over a drone, chords or harmony developing a sense of shape • Using scales, such as pentatonic, C major or A minor • Developing ideas, using musical devices such as texture created by layering rhythmic and /or melodic ostinato. • Working in a structure such as ternary (ABA form) • Exploring characteristics of various styles, and traditions, (following on from listening) • Create a melody over a simple groove (usually a rhythm and chord combination giving an effect or feel) • Experimenting with a wider range of musical dimensions, such as broader dynamics and richer textures	<u>Improvise:</u> • Creating music with multiple sections. • Developing ideas using musical devices, including both repetition and contrast • Extending melodies beyond 8 beats, creating a satisfying shape, over a fixed groove (usually a rhythm and chord combination giving an effect or feel) • Exploring characteristics of various styles, and traditions, e.g. folk, blues, calypso (following on from listening) • Experiment with a wider range of musical dimensions, such as broader dynamics and richer textures

SHCPS Music Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
IMPROVISING AND COMPOSING		<u>Compose:</u> • Add suggested sound effects to a story • Choose musical sound effects to follow a story line or match a picture • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure (score) • Invent, retain and recall rhythm and pitch patterns • Compose their own sequence of sounds or pattern without help and perform them • Use technology, if available to capture, change and combine sounds	<u>Compose:</u> • Short melodic phrases • Short repeated rhythmic patterns - ostinati • Rhythm patterns from words • A piece of music that has a beginning, middle and end (structure) • Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups • Music that conveys different moods	<u>Compose:</u> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; repetition / echo / beginning, middle and end / question and answer phrases / verse and chorus • Music that tells a story, paints a picture or creates a mood • Using symbols to represent sound graphic scores / known rhythms and durations of traditional notation • Combining rhythmic notation labelled with small range of note names such as CEG	<u>Compose:</u> • A simple rhythmic accompaniment to a song using ostinato (a repeating pattern) and drones (repeating notes) • A simple melody from a selected group of notes (i.e. a pentatonic scale) • Music that has a recognisable structure • Introduce major and minor chords for exploration • A piece of music that reflects images and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Capture creative ideas using any of the following: rhythm notation, time signatures, staff notation, graphic scores and / or technology	<u>Compose / Arrange:</u> • Develop ideas explored above always considering the musical elements • Compose lyrics to match a melody • Compose melodies over chords such as C major and A minor • Compose music, in pairs, with a ternary structure • Compose a piece with chords that reflects given intentions, e.g. descriptive music, a melody with accompaniment (this could be the piece in a ternary structure) • Refine own compositions after discussion • Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions • Arrange a song as a class with voices and instruments • Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes / compositions	<u>Compose / Arrange:</u> • Developing ideas explored above considering the musical elements • Longer melodies (8-16 beat) using a pentatonic scale • Melodies with pairs of phrases, (question and answer) using scales, G major and E minor • Enhance either melody above with rhythmic or chordal accompaniment • Compose using technology in a ternary structure • Refine own compositions after discussion • Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions • Arrange a song as a class with voices and instruments • Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes and compositions. • Use technology to edit and improve compositions and arrangements