

EYFS Early Learning Goals for Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

National Curriculum Key stage 1

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 Key stage 2

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.

Progression of Knowledge and Skills in Music

Listen and Appraise

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how songs can tell a story or describe an idea.</p>	<p>To move along to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts</p>	<p>To identify and move to the pulse.</p> <p>To begin to talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other</p>	<p>To confidently identify and move to the pulse with ease.</p> <p>To discuss the message of songs and begin to pick out examples/evidence to support their ideas.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's</p>	<p>To confidently identify and move to the pulse with ease. Setting the pulse for others to follow.</p> <p>To discuss the message of songs and begin to pick out examples/evidence to support their ideas.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to</p>

				about the music	people's thoughts about the music. To begin to use musical words.	thoughts about the music. To use musical words. To identify the musical dimensions of a song and how they are working together in the Unit songs. Talk about the music and how it makes you feel.	other people's thoughts about the music. To use musical words with greater confidence when talking about the songs. To identify and talk about the musical dimensions working together in the Unit songs, giving evidence for their responses. Talk about the music and how it makes you feel, using musical language to describe the music.
Knowledge	To know five nursery rhymes off by heart. To know the stories of some of the	To know three songs off by heart. To know what the	To know five songs off by heart. To know some songs have a chorus or a	To know five songs from memory and who sang them.	To know at least five songs from memory and who sang them or wrote them.	To know five songs from memory, who sang or wrote them and when they were written.	To know five songs from memory, who sang or wrote them, when they were written and if appropriate, why?

	<p>nursery rhymes.</p>	<p>songs are about.</p> <p>To begin to recognise the sound and names of some of the instruments they use.</p>	<p>response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics: what the song is about.</p> <p>To begin to understand where the musical dimensions feature within a song, and notice where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main</p>	<p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>To talk about the lyrics and discuss what the song is about.</p> <p>To comment on the musical dimensions featured in the song and where they are used</p>	<p>To know the style of the five songs and to name other songs in those styles.</p> <p>To choose two or three other songs and be able to talk about the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>To know that the lyrics of a song tell us what the songs are about.</p> <p>To identify the musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</p>	<p>To know the style of the songs and to name other songs from the Units or from their own music knowledge in those styles.</p> <p>To choose three or four other songs and be able to talk about their style indicators of the songs (musical characteristics that give the songs their style)</p> <p>To know and select lyrics that show what the songs are about.</p> <p>To identify the musical dimensions featured in the songs and where they are used (texture,</p>
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				<p>sections of the song- introduction , verse and chorus.</p> <p>To name some of the instruments they heard in the song.</p>	<p>(texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>To name some of the instruments they heard in the song.</p>	<p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>To name most of the instruments they hear in the songs.</p> <p>To begin to discuss the historical context of the songs. What else was going on at this time?</p>	<p>dynamics, tempo, rhythm, pitch and timbre)</p> <p>To identify the structure of the songs (intro, verse, chorus etc.) and suggest why a song is structured in a certain way.</p> <p>To name instruments used in the songs and suggest why they have been used.</p> <p>The comment on the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>To know and talk about that fact that we each have a musical identity.</p>
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Explore and Create

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.	Listen to the rhythm and clap back as a larger group. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.	Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Begin to create rhythms for others to copy.	Begin to experiment with creating your own simple rhythm patterns. Greater Depth -Perhaps lead the class using these simple rhythms.	Create your own simple rhythm patterns. Copy back with instruments, without, and then with notation.	Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns.	Copy back two-note riffs by ear and with notation. Question and answer using two different notes.
Knowledge	To know that music has a steady pulse, like a heartbeat. To know that the words of songs can tell	To know that we can move with the pulse of the music. To know that we can create rhythms from words.	To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know how to find and demonstrate the pulse. To know the difference between	To know and begin to talk about how pulse, rhythm and pitch work together. To know that rhythm is	To begin to know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work	To know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to

	stories and paint pictures.		<p>To know that rhythms are different from the steady pulse.</p> <p>To know that we can add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>pulse and rhythm.</p> <p>To know how pulse, rhythm and pitch work together to create a song.</p> <p>To know the difference between a musical question and an answer.</p>	<p>made of long and short patterns over the pulse.</p> <p>To know that pitch refers to the high and low sounds that create melodies.</p>	<p>together and how they connect in a song.</p> <p>To know how to keep the internal pulse.</p>	create a song or music.

Singing

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn to find a comfortable singing position.</p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To begin to develop a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To begin to explore singing solo or as part of a duo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and begin to be aware of how you fit</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To become more confident when rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>

				internally when singing.	To listen to the group when singing.	into the group. To sing with some awareness of being 'in tune'.	To sing with awareness of being 'in tune'.
Knowledge	To sing or rap nursery rhymes and simple songs from memory. To know that songs have sections.	To confidently sing or rap three songs from memory and sing them in unison.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To begin to know why we	To know that singing in a group can be called a choir. To know that songs can make you feel different things e.g. happy, energetic or sad. To know why you must warm up your voice.	To know that a leader or conductor is a person who the choir or group follow. To know that songs can make you feel different things and comment on how a song makes them feel. To know that singing as part of an ensemble or large group is fun, but that you must	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know that songs can be made up of singing in unison, solos, lead vocal, backing vocals or rapping. To know what the song is about and the	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about its main

			<p>need to warm up our voices.</p>		<p>listen to each other. To know that singing affects the texture of a song. Notice that a solo singer makes a thinner texture than a large group.</p> <p>To know why you must warm up your voice.</p>	<p>meaning of the lyrics To know and explain the importance of warming up your voice.</p>	<p>features - singing in unison, the solo, lead vocal, backing vocals or rapping.</p> <p>To know what the song is about and the meaning of the lyrics.</p> <p>To know and explain the importance of warming up your voice</p>
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Playing

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Treat instruments carefully and with respect.	<p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play a simple instrumental part that matches their musical challenge as a group or whole class.</p>	<p>Learn to play a tuned instrumental part that matches their musical challenge as a group or in a pair.</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to musical instructions from a leader.</p>	<p>Play one of the four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>Play any two of the four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To experience leading the playing by making sure everyone plays in the playing</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p>

					section of the song.	To rehearse and perform their part within the context of the Unit song. To experiment with leading a rehearsal session.	To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session.
Knowledge		To know the names of the notes in their instrumental part from memory. To know the names of the instruments they are playing.	To know the names of the notes in their instrumental part from memory or when written down. To know the names of untuned percussion instruments played in class.	To know and be able to talk about the instruments used in class (a glockenspiel, ukulele)	To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone)	To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. To begin to recognise the notes C, D, E, F, G, A, B + C on the treble stave. To know the instruments, they might	To know and be able to talk about the different ways of writing music down – e.g. staff notation, symbols. To know that the notes C, D, E, F, G, A, B + C on the treble stave. To know that instruments they might play or be

						play or be played in a band or orchestra or by their friends.	played in a band or orchestra or by their friends.
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Improvisation

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill		<p>Listen and clap back.</p> <p>Use voices and instruments, listen and sing back, then listen and play back.</p>	<p>Use voices and instruments, listen and sing back, then listen and play your own answer using one note.</p> <p>Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>Using your instruments, listen and play your own answer using one or two notes.</p>	<p>Using your instruments, listen and play your own answer using two different notes.</p> <p>Take it in turns to improvise using three different notes.</p>	<p>Copy back using instruments - use two notes - question and answer using instruments.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Question and answer using instruments- use three notes in your answer. Always start on a G.</p> <p>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>
Knowledge		<p>To know that improvisation is about making up your own tunes on the spot.</p>	<p>To know that improvisation is making up your own tunes on the spot.</p> <p>To know when</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot.</p>

		<p>To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!</p>	<p>someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard before in your improvisations.</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard before in your improvisations. To know three well-known</p>	<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have</p>
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						improvising musicians.	learnt in the Challenges in your improvisations To know three well-known improvising musicians.
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Composition

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill		<p>Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises</p>

				appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	the connection between sound and symbol (e.g. graphic/pictorial notation).	the connection between sound and symbol (e.g. graphic/pictorial notation).
Knowledge		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure

						Notation: recognise the connection between sound and symbol	Notation: recognise the connection between sound and symbol
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Performing

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Skill	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

					they were pleased with what they would change and why		
Knowledge	To know that performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a	To know and be able to talk about: Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a

				<p>special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p>	<p>special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music</p>
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Music Technology

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u> <u>Chrome</u> <u>Music</u> <u>Lab</u>	<u>Year 4</u> <u>YU Studio</u> <u>Charanga</u> <u>Spooky</u> <u>Stories</u>	<u>Year 5</u> <u>YU Studio</u> <u>Charanga</u> <u>Hip Hop</u>	<u>Year 6</u> <u>YU Studio Charanga</u> <u>Grime</u>
Skill					<p>When planning and writing their storylines and music the students will:</p> <p>Learn to arrange and mix their own composition in a 'Spooky Story' style using YuStudio.</p> <p>Have complete creative control and make musical decisions</p> <p>Learn about the purpose of a synthesizer and how it can be used to create an original bassline or melody.</p>	<p>The students will learn to:</p> <p>Choose a musical key which fits with a Hip-Hop style.</p> <p>Add new tracks (Drum, Subtrakt, SoundBank, Audio).</p> <p>Add note clips and input notes (kick, snare, hi-hat, synthesizer).</p> <p>Turn on the loop whilst experimenting with notes – shorten/extend.</p> <p>Locate and add audio samples.</p> <p>Add a title and</p>	<p>The students will learn to:</p> <p>Choose a musical key which fits with a Grime style.</p> <p>Add a new Drum Track and select 'Grime sounds'.</p> <p>Add a new note clip to input kick and snare drum notes.</p> <p>Turn on the loop whilst experimenting with notes – shorten/extend.</p> <p>Add a title and save track.</p> <p>Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio).</p> <p>Use the piano roll to compose within the chosen key and find different octaves.</p> <p>Create a bassline and then simplify it.</p> <p>Choose notes and sounds based on personal preference. Choose an</p>

					<p>Brainstorm as a group or as individuals. Consider the various elements that make up spooky stories. Create a hero character, considering their personal heroes, interests and role models. Create an imaginary treasure item, such as a magical key. Think of a spooky setting for the story. Create a villain/scary character. Build a storyline based on the elements above. Write out stories ready for recording.</p>	<p>save track. Add a new Synthesizer (Subtrakt) Track (Drum, Subtrakt, Audio). Use the piano roll to compose within the chosen key and find different octaves. Create a bassline and then simplify it. Choose notes and sounds based on personal preference. Duplicate sections or the entire track. Create structure by adding and removing notes to create a varied texture. Choose an</p>	<p>audio sample from the A Capella section. Duplicate bars in order to create a longer track. Create structure by adding and removing notes to create a varied texture. Learn how to change articulation from staccato to legato. Choose an instrument from the SoundBank. Add sound effects to the track (Sound FX) eg riser to build tension. Use volume sliders to change the overall balance and mix the track: + and -</p>
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						instrument from the SoundBank. Add sound effects to the track (Sound FX) eg riser to build tension. Use volume sliders to change the overall balance and mix the track: + and -. Add and remove sections for structural and textural reasons	
Knowledge					The students will learn to: Create a new track (SoundBank, Drum, Subtrakt). Choose an instrument for the SoundBank and Subtrakt tracks, which	The students will: Learn to arrange and mix their own composition in a Hip-Hop style using YuStudio. Have complete creative control and make musical	The students will: Learn to arrange and mix their own composition in a Grime style using YuStudio. Have complete creative control and make musical decisions. Balance the overall sound of their tracks. Create drum beats, melodies and basslines with note guidance, which

					<p>fits with the 'Spooky Story' style.</p> <p>Choose a musical key, considering the 'Spooky Story' style.</p> <p>Begin to understand the difference between major and minor sounds and what notes to use.</p> <p>Add a note clip and input notes (kick drum, click, percussion).</p> <p>Experiment with the timing and duration of notes.</p> <p>Refer to the piano roll for note and octave guidance.</p> <p>Understand and use the loop feature</p>	<p>decisions.</p> <p>Balance the overall sound of their tracks</p> <p>Create drumbeats, melodies and basslines with note guidance, which will prepare them for further exploration in composition and production.</p> <p>Build chords and melodies based on a chosen musical key and scale</p> <p>Use different instruments in YuStudio.</p> <p>Use sound effects eg EQ and delay.</p> <p>Experiment with the arrangement, deleting and duplicating different</p>	<p>will prepare them for further exploration in composition and production.</p> <p>Build chords and melodies based on a chosen musical key and scale.</p> <p>Use articulation (staccato/legato/pizzicato).</p> <p>Use different instruments in YuStudio.</p> <p>Use sound effects e.g. EQ and delay.</p>
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					<p>(extend/shorten) as the track progresses. Add sound effects (e.g. reverb) to the melody instrument. Experiment with sound effects e.g. the level of decay within the reverb feature. Record their stories to put onto their tracks.</p>	<p>sections, to create an effective track.</p>	
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