

## UMBERLEIGH **KS2** Music Learning Intentions & Knowledge

	Autumn		Spring		Summer	
<p><b>Cycle 1</b> 2024 - 2025</p>	<p><b>Samba</b></p>	<p><b>Samba</b></p>	<p><b>Proms Concert</b></p>	<p><b>Proms Concert</b></p>	<p><b>Hip Hop Beats</b></p>	<p><b>Hip Hop Beats</b></p>
	<p><b>Y3 Performance:</b> Play a part within a samba band with increased control, fluency, expression and accuracy. The rhythm and volume of notes should match the intent.</p> <p><b>Y4 Performance:</b> Play music from informal notation and memory, with increasing accuracy.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns. Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music.</p> <p><b>Y3 Composition:</b> Improvise and compose sequences of sounds recorded using a graphic score. Composition to have a clear structure which includes a beginning, middle and end, and also includes a call and response "break" section and a "main" groove section.</p> <p><b>Y4 Composition:</b> Sequences of sounds for the different samba instruments are written on separate lines in a graphic score. To have a clear structure to the composition which includes a "main groove" section where at least 2 different rhythms are played at the same time.</p>	<p><b>Y5 Performance:</b> Maintain their part in a samba band with an awareness of what others are playing.</p> <p><b>Y6 Performance:</b> Take the lead in an instrumental performance and provide suggestions to others.</p> <p><b>Y5 Pulse &amp; Rhythm:</b> Rests provide a break and should be counted in the same way as notes.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play pieces of music with a clear understanding of structure, pulse and rhythm.</p> <p><b>Y5 Composition:</b> Create a composition that combines layers of sound and shows an awareness of structure, tempo, rhythm and instrumentation. Compositions to include a "main groove" section where 4 different rhythms are played at the same time.</p> <p><b>Y6 Composition:</b> Compose a group score using a wide variety of textures &amp; rhythms and has a clear structure. A score contains all the information needed to perform a piece of music, including separate lines for each instrument. A ternary ABA structure provides a clear beginning, middle and end.</p>	<p><b>Y3 Singing:</b> Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p><b>Y3 Performance:</b> Sing a part with increased control, fluency, expression and accuracy. Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrase.</p> <p><b>Y4 Singing:</b> Sing songs accurately as part of an ensemble. Accurate singing includes good timing and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p><b>Y4 Performance:</b> Sing music from memory, with increasing accuracy, fluency, control and expression.</p>	<p><b>Y5 Performance:</b> Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing. Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p><b>Year 6 Performance:</b> Take the lead in performances and provide suggestions to others for improvements e.g. include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience.</p> <p><b>Y6 Singing &amp; Performance:</b> Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone.</p>	<p><b>Y3 Music Appreciation:</b> Listen &amp; respond to hip hop tracks. Responses to include vocalisation, the musical instruments used and tempo.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Music is written in bars, with a set number of beats per bar. Use the correct beat to identify where to place different drum beats in order to create a traditional hip hop sound.</p> <p><b>Y3 Composition:</b> Compose sequences of beats and vocals using the YUMU online platform. Sequences of sounds combine pitch, rhythm, dynamics and pulse.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns with the bass drum on the 1<sup>st</sup> and 3<sup>rd</sup> beats of the bar and the hi-hat on the 2<sup>nd</sup> and 4<sup>th</sup> beats of the bar to create a traditional hip hop beat.</p> <p><b>Y4 Composition:</b> Compose a sequence of sounds and vocals. Sequences of sounds for different instruments/voices are on separate lines.</p> <p><b>Y4 Music Appreciation:</b> Evaluate the hip hop genre of music using appropriate musical vocabulary. Each genre has its own distinguishing features: the use of instruments; structure of the music; typical tempos and dynamics; date of composition and style of performance.</p>	<p><b>Y5 Pulse &amp; Rhythm:</b> Create extended rhythmic patterns that contain repetition &amp; short repeated phrases. Rests provide a break in a rhythmic pattern.</p> <p><b>Y5 Composition:</b> Create a composition that combines layers of sound &amp; vocalisations &amp; shows an awareness of tempo, rhythm, &amp; dynamics. Effective compositions include a track that uses interesting samples as well as the layering of well chosen beats &amp; bass line.</p> <p><b>Y5 Music Appreciation;</b> Use relevant musical vocabulary when talking about the elements of hip hop music.</p> <p><b>Y6 Listening:</b> Listen to &amp; comment on music from the hip hop genre. Words such as upbeat tempo, rapping, electronic beats and samples should be used.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Create repeated rhythmic patterns with the bass drum on the 1<sup>st</sup> &amp; 3<sup>rd</sup> beats of the bar &amp; the hi-hat on the 2<sup>nd</sup> &amp; 4<sup>th</sup> beats of the bar to create a traditional hip hop beat.</p> <p><b>Y6 Composition:</b> Compose an online graphic score using a variety of timbres, textures, rhythms and motifs. A score includes separate lines for each instrument or voice part &amp; shows pitch and duration of sounds.</p>

	Autumn		Spring		Summer	
Cycle 2 2025 - 2026	<p><b>Peter &amp; the Wolf (Sergei Prokofiev)</b></p> <p><b>Y3 Listening:</b> Recognise and describe the use of orchestral instruments in Peter &amp; the Wolf using musical vocabulary. Specific terms can be used to describe the sounds and changes in a piece of music, including pitch, timbre, dynamics and tempo.</p> <p><b>Y3 Music Appreciation:</b> Listen and respond to pieces of music written around the same theme. Respond to the use of orchestral instruments, the images or patterns the music creates, the dynamics of the music, the mood created and the story the music tells.</p> <p><b>Y3 Composition:</b> Improvise &amp; compose sequences of sounds, combining pitch, rhythm, dynamics and pulse.</p> <p><b>Y4 Listening:</b> Describe how different orchestral instruments are used throughout a piece of music to add interest &amp; meaning. Composers choose instruments for the timbre, pitch &amp; duration of the notes they can create to replicate &amp; represent characters, mood &amp; feelings.</p> <p><b>Y4 Significant People:</b> Describe the life and music of 20th-century composer Prokofiev. Composers of 20th century music worked from 1901 to 2000.</p> <p><b>Y4 Composition:</b> Improvise &amp; compose a sequence of sounds</p>	<p><b>Peter &amp; the Wolf (Sergei Prokofiev)</b></p> <p><b>Y5 Listening:</b> Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings and mood in the listener. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p><b>Y5 Music Appreciation:</b> Use descriptive words and relevant musical vocabulary when talking about the elements of music within a piece including rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p><b>Y6 Listening:</b> Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p> <p><b>Y6 Music Appreciation:</b> Identify and explain leitmotifs in Peter &amp; the Wolf. A motif in music is a short musical idea that is repeated and developed throughout a piece. Know that the orchestra has different families of instruments and to consider why instruments are chosen for specific parts.</p> <p><b>Y6 Compositions:</b> Compose and perform a group score which contains all the information musicians need to rehearse and perform a piece of music,</p>	<p><b>Violin</b></p> <p><b>Y3 Performance:</b> Play with increased control, fluency, expression and accuracy. Play with controlled bow strokes and accurate pitch, rhythm and dynamics.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Identify a pulse, realising that two, three, four or more beats to the bar can be counted. Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar.</p> <p><b>Y3 Notation:</b> Recognise and respond to standard musical notation and symbols. Rests such as crotchet rests, minim rests and semibreve rests tell musicians when not to play.</p> <p><b>Y4 Performance:</b> Play music from notation and memory with increasing accuracy, and control. When playing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as *p* or *f*, denote the dynamics.</p> <p><b>Y4 Notation:</b> Play simple melodies from standard notation. Dynamics, such as *mp, p, pp, ppp, mf, f, ff, fff* tell musicians how loudly or quietly they should play. <b>Y3 Composition:</b> Improvise &amp; compose sequences of sounds &amp; record them using notes.</p>	<p><b>Violin</b></p> <p><b>Y5 Pulse &amp; Rhythm:</b> Play extended rhythmic patterns, including rests. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.</p> <p><b>Y5 Notation:</b> Use standard notation to perform music. In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.</p> <p><b>Y5 Performance:</b> Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play pieces of music with a clear understanding of pulse &amp; rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p> <p><b>Y6 Notation:</b> Features of standard notation include staves, time signatures, bar lines, notation &amp; dynamic markings.</p>	<p><b>Djembe Drums</b></p> <p><b>Y3 Pulse &amp; Rhythm:</b> Identify a pulse in a piece of music. Beats are the pulse of the music and they can be played, clapped, counted or conducted.</p> <p><b>Y3 Composition:</b> Improvise and compose sequences of sounds and record them using notes or pictures. Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns. Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music.</p> <p><b>Y4 Composition:</b> Improvise and compose a sequence of sounds and record them using invented notation. Sequences of sounds for different players are written on separate lines in a graphic score or on separate staves of standard musical notation.</p>	<p><b>Djembe Drums</b></p> <p><b>Y5 Performance:</b> Maintain their part in a piece with confidence, accuracy, fluency, control.</p> <p><b>Y5 Pulse &amp; Rhythm:</b> Play and create rhythmic patterns, including rests. Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern and should be counted in the same way as notes.</p> <p><b>Y5 Composition:</b> Create a composition that combines layers of sound and shows an awareness of pitch, tempo, rhythm, melody and dynamics. Compositions include repeated and contrasting rhythms and a variety of dynamics.</p> <p><b>Y6 Performance:</b> Take the lead in an instrumental performance and provide suggestions for improvement to others.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play and create pieces of music with a clear understanding of pulse and rhythm. <b>Y6 Composition:</b> Compose and perform a group score using a variety of timbres, textures, rhythms and motifs, including separate lines for different players, notation showing pitch and duration of sounds &amp; markings to show dynamics, such as mp and mf. A ternary ABA structure provides a clear beginning, middle and end.</p>

	Autumn		Spring		Summer	
<b>Cycle 3</b> 2022 - 2023	<p><b>Ukulele</b></p> <p><b>Y3 Performance:</b> Play the ukulele with increased control, fluency, expression and accuracy. Control when playing the ukulele includes playing in time with other players and with the correct strumming pattern &amp; chord.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Identify a pulse in a piece of music.</p> <p><b>Y3 Composition:</b> Improvise and compose sequences of sounds and vocals and record them using chord notation.</p> <p><b>Y3 Notation:</b> Recognise and respond to chord notation.</p> <p><b>Y4 Performance:</b> Play music from notation and memory, with increasing accuracy, fluency, control and expression including dynamics.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns.</p> <p><b>Y4 Notation:</b> Play music from standard chord notation.</p>	<p><b>Ukulele</b></p> <p><b>Y5 Notation:</b> Understand that Ukulele music can be notated in standard notation, but is usually written using chords. A chord is a combination of 2 or more notes played at the same time.</p> <p><b>Y5 Performance:</b> Maintain their part when performing a piece with confidence, accuracy of chord changes and strumming patterns and control.</p> <p><b>Y5 Composition:</b> Create a composition that shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p> <p><b>Y6 Performance:</b> Provide suggestions to others for improvements to musical performances.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play and create strumming patterns with a clear understanding of pulse and rhythm.</p> <p><b>Y6 Composition:</b> Compose and perform a group score which contains all the information musicians need to rehearse and perform a piece of music. Correct chords to be chosen for either a major or minor composition.</p>	<p><b>Proms Concert</b></p> <p><b>Y3 Singing:</b> Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p><b>Y3 Performance:</b> Sing a part with increased control, fluency, expression and accuracy. Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrase.</p> <p><b>Y4 Singing:</b> Sing songs accurately as part of an ensemble. Accurate singing includes good timing and accurate pitching of notes. Ensemble singing is singing in a group.</p> <p>Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p><b>Y4 Performance:</b> Sing music from memory, with increasing accuracy, fluency, control and expression.</p>	<p><b>Proms Concert</b></p> <p><b>Y5 Performance:</b> Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing. Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p><b>Year 6 Performance:</b> Take the lead in performances and provide suggestions to others for improvements e.g. include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience.</p> <p><b>Y6 Singing &amp; Performance:</b> Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone.</p>	<p><b>Glockenspiel</b></p> <p><b>Y3 Performance:</b> Play a part on the glockenspiel with increased control, fluency, expression and accuracy.</p> <p><b>Y4 Performance:</b> Play from standard notation and memory, with increasing accuracy. When playing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as *p* or *f*, denote the dynamics.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns.</p> <p><b>Y3 Composition:</b> Compose a melody using the notes F, A &amp; C with a drone accompaniment using the notes F &amp; C. Use basic notation to record the melody.</p> <p><b>Y3 Notation:</b> In standard musical notation, rests such as crotchet rests, minim rests and semibreve rests tell musicians when not to play and are used in the place of musical notes.</p> <p><b>Y4 Notation:</b> Play simple melodies from standard notation including symbols for dynamics.</p>	<p><b>Glockenspiel</b></p> <p><b>Y5 Performance:</b> Maintain their part on a glockenspiel with confidence, accuracy. This could include playing in a round, adding a harmony part or maintaining an ostinato.</p> <p><b>Y6 Performance:</b> Take the lead in instrumental performances and provide suggestions to others.</p> <p><b>Y5 Pulse &amp; Rhythm:</b> Rests provide a break and should be counted in the same way as notes.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play pieces of music with a clear understanding of pulse and rhythm. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.</p> <p><b>Y5 Notation:</b> Use standard notation to perform.</p> <p><b>Y6 Notation:</b> Use features of standard notation when composing. Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.</p> <p><b>Y6 Composition:</b> a melody using the notes F, A &amp; C with a drone accompaniment using the notes F &amp; C. Record using notation.</p>

	Autumn		Spring		Summer	
Cycle 4 2023 - 2024	<b>Guitar</b>	<b>Guitar</b>	<b>John Williams</b>	<b>John Williams</b>	<b>Genres of Music</b>	<b>Genres of Music</b>
	<p><b>Y3 Performance:</b> Play the guitar with increased control, fluency, expression and accuracy. Control when playing the guitar includes playing in time with other players and using the correct strumming pattern &amp; chord or notes.</p> <p><b>Y3 Pulse &amp; Rhythm:</b> Identify a pulse in a piece of music.</p> <p><b>Y3 Composition:</b> Improvise and compose sequences of sounds and vocals and record them using chord notation.</p> <p><b>Y3 Notation:</b> Recognise and respond to chord, TAB and staff notation.</p> <p><b>Y4 Performance:</b> Play music from notation and memory, with increasing accuracy, fluency, control and expression including dynamics.</p> <p><b>Y4 Pulse &amp; Rhythm:</b> Play and create repeated rhythmic patterns.</p> <p><b>Y4 Notation:</b> Play music from standard chord, TAB and staff notation.</p>	<p><b>Y5 Notation:</b> Understand that guitar music can be notated in standard notation, chords or TAB (tablature). A chord is a combination of 2 or more notes played at the same time. Tablature indicates fingering rather than pitch.</p> <p><b>Y5 Performance:</b> Maintain their part when performing a piece with confidence, accuracy of chord or note changes and controlled strumming or plucking patterns.</p> <p><b>Y5 Composition:</b> Create a composition that shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p> <p><b>Y6 Performance:</b> Take the lead in instrumental performances and provide suggestions to others for improvements.</p> <p><b>Y6 Pulse &amp; Rhythm:</b> Play pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p> <p><b>Y6 Composition:</b> Compose and perform a group score which contains all the information musicians need to rehearse and perform a piece of music. Correct chords to be chosen for either a major or minor composition</p>	<p><b>Y3 Listening:</b> Recognise and describe sounds and changes in a piece of music using musical vocabulary. Specific terms can be used to describe the sounds and changes in a piece of music, including pitch, timbre, dynamics and tempo.</p> <p><b>Y3 Music Appreciation:</b> Listen and respond to pieces of music by John Williams. Features of music that can be listened and responded to include the orchestral instruments used, the images or patterns the music creates, the dynamics of the music, the mood created and the story the music tells.</p> <p><b>Y3 Composition:</b> Improvise &amp; compose sequences of sounds, combining pitch, rhythm, dynamics and pulse.</p> <p><b>Y4 Listening:</b> Describe how different orchestral instruments are used throughout a piece of music to add interest and meaning. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent mood and feelings.</p> <p><b>Y4 Significant People:</b> Describe the life and music of 20<sup>th</sup> and 21<sup>st</sup>-century composer John Williams.</p> <p><b>Y4 Composition:</b> Improvise &amp; compose a sequence of sounds.</p>	<p><b>Y5 Listening:</b> Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings and mood in the listener. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p><b>Y5 Music Appreciation:</b> Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece including rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p><b>Y5 Composition:</b> Create a composition that combines layers of sound and shows an awareness of pitch, tempo, rhythm, melody and dynamics.</p> <p><b>Y6 Listening:</b> Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.</p> <p><b>Y6 Music Appreciation:</b> Identify and explain how John Williams uses leitmotifs. A motif in music is a short musical idea that is repeated and developed throughout a piece.</p>	<p><b>Y3 Significant People:</b> Describe the lives &amp; music of great musicians from the classical period (Mozart) &amp; the romantic period (Beethoven). Know that romantic composers broke the strict rules laid down during the Classical period which then continued to be rebelled against into the 20<sup>th</sup> Century.</p> <p><b>Y3 Singing:</b> The voice can be used to create notes of different pitches, durations &amp; dynamics to add interest to the music.</p> <p><b>Y4 Singing:</b> Sing songs accurately within an ensemble.</p> <p><b>Y3 Music Appreciation:</b> Compare &amp; evaluate different genres of music using musical vocabulary e.g. jazz, rock, classical, blues, pop, folk, country &amp; world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; typical rhythms, tempos &amp; dynamics.</p> <p><b>Y3 Composition:</b> Improvise &amp; compose sequences of sounds using the pentatonic scale. To have a clear structure to the composition which includes a clear beginning, middle &amp; end.</p> <p><b>Y4 Composition:</b> Improvise &amp; compose a sequence of sounds &amp; record them using invented notation.</p>	<p><b>Y5 Music Appreciation:</b> Use descriptive words and relevant musical vocabulary when talking about the elements of music within a piece. Vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p><b>Y6 Listening:</b> Comment on a wide range of genres and musical styles using a broad musical vocabulary. Genres are different styles of music, such as pop, rock, classical, Latin American, swing, gospel and soul.</p> <p><b>Y5 Singing:</b> Maintain a part within an ensemble when singing in a round or in harmony.</p> <p><b>Y6 Significant People:</b> Describe the lives and music of famous classical composers. Composers of music during the Classical period worked between 1750 and 1825. Composers wrote simpler music with clear tunes and used harmony (a combination of musical notes played together to make a pleasing sound) and marked dynamics in their music.</p> <p><b>Y6 Composition:</b> Compose a piece on the glockenspiel based on the pentatonic scale inspired by traditional Chinese music.</p>

