



Cambridge Park Academy

Character - Preparation - Achievement

KS3 Music

Functional Curriculum

Stages 4-10

(Year 1)

“Our vision is to make music an enjoyable learning experience and inspire our young musicians to become talented stars of the future

We encourage pupils to participate in a variety of musical experience through which we aim to build the confidence and creativity for all and provide opportunities for all pupils to create, play perform and enjoy music

Our aim is to develop the skills necessary to appreciate a wide variety of musical forms and to begin to make judgement about the quality of music. Using technology, we can access new, exciting and accessible musical application to compose, produce and perform the key elements of music.”

Music can empower pupils to express themselves in a way that other subjects cannot. Experiencing music, high quality live and recorded performances that demonstrate a range of culture and changes over time will capture the attention of pupils of all age and developmental levels.

Engagement and enjoyment are a pivotal part of developing a love and appreciation for a range of music that can then be measured through observation.

At Cambridge Park we intend that our pupils;

- Have a rich knowledge of a range of music from classical to modern contemporary popular music, music that has changed through time and music from a range of cultures.
- Learn to play and experience tuned and un-tuned instruments and have the opportunity to perform on their own and as part of an ensemble in music lessons, celebrations and class groups, being able to display mastery of their increasing skills and knowledge.
- Learn to use their voices to create musical sounds and sing a range of songs and rhymes appropriate to their communicative level and understanding.

We have 4 Golden Strands to support pupils in deepening their understanding of the musical world around them. This provides them with opportunities to express themselves creatively and develop their musical skills and appreciation.



Listen and appreciate



Perform



Play



Compose



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Developmental Stages and Ages				
Stage 4 5 years (The bridge from the foundation curriculum to the formal curriculum)	Stage 5 5-6 years	Stage 6 6-7 years	Stage 7 & 8 7-9 years	Stage 9 &10 9-11 years

KS3 Long Term Plan (Year 1)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All You Need Is Love <i>The Beatles</i>	Celebration - Christmas Merry Christmas Everyone	Play Glockenspiel	Stage and Screen Wicked (Musicals)	Afrobeat Fuse ODG - Azonto	Lego House Ed Sheeran



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Substantive Knowledge					
Term	Autumn 1				
Key Topic	<u>The Beatles – All You Need is Love</u>				
	<p><i>In this exciting music and cultural topic, pupils will explore the legendary band The Beatles and their iconic song "All You Need is Love." Through listening, performing, and discussion, children will learn how music can carry powerful messages of love, peace, and unity. They will discover who The Beatles were, why their music was so influential, and how this particular song became a symbol of hope during a time of change in the 1960s. As pupils progress, they will deepen their understanding of musical elements, historical context, and how songs can reflect and shape the world around us.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> The Beatles were a famous band from a long time ago. "All You Need is Love" is a happy song about being kind and loving others. We can move, sing, or clap along to the beat of the song. Music can make us feel emotions like happiness or calmness. 	<ul style="list-style-type: none"> The Beatles were four musicians from England who made lots of famous songs. "All You Need is Love" was sung by The Beatles and talks about how love is important. The song has repeating words and a simple tune we can sing. The Beatles made music that lots of people still enjoy today. 	<ul style="list-style-type: none"> The Beatles were an English band from the 1960s, including John, Paul, George, and Ringo. "All You Need is Love" was performed live on television to people all over the world in 1967. The song has verses and a chorus that repeat. The message of the song is that love is powerful and brings people together. We can describe how the song makes us feel using musical language (e.g., rhythm, tempo, mood). 	<ul style="list-style-type: none"> The Beatles were an influential British band who changed popular music in the 1960s. "All You Need is Love" was released during the "Summer of Love" and linked to peace movements. It was broadcast globally as part of the first live international TV broadcast (Our World, 1967). The song uses orchestral instruments (like brass and strings) alongside pop instruments. It includes references to other musical styles and even quotes another Beatles song. 	<ul style="list-style-type: none"> The Beatles were cultural icons whose music reflected and shaped societal changes in the 1960s. "All You Need is Love" was intentionally simple to convey a universal message of peace and unity. The song reflects the countercultural values of the time, such as anti-war sentiment and love over conflict. It was part of a political and artistic movement, with links to other artists and global events. Pupils can identify how lyrics, instrumentation, and performance choices contribute to meaning. The Beatles helped pioneer global broadcasting and influenced music, fashion, and youth identity.
Key Vocab	band, music, song, love, happy, sing, instruments, repeat, chorus, verse, rhythm, tempo, message, Beatles, worldwide, peace, harmony, melody, broadcast, orchestration, influence, protest, cultural, counterculture, symbolism, globalisation, protest song, arrangement, social change, lyrics, performance, unity, identity, sentiment, movement				

Substantive Knowledge



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Term	Autumn 2				
Key Topic	<u>Christmas – Shakin Stevens – Merry Christmas Everyone & It was on a Starry Night</u>				
	<p><i>In this joyful seasonal topic, pupils will explore the classic festive hit "Merry Christmas Everyone" by Shakin' Stevens. Through singing, listening, and discussion, children will discover the elements that make a successful Christmas pop song and how music helps us celebrate together. They will learn who Shakin' Stevens is, how this song became a holiday favourite, and why it still plays every year during the festive season. As they progress, pupils will explore the structure, instruments, and cultural meaning behind this cheerful tune—and compare it with other Christmas songs they know and love. Pupils will also explore the gentle and moving hymn "It Was on a Starry Night" by Joy Webb. Through singing, discussion, and musical analysis, children will discover how this modern hymn tells the nativity story in a simple and heartfelt way. Pupils will learn about the song's connection to the Christmas message of peace, humility, and hope. In higher stages of the curriculum, they will explore the hymn's structure, lyrics, and deeper spiritual meaning—connecting music to both religious understanding and personal reflection.</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> "Merry Christmas Everyone" is a cheerful Christmas song by a singer called Shakin' Stevens. The song has a happy beat that we can dance or move to. We can sing or clap along to the music. The song is about fun things we do at Christmas like snow, presents, and playing. <ul style="list-style-type: none"> "It Was on a Starry Night" is a gentle Christmas song about baby Jesus being born. The song reminds us of the nativity and the first Christmas night. 	<ul style="list-style-type: none"> Shakin' Stevens is a singer who made a very popular Christmas song. "Merry Christmas Everyone" was made a long time ago but people still enjoy it today. The song uses words about Christmas like snow, fun, and parties. It's a song we often hear every year during the holidays. <ul style="list-style-type: none"> "It Was on a Starry Night" is a hymn often sung in schools and churches at Christmas. The song tells the story of Jesus being born in a stable. It has simple words and a quiet tune. We often sing this song during Christmas assemblies or nativity plays. 	<ul style="list-style-type: none"> Shakin' Stevens is a Welsh pop singer known for his energetic performances. "Merry Christmas Everyone" was released in 1985 and became a number one Christmas hit. The song has verses and a chorus with a catchy, repetitive melody. Pupils can describe how the song makes them feel using musical language (e.g., tempo, rhythm). The song is often associated with celebration, joy, and the festive spirit. <ul style="list-style-type: none"> The hymn was written by Joy Webb, a Salvation Army officer, in the 20th century. The lyrics focus on peace, humility, and the birth of Jesus. The song uses imagery like stars and shepherds to paint a picture of the first Christmas. 	<ul style="list-style-type: none"> Shakin' Stevens was one of the UK's most popular singers in the 1980s. "Merry Christmas Everyone" was delayed by a year to avoid clashing with Band Aid's charity single in 1984. The song features sleigh bells, electric guitar, and backing vocals to create a Christmas sound. It follows a typical pop structure with an upbeat tempo and clear festive imagery in the lyrics. The instruments and arrangement help to create a celebratory mood. <ul style="list-style-type: none"> Joy Webb wrote "It Was on a Starry Night" to help children understand the meaning of Jesus' birth. The song is part of a tradition of Christmas hymns that tell the nativity story. The music and lyrics work together to create an image of what Jesus' birth may have looked like. 	<ul style="list-style-type: none"> "Merry Christmas Everyone" has become a traditional part of the UK's seasonal music, often re-entering the charts each year. Pupils explore the commercial and cultural role of Christmas songs in British music. The song uses musical devices like call and response, layered textures, and a strong hook. The song has similarities and differences with other Christmas songs in terms of style, lyrics, and impact. <ul style="list-style-type: none"> "It Was on a Starry Night" offers a modern, child-friendly perspective on the nativity story. Pupils explore how the hymn conveys spiritual themes like humility, peace, and divine love. The hymn is different to traditional carols (e.g. "O Come All Ye Faithful") in tone and structure.
Key Vocab	Christmas, song, snow, happy, music, dance, sing, jingle, party, singer, repeat, festive, melody, chorus, verse, rhythm, tempo, jolly, pop, electric guitar, sleigh bells, arrangement, imagery, backing vocals, upbeat, hook, nostalgia, commercial, cultural tradition, call and response, layered texture, festive genre, baby, star, night, Jesus, calm, gentle, hymn, stable, shepherds, manger, sing, nativity, melody, lyrics, imagery, peace, birth, reflection, composer, Salvation Army, stillness, wonder, storytelling, poetic devices, tradition, incarnation, spiritual, divine, humility, resonance, tone, structure, religious symbolism				

Substantive Knowledge

Term	Spring 1
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Key Topic	<u>Play – Glockenspiel</u>				
	<p><i>In this fun hands-on topic, pupils will follow a Charanga program to explore the world of tuned percussion through focused work on the glockenspiel. Pupils will learn how to read and play simple melodies using graphic notation and basic staff notation where appropriate, developing their understanding of pitch, rhythm, and musical structure.</i></p> <p><i>The topic introduces key musical elements such as pulse, rhythm, and pitch, and supports pupils in developing their performance skills both individually and as part of an ensemble. They will explore techniques such as playing with accuracy, dynamics, and expression. Pupils will also be encouraged to improvise simple melodic patterns and compose short pieces using a small set of notes</i></p>				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> • A Glockenspiel is made of metal bars. • It makes a sound by hitting the bars with a beater or mallet. • We can make music by hitting the Glockenspiel to a beat. 	<ul style="list-style-type: none"> • A Glockenspiel is a percussion instrument that can be played as part of an orchestra. • The Glockenspiel is played by hitting metal bars with a beater or mallet. • We play music by following a beat. • We can follow a beat pattern to play a song. 	<ul style="list-style-type: none"> • A Glockenspiel is a percussion instrument that is played by hitting metal bars. • Each metal bar represents a different sound. • Some beats are longer/shorter than others. • Beats can be represented by different symbols and letters. 	<ul style="list-style-type: none"> • A Glockenspiel is a percussion instrument that is arranged like a keyboard. • Each metal bar is a different note – B,A,G... etc. • Beats have different names – minim, crochet • Music is written on a stave. • Notes are represented by symbols and lines. 	<ul style="list-style-type: none"> • A Glockenspiel is a pitched percussion instrument consisting of pitched aluminium or steel bars arranged in a keyboard layout. • Each bar represents a different note – from G-E • Rests are represented by a symbol. • Each line of a stave represents a different note.
Key Vocab	Glockenspiel, orchestra, percussion, beat, beater, mallet, instrument, symbol, sound, note, keyboard, minim, crochet, stave, pitch, rest, bars, range, tuning, clef, accidentals, dynamics, staccato, legato, glissando, key, mute, dampen, chime.				

Substantive Knowledge	
Term	Spring 2
Key Topic	<u>Stage and Screen – Wicked – Defying Gravity</u>



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In this topic pupils will explore the exciting world of Wicked. They will be introduced to both the stage show and Hollywood Film, delving into how musicals show narrative through song. Through singing, listening and performing, pupils will learn some of the most popular songs, experiencing the highs and lows of emotion through music. Pupils will learn about the two main characters and their influence in the story of the Wizard of Oz, with a particular focus on the song Defying Gravity. They will discuss the battle between good and evil, how this is brought to life through music, and the emotional impact music can have within a story.

	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Wicked is a musical play about the 2 witches from the Wizard of Oz. Wicked has been made into a film. The songs from Wicked are very emotional – happy, sad, exciting. The most famous song is 'Defying Gravity' 	<ul style="list-style-type: none"> Wicked is a Broadway musical about the story of the two witches from the Wizard of Oz. The witches are called Glinda and Elphaba. The musical has been made into a film starring Ariana Grande and Cynthia Erivo. It is in 2 parts. A happy song is 'One Short Day' A sad song is 'I'm Not That Girl'. 	<ul style="list-style-type: none"> Wicked is a Broadway musical, film and book, based on the relationship between the two witches in the Wizard of Oz. The witches represent good and evil. Glinda the Good and Elphaba the Wicked Witch of the West. A duet is a song involving two people. The break between two parts of a musical is called an intermission or interval. The film uses whole cast dance numbers to add drama and excitement to some of its scenes. 	<ul style="list-style-type: none"> Wicked is a Broadway Musical written by Stephen Schwartz. It is based on a book and has recently been made into a Hollywood film. The two main characters are the witches from The Wizard of Oz. It explores the relationship between the two witches. The musical has been running since 2003. The songs are a mixture of solos, full cast chorus and duets. The two main duets from the show are 'Defying Gravity' and 'For Good'. 	<ul style="list-style-type: none"> Wicked is a musical by Stephen Schwartz which is based on the book of the same name written by Gregory Maguire. The story is based on the Wizard of Oz. The music tells the tale of the witches Elphaba and Glinda before the arrival of Dorothy in Oz. The story explores the complex friendship of the two witches. The music is operatic in style, with a strong emphasis on story telling. Stephen Schwartz is famous for writing songs for Disney including Pocahontas, The Hunchback of Notre Dame and Enchanted.
Key Vocab	Stage, theatre, hollywood, movie, film, Wicked, production, script, songs, costume, set, lights, dance, choreography, cast, Elphaba, Glinda, Witch, Oz, friendship, good, evil, power, choices, composer, emotions, lyricist, orchestra, pit, audition, rehearsal, ensemble, lead, solo, duet, chorus, trio, quartet, reprise, overture, intermission, interval, understudy.				

Substantive Knowledge	
Term	Summer 1
Key Topic	<u>Afrobeat – Fuse ODG</u>



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	In this foot stomping topic, pupils will be introduced to music inspired by the sounds of West Africa through Afrobeat. A lively and exciting style of music that was started in West Africa, combining traditional African rhythms with elements of jazz, funk and highlife. It's known for its catchy beats, energetic dancing and powerful messages. Fuse ODG is famous for bringing Afrobeat to a worldwide audience. He mixes Afrobeat with pop and dance music to create fun and uplifting songs. Hits like Azonto and Antenna made Fuse ODG famous for celebrating African culture and encouraging people to be proud of their roots.				
	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Afrobeat is music from Africa Fuse ODG is an artist from Africa Afrobeat music uses lots of drums Afrobeat music makes you feel like dancing. 	<ul style="list-style-type: none"> Afrobeat music is upbeat music from Africa. Fuse ODG is a Ghanaian-English artist. A famous song by Fuse ODG is Azonto. There is a dance routine that goes with Azonto. 	<ul style="list-style-type: none"> Afrobeat music is upbeat music from West Africa. Fuse ODG is a Ghanaian – English singer, song-writer and rapper. Fuse ODG has appeared on songs by lots of other artists. Azonto is the name of a traditional Ghanaian dance. 	<ul style="list-style-type: none"> Afrobeat music is upbeat music with influences from Nigeria and Ghana. Fuse ODG – stand for fusion music (Afrobeats, hip-hop, R&B, Reggae) 'Off Da Ground'. Fuse ODG's first famous song was Antenna ft Wyclef Jean. Azonto fuses traditional Ghanaian dance moves with a pop drum beat. 	<ul style="list-style-type: none"> Afrobeat music is a West African music genre, fusing influences from Nigeria and Ghana with American funk, jazz and soul. Fuse ODG launched the TINA (This is New Africa) movement to promote a positive image of Africa. He has collaborated with Sean Paul, Wyclef Jean and Ed Sheeran.
Key Vocab	Afrobeat, Fuse ODG, Africa, Ghana, Nigeria, fusion, collaborate, Azonto, hip-hop, rap, R&B, Reggae, jazz, funk, soul, loud, fast, catchy, groove, bouncy, repetitive, layered, funky, smooth, drums, percussion, guitar, bass, saxophone, trumpet, traditional, modern, urban, fun, exciting, lively, strong, joyful, bold, proud, powerful, rebellious, collaborate.				

Substantive Knowledge	
Term	Summer 2
Key Topic	<u>Ed Sheeran – Lego House</u>



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In this popular culture topic, pupils will explore the contemporary songwriter Ed Sheeran with particular emphasis on the song Lego House. One of the most popular singer-songwriters of the 21st century, known for his heartfelt lyrics, soft vocals and acoustic style, pupils will explore his 2011 hit Lego House. The song tells the story of love, hope and trying to rebuild something that is broken – just like putting together pieces of a Lego house. Through listening, singing and playing pupils will explore Ed Sheeran’s talent for turning personal feelings into music that many people can relate to.

	Stage 4	Stage 5	Stage 6	Stage 7&8	Stage 9&10
Knowledge	<ul style="list-style-type: none"> Ed Sheeran is a singer and guitar player. Lego House is a slow song played on a guitar. We can move, sing, or clap along to the beat of the song. Music can make us feel emotions like happiness or sadness. 	<ul style="list-style-type: none"> Ed Sheeran is a singer/songwriter who plays the guitar. Ed Sheeran writes songs about his own life experiences. Lego House is a song about love and hope. Ed Sheeran has collaborated with lots of other singers. 	<ul style="list-style-type: none"> Ed Sheeran is a pop artist. He often writes songs about love, life and personal feelings. Lego House is a song about love, hope and trying to rebuild something that’s broken. Ed Sheeran often performs with other singers including Beyonce (Perfect Duet) and Elton John (Merry Christmas) 	<ul style="list-style-type: none"> Ed Sheeran can be described as an acoustic artist. Often plays with a loop pedal to layer sound live on stage. The lyrics of Lego House suggest that relationships can be fragile. Ed Sheeran writes songs for himself and other artists like Justin Bieber, Taylor Swift and One Direction. Loop pedals can be used to layer instrument tracks on one another. 	<ul style="list-style-type: none"> Ed Sheeran fuses acoustic folk and pop music. He often tells personal stories about love, heartbreak, family, fame and youth through his songs. Lego House is a single from his debut album + Ed Sheeran wrote ‘Little Things’ for One Direction. Ed Sheeran performs live music using a loop pedal to play each instrument himself.
Key Vocab	Acoustic, folk-pop, singer-songwriter, pop, acoustic, folk, emotional, chilled, honest, personal, sad, R&B influenced, Hip-Hop inspired, Ballad, melodic, minimalist, layered, instrument, emotional, rhythmic, heartfelt, romantic, autobiographical, narrative, storytelling, vulnerable, relatable, smooth, soulful, intimate, dynamic, nostalgic, sad, passionate, bittersweet, composer, feeling, loop pedal, duet, collaborate.				

Disciplinary Knowledge

Being a musician



Our music curriculum is built around four key strands — **Listen & Appreciate**, **Perform**, **Play**, and **Compose** — ensuring all pupils develop a broad, balanced, and practical understanding of music. Through these interconnected areas, pupils experience music as active participants and reflective listeners, building both musical skill and personal expression.

Stage 4	Golden Strand	Stage 5	Stage 6	Stage 7&8	Stage 9&10
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 <p>Music</p> <ul style="list-style-type: none"> • Uses role play, music, movement, and storytelling to express their ideas. • Sing songs and rhymes from memory and makes up their own tunes or words. • Explores different instruments and the sounds they make. • Uses movement and sound to show feelings, actions, or characters. • Makes up stories during imaginative play, sometimes involving others. • Enjoys performing or showing others what they have made or done. • Talks about their creations and how they made them. • Shows interest in art, music, or dance they see in books, performances, or displays. 	 <p>Listen and appreciate</p>	<ul style="list-style-type: none"> • Describe how a piece of music makes them feel • Begin to recall a part of music listened to • Understand that music can be categorised by style or genre • Understand that music has changed over time • Know that songs have a verse and a chorus • Understand that musical instruments can be classified (musical families) 	<ul style="list-style-type: none"> • Understand a range of musical words to describe (mood, emotions) • Listen with attention to detail and recall some sounds • Recognised different styles/genres of music (classical, Rock, Pop, Hip-Hop) • Begin to develop an understanding of how music has developed over time • Identify the verse and chorus of familiar and unfamiliar songs • Identify the most common musical family categories <ul style="list-style-type: none"> ○ Woodwind family. ○ Brass family. ○ Percussion family. ○ Electronic family. ○ Keyboard family 	<ul style="list-style-type: none"> • Use musical words to describe what they do or do not like about a piece of music (tone, mood, tempo, instruments) • Repeat or describe a phrase from the music after listening intently • Describe how music has developed over time • Identify some key elements/features of different genres and styles of music • Identify a range of instruments within the 5 musical families 	<ul style="list-style-type: none"> • Explain the effect of silence has on music • Recognise how different musical elements can create different moods and effects • Identifying different purposes of music • Compare a range of elements within different musical genres • Recognise and describe music from different periods of history, cultures and geographical regions • Recognise less common instruments and their family
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	 <p>Perform</p>  <p>Play</p>	<ul style="list-style-type: none"> • Uses sounds and words expressively • Follow instructions when to sing • Recall from memory simple rhymes and chants • Sing or clap increasing or decreasing tempo • Keep a steady rhythm • Use instruments within a performance • Accompany a range of music using small percussion 	<ul style="list-style-type: none"> • Start to use voices expressively and creatively • Perform simple patterns and accompaniments keeping a steady pulse • Begin to show awareness of musical dynamics as part of a performance • Begin to use a range of different representations when playing instruments (knowing more than one note/sound) • Accompany familiar sounds and music playing to the beat • Play clear notes on instruments and use different elements in composition 	<ul style="list-style-type: none"> • Uses voice expressively with intonation within a group or solo • Develops an understanding of vocal dynamics – breathing, warm up • Sings songs from memory • Perform showing awareness of tempo • Accompany a familiar song playing at a tempo appropriate to the music • Begin to play tuned instruments to accompany a song • play rhythmically simple parts using a limited range of notes 	<ul style="list-style-type: none"> • Sing with good posture and breathing technique • Perform showing awareness of dynamics and tempo • perform simple rhythmic patterns using crotchets and minim rhythm cards. • play simple melodies on their instrument • play six or seven note melodies producing a good sound and playing with expression. • play showing awareness of dynamics and tempo • Begin to develop ability to read music.
	 <p>Compose</p>	<ul style="list-style-type: none"> • Create repeating patterns with small percussion instruments • Add additional layers to music using percussion • Compose a range of rhythmic patterns (fast, slow, loud, quiet) • Create long and short sounds • Know that visual representation can be used to represent sound • Create a mixture of different sounds – Loud and Quiet 	<ul style="list-style-type: none"> • Make a sequence of sounds • Create music in response to different start points • Combine sounds to create a mood • Respond to different moods in music • Create a mixture of different sounds – High and low • Create a sequence of long and short sounds • Follow visual pattern to create sounds • Understand simple elements of musical composition – intro – middle – altro 	<ul style="list-style-type: none"> • Create repeated patterns with a range of instruments • Identify the elements of a chant • Perform and edit a familiar chant • Use a range of visual representations to show when to play and when to rest • Create a mixture of different sounds with a range of musical dynamics (e.g. long, high, fast) • Combine different sounds to create a specific mood or feeling (soundscape) • Identify some differences in musical elements (intro, verse, chorus) • Comment on own compositions 	<ul style="list-style-type: none"> • Compare a range of chants • Compose a chant • Create sounds/music using visual representations and/or notations • Compare the impact of dynamics when creating a musical piece • Show awareness of structure in own compositions e.g. call and response, chorus, rondos • Compose music/sounds involving multiple layers relevant to a given theme • Use simple structural elements of musical composition (intro, verse, chorus, end) • Comment upon and improve own compositions • choose the most appropriate tempo for a piece of music



Cambridge Park Academy

Character - Preparation - Achievement

