



Sticky Knowledge	Key Vocabulary
• To know a crescendo is music getting gradually louder. • To know a diminuendo is music getting gradually quieter. • To know a melody is playing notes in a different order. • To know using clashing chords creates an uncomfortable or harsh sound. • To know that music can create a mood by changing the melody, pitch and tempo.	Chord (Y3), composition (Y3/4), control (Y3/4), create, creative, crescendo, develop, diminuendo, drone (Y4), dynamics (Y3), experiment, melody (Y3), mood (Y3/4), musical contrast (Y3/4), repeat (Y3/4)
Skills	Knowledge
<u>Listening and evaluating</u> • Listening and noticing relevant details with increasing independence and focusing on a range of musical features. • Considering how the composer uses rhythm and pitch to create a mood. • Beginning to understand how the interrelated dimensions of music work together to create contrast and mood.	• Composers choose musical elements to create particular effects or moods. • Contrast is created by changing elements, such as dynamics, tempo or instruments. • Changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood. • Melodic ideas can be repeated, developed or varied.



Creating sound

- Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece.



Composing and improvising

- Improvising or composing music to represent a stimulus and create a specific mood or atmosphere.
- Creating musical ideas whilst carefully considering rhythm, pitch and notation
- Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume).
- Confidently developing melodic ideas, exploring different pitches and rhythms.



Performing

- Offering constructive thoughts and opinions on peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Maintaining an individual part within a group.