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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| What is meant by pitch |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How to control the pitch of the voice |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To respond to changes in pitch |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To relate sounds to symbols |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That pitch can be used to describe action |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

**Unit 2a – Taking Off exploring Pitch**

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 2b – What’s the Score?**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| About Classroom Instruments |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| Identify different ways instruments make sounds |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Identify different groups of instruments |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Understand how symbols can be used to represent sounds |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Identify how sounds can be changed |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Listen carefully & respond to sounds using movement |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How symbols can be used to describe changing sounds |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Compose a class composition and make a score |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

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**Unit 2c – Rain Rain: Exploring timbre, tempo & dynamics**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| How the pulse can be represented visually |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How sounds can be used descriptively |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That music can describe an environment |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How words can describe sounds |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How sounds can be changed |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About sounds made by different sound sources |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How sounds can be combined |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How sounds can be organised |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Create a class composition combining layers of sound within simple structures |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 3a – Animal Magic: Exploring Descriptive Sounds**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| Identify how music can be used descriptively [ie represent animals] |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| Use the musical elements to describe animals |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Use movement to describe different animals |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Match sounds and movement descriptively |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Use narration with sounds and movement |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Select particular ways in which the elements can be combined expressively |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

**Unit 3c – The Class Orchestra: Exploring Arrangements**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| About musical accompaniments |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| Explore melodic phrases |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Explore rhythmic patterns |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Consider the intended effect |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About expressive use of elements |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About presentation |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to present a class performance |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 3b – Play it Again: Exploring Rhythmic Patterns**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| About repeated rhythmic patterns |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| About how rhythmic patterns can be described through symbols |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That repeated patterns are often used in music |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To understand the term ostinato |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To improvise music using rhythmic & melodic ostinato patterns |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To prepare and perform a group/class performance |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 4a – Dragon Scales: Exploring Pentatonic Scales**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| About pentatonic scales and how they are used in music |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How simple tunes can be based on pentatonic scales |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to create different textures using pentatonic scales |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To prepare and perform a group/class performance |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 4b – Painting with Sound: Exploring Sound Colours [+ WIDER OPS: Recorder]**

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| **v** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| That music, like pictures, can describe images & moods |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| To relate sounds to visual images |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To select appropriate instruments |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How sounds can be combined to make textures |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How mood and emotion can be illustrated in music |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To use sounds expressively |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

**Unit 4c – Salt, Pepper, Vinegar, Mustard: Singing Games [+ WIDER OPS: Recorder]**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| To sing & play a range of singing games |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| That singing games have specific musical & other characteristics that contribute to their success |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To clap/Tap to pulse & how to create rhythmic ostinati |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to make up tunes for their own singing games and add appropriate actions |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To create, prepare & perform a group performance |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 6a – Songwriter: Exploring lyrics & Melody Term 5/6**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| What is meant by the term lyrics & how can they reflect the time and place in which they were written |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| That lyrics have social and cultural meaning |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How music reflects the lyrics |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How musical structures are used in song |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How lyrics can be generated and organised |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About writing songs |  |  | |  | |  | |  | |  | |  | |  | |  | |  |
| Compose and prepare a simple song/jingle as group/class (Leaver’s Song) |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

**Unit 6b – Music Hall: Performing Together / Jazz Module [see attached] Term 3/4**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| About the context of Music Hall |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How to improve diction and sing in parts |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to play instrumental accompaniments |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to practice & rehearse individually and as a group |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About presenting performances to different audiences |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to achieve high quality performance that creates the intended effect. (Expressive Arts Concert) |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 6c – Who knows? Exploring musical processes Terms 1 & 2**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 3 and 4 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| How is music interpreted in different ways by listeners |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How sounds can be used descriptively |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How sounds can be described using symbols |  | |  | |  | |  | |  | |  | |  | |  | |  |
| About pulse, metre & rhythm |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How pitched notes can be organized into a melodic phrase |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To use different starting points to create a composition |  |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**

**Unit 1a – Sounds interesting: Exploring sounds Term 1&2**

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| **Learning Objectives** | **Wk1** | | **Wk2** | **Wk3** | **Wk4** | **Wk5** | **Wk6** | **Wk7** | **Wk8** | **Wk9** | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | |
| Recognize different sound sources |  |  |  |  |  |  |  |  |  |  |  |
| Explore different sound sources |  |  |  |  |  |  |  |  |  |
| Focus their listening |  |  |  |  |  |  |  |  |  |
| Explore instruments |  |  |  |  |  |  |  |  |  |
| Control instrument |  |  |  |  |  |  |  |  |  |
| Explore expressive use of sounds |  |  |  |  |  |  |  |  |  |
| Use sounds expressively to illustrate a story |  |  |  |  |  |  |  |  |  |

**Unit 1b – Feel the pulse: Exploring pulse and rhythm Term 3&4**

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| **Learning Objectives** | **Wk1** | | **Wk2** | **Wk3** | **Wk4** | **Wk5** | **Wk6** | **Wk7** | **Wk8** | **Wk9** | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | |
| What is meant by pulse or steady beat |  |  |  |  |  |  |  |  |  |  |  |
| How to control a pulse |  |  |  |  |  |  |  |  |  |
| What is meant by rhythm |  |  |  |  |  |  |  |  |  |
| How to combine pulse and rhythm |  |  |  |  |  |  |  |  |  |
| How to recall and copy rhythmic patterns |  |  |  |  |  |  |  |  |  |
| How to create rhythmic patterns based on words and phrases |  |  |  |  |  |  |  |  |  |
| Use pulse and rhythm to create an accompaniment for a chant or song |  |  |  |  |  |  |  |  |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 1c – The long and the short of it: Exploring duration Term 5&6**

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| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| [OS1 – Year 1 and 2](file:///\\STPDC\TeacherShare$\CURRICULUM%20SUBJECTS\MUSIC\MUSIC\Planning%20Long%20Term\OS1%20-%20Year%201%20and%202.doc) ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| How to use their voices and instruments to make a variety of long and short sounds |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| How to make sounds of different duration on tuned and untuned percussion instruments |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That music is made up of long and short sounds |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to combine long and short sounds to fit in with a steady pulse |  | |  | |  | |  | |  | |  | |  | |  | |  |
| How to use instruments to make sequences of long and short sounds |  | |  | |  | |  | |  | |  | |  | |  | |  |

**Implementing Music Units at St. Saviour’s Primary School**



**Unit 5a – Cyclic patterns (African / Samba music): Term 3&4**

**Exploring rhythm and pulse**

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| **Learning Objectives** | **Wk1** | | **Wk2** | **Wk3** | **Wk4** | **Wk5** | **Wk6** | **Wk7** | **Wk8** | **Wk9** | |
| OS1 – Year 5 and 6 ongoing skills unit (QCA unit 1) | | | | | | | | | | |
| Identify different speeds of pulse (tempi) |  |  |  |  |  |  |  |  |  |  |  |
| Identify and control different ways percussion instruments make sound |  |  |  |  |  |  |  |  |  |
| Identify different patterns, instruments and repetition. Keep a steady pulse and improvise different rhythmic patterns. Subdivide the pulse, keeping to a steady beat |  |  |  |  |  |  |  |  |  |
| Explore and perform a particular cyclic pattern |  |  |  |  |  |  |  |  |  |
| Invent simple rhythmic patterns |  |  |  |  |  |  |  |  |  |
| Make improvements to their own work |  |  |  |  |  |  |  |  |  |
| Create and develop ideas |  |  |  |  |  |  |  |  |  |

**Delivery assisted by Tri-Borough Hub – Wider Ops Samba/African Drumming [Inspire Works].**

**Implementing Music Units at St. Saviour’s Primary School**

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**Unit 5b – Roundabout ~ Exploring rounds Term 1&2**

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| **Learning Objectives** | **Wk1** | | **Wk2** | **Wk3** | **Wk4** | **Wk5** | **Wk6** | **Wk7** | **Wk8** | **Wk9** | |
| OS1 – Year 5 and 6 ongoing skills unit (QCA unit 1) | | | | | | | | | | |
| To describe the effect of different pitched notes played together using the terms tense, relaxed, tight, loose and comfortable |  |  |  |  |  |  |  |  |  |  |  |
| To sing a round in two parts and identify the melodic phrases and how they fit together |  |  |  |  |  |  |  |  |  |
| To sing a round in two parts and accompany their singing with a repeated chord |  |  |  |  |  |  |  |  |  |
| To internalise short melodies and play these on pitched percussion (play by ear) |  |  |  |  |  |  |  |  |  |
| Perform a round confidently using voices and instruments |  |  |  |  |  |  |  |  |  |
| To practice their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect |  |  |  |  |  |  |  |  |  |
| To improve their performance through listening, internalising and analyzing, in their won minds, what needs to be changed to achieve a quality performance |  |  |  |  |  |  |  |  |  |

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**Implementing Music Units at St. Saviour’s Primary School**

**Unit 5c – Journey into space ~ Exploring sound sources Term 5&6**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning Objectives** | **Wk1** | | **Wk2** | | **Wk3** | | **Wk4** | | **Wk5** | | **Wk6** | | **Wk7** | | **Wk8** | | **Wk9** | | |
| OS1 – Year 5 and 6 ongoing skills unit (QCA unit 1) | | | | | | | | | | | | | | | | | | |
| To focus their listening. How sounds can be contrasted. |  |  | |  | |  | |  | |  | |  | |  | |  | |  |  |
| About different textures. How pitched sounds, when combined, can sound relaxed or tense |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That sounds can be captured or modified using ICT. How to select sounds and resources to achieve an intended effect. |  | |  | |  | |  | |  | |  | |  | |  | |  |
| That pitch and duration may be altered using ICT, and that changes may be used in combination |  | |  | |  | |  | |  | |  | |  | |  | |  |
| To extend their sound vocabulary and achieve an intended effect |  | |  | |  | |  | |  | |  | |  | |  | |  |