

What I should already know

To tap a pulse in different metres (2, 3, 4, 5)	To suggest and implement improvements to compositions and performances, saying whether the changes have worked in achieving the intended effect and why/not	To use an octave to compose and improvise melodies
To understand the concept of, and use, the 'home note' when composing	To understand the music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions	To use a graphic score with a more complex texture
To create music that uses appropriate sounds to achieve an intention, e.g. creating a sea soundscape	To plan a composition, alone or in a group, and monitor its development	

History of Music Technology

Music technology is any technology that is used by a musician to help make music.



piano

The piano (and its predecessor the harpsichord) was a technological innovation of its time (17th century).



keyboard

In the twentieth century music started to be recorded so it could be listened to at home.



cd player

Recent music technology includes mp3s, tablets and streaming audio.



streaming app

Vocabulary

Pulse/beat	The heartbeat or steady beat of a song/piece of music
Rhythm	The combination of long and short sounds to make patterns
Pitch	High and low sounds
Compose	To create and develop musical ideas
Improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated
Melody	Another name for a tune
Perform	Present to an audience
Decks	Equipment used by DJs, MCs and Rappers to mix sounds
Perform	Singing and playing instruments
Keyboard	A musical instrument with a row of levers (keys) which are pressed by the fingers

Equipment we might use

Composing Music

		
speakers	YouTube	Voice recorder
		
keyboard	iPad	cd player
		
Microphone	Garageband	

To use the inter-related dimensions to improve the quality of my performances when singing or playing	To recover from mistakes in a performance	To understand and use chords in sequences
To understand that particular sets of notes give music its characteristic sound – e.g. minor chords for sad music, major for happy	To use the inter-related dimensions to improve the quality of my compositions	To create and perform more complicated rhythms (semiquavers, syncopation), aurally and from notations
To select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music	To recognise and use simple staff notation	