



# Music Curriculum Progression Document



# Music Curriculum – Progression

\* = Also form part of the 'Inter-related dimensions of music' strand.

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Listening</b>	<p>*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.</p> <p>Exploring lyrics by suggesting appropriate actions.</p> <p>Exploring the story behind the lyrics or music.</p> <p>Listening to and following a beat using body percussion and instruments.</p> <p>*Considering whether a piece of music has a fast, moderate or slow tempo.</p> <p>Listening to sounds and matching them to the object or instrument.</p> <p>*Listening to sounds and identifying high and low pitch.</p> <p>Listening to and repeating a simple rhythm.</p> <p>Listening to and repeating simple lyrics.</p> <p>Understanding that different instruments make different sounds and grouping them accordingly.</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>*Understanding that different types of sounds are called timbres.</p> <p>*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike).</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p>	<p>*Recognising timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>*Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p> <p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>

	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Composing</b>	<p>Playing untuned percussion 'in time' with a piece of music.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Experimenting with body percussion and vocal sounds to respond to music.</p> <p>Selecting appropriate instruments to represent action and mood.</p> <p>Experimenting with playing instruments in different ways.</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>*Choosing dynamics, tempo and timbre for a piece of music.</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>*Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from five or more notes.</p> <p>*Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>

	Year 3	Year 4	Year 5	Year 6
<b>Composing</b>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>

	<i><b>EYFS</b></i>	<i><b>Year 1</b></i>	<i><b>Year 2</b></i>
<i><b>Performing</b></i>	<p>Using their voices to join in with well-known songs from memory.</p> <p>Remembering and maintaining their role within a group performance.</p> <p>Moving to music with instruction to perform actions.</p> <p>Participating in performances to a small audience.</p> <p>Stopping and starting playing at the right time.</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p>	<p>*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>*Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>

	Year 3	Year 4	Year 5	Year 6
<b>Performing</b>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.</p>

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><i>The History of Music (KS2 Only)</i></b>	Understanding that music from different times has different features. (Also part of the Listening strand)	*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)	*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand)	*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand)



# Music Curriculum – The inter-related dimensions of Music

	<i>EYFS</i>	<i>Years 1 and 2</i>	<i>Years 3 and 4</i>	<i>Years 5 and 6</i>
<i>Pitch</i>	<p>To understand that what 'high' and 'low' notes are.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p> <p>To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>

<b>Duration</b>	<p>To recognise that different sounds can be long or short.</p>	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
<b>Dynamics</b>	<p>To understand that instruments can be played loudly or softly.</p>	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, eg through dynamics.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics.</p>

<b>Tempo</b>	<p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect</p>	<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<b>Timbre</b>	<p>To know that different instruments can sound like a particular character.</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>

<p><b>Texture</b></p>	<p>To know that music often has more than one instrument being played at a time.</p>	<p>To know that music has layers called 'texture'.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</p> <p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>
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<b>Structure</b>	<p>To recognise the chorus in a familiar song.</p>	<p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>
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<b>Notation</b>	<p>To know that signals can tell us when to start or stop playing.</p>	<p>To understand that music can be represented by pictures or symbols.</p> <p>To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>
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## Accent Music Education Hub (External tuition)

### Year 4 - One Year Ukulele Project Overview (WCET)

AUTUMN TERM			
Weeks 1 – 2 <u>Establishing</u>	Week 3 – 4 <u>Establishing</u>	Weeks 5 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Introduction to the ukulele and the different parts</p> <p>Appropriate posture and hand position for open strings</p> <p>The "u-ku-le-le" song to check tuning</p> <p>Producing an open string sound and basic picking technique</p>	<p>Introduction to a chord/triad and strumming technique</p> <p>Strumming to the pulse using C chord and Am chord</p> <p>Picking</p> <p>Performing two songs as a class using C and Am chord (I Got This Feeling and Roar)</p>	<p>Development of chord vocabulary to include F major chord</p> <p>Listening to the tempo of a song and identifying the pulse, and changes to the tempo</p> <p>Developing performance skills with the class ensemble with a variety of songs using C, Am and F chords</p> <p>Improvising using open strings</p> <p>Performing as a class ensemble</p>	<p>Refining performance skills</p> <p>More able pupils will be challenged with more advanced parts or strumming patterns</p> <p>Devising and performing a small concert for another class</p>

### End of term expectations:

- to play C chord (all) Am chord (most) and F chord (some)
- to understand how a triad is formed, and how this relates to the chords they have learnt
- to play confidently several pieces using C, Am and F chord in an ensemble with others
- to play the open strings in a picking style
- to improvise a short melody using open string picking over a groove accompaniment
- to have a greater understanding of the gradation of dynamics and tempo indications.

### Key Vocabulary:

- Picking/plucking
- Strumming
- Open strings
- Chord
- Triad
- Major
- Minor
- Tempo
- Improvisation
- Groove
- Tablature

### Activities will include:

- Listening games, finding the pulse, clapping rhythms, “don’t clap this one back” game
- Call and response activities
- Singing
- Improvising using the open strings
- Performing to grooves and backing tracks
- Playing ukulele and singing at the same time
- Preparing for a class performance, devising a short “concert” programme



<b>SPRING TERM</b>  <b>Weeks 1 – 2</b> <b><u>Establishing</u></b>	<b>Week 3 – 4</b> <b><u>Establishing</u></b>	<b>Weeks 5 – 8</b> <b><u>Developing</u></b>	<b>Weeks 9 – 10</b> <b><u>Embedding</u></b>
<b><u>Main Focus</u></b>  Changing chords C Am and F  Developing strumming patters  Introducing more picking and reading notation  More understanding of musical structures	<b><u>Main Focus</u></b>  Understanding chord structures  Pupils learn how to compose a quick song to a chord structure and work as a group	<b><u>Main Focus</u></b>  Developing chord vocabulary by learning a G7 chord  Developing changing chords (counting and listening to others) using C, Am, F and G7  Developing performance skills with new songs (e.g. Yellow Submarine, I'm Yours, Stand by Me)  Gaining confidence with improvisation  Developing picking to include fret 2 and 4  Performing as a class ensemble and as a soloist	<b><u>Main Focus</u></b>  Refining performance skills  More able pupils will be challenged with more advanced parts or strumming patterns  Devising and performing another small concert for another class

**End of term expectations:**

- to play C chord (all) Am chord (all) and F chord (all) and G7 chord (most)
- to understand a new strumming style following down and up indications
- to play confidently several pieces using C, Am and F and G chord in an ensemble with others
- to compose a piece of music with their peers
- to play the open strings in a picking style, including fret 2 and 4
- to read basic tab using the open strings
- to improvise a short melody

**Key Vocabulary:**

- Picking/plucking
- Strumming pattern
- Open strings
- Fret
- Chord
- Chord sequence
- Lyrics
- Major
- Minor
- Improvisation

**Activities will include:**

- Listening games, clapping rhythms, “pass the rhythm”, vocal warm-ups including “first you make your finger click” and others
- Call and response activities using untuned body percussion sounds and tuned ukulele sounds
- Singing
- Composing activity using chord progressions and short lyric verse
- Learning about frets and developing a picking sound using fret 2 and 4
- Performing to grooves and backing tracks
- Preparing for a class performance

SUMMER TERM			
Weeks 1 – 2 <u>Establishing</u>	Week 3 – 4 <u>Establishing</u>	Weeks 5 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Consolidation of changing chords quickly</p> <p>Reading picking tab and more complex pieces</p> <p>Singing, and being aware of dynamics and control, reinforcing the elements of music</p>	<p>Reading and writing picking tablature to include frets</p> <p>Developing practice skills, independent work on picking songs and performance</p> <p>Improvisation activities</p>	<p>Refining the tone quality of strummed chords with further work on C, Am F and G7 shapes</p> <p>Development of chord vocabulary introducing D minor (chord 2)</p> <p>Developing performance skills with the class ensemble with a variety of songs using C, Dm, F, G7 and Am chords</p> <p>Performing as a class ensemble</p>	<p>Refining performance skills</p> <p>More able pupils will be challenged with more advanced parts or strumming patterns</p> <p>Devising and performing another small concert for another class</p> <p>Identification of continuation opportunities for those pupils who want to learn more and/or have shown musical aptitude during the project</p>
<b>End of term expectations:</b> <ul style="list-style-type: none"> <li>to play C, Am, F and G (all) and Dm (most/some)</li> <li>to play melodies and improvisations using picking techniques</li> <li>to play confidently several pieces in an ensemble with others</li> <li>to read basic tab using fret numbers as well as open strings</li> <li>to improvise a short melody</li> </ul>			

**Key Vocabulary:**

- Fret numbers
- Tablature
- Chord
- Chord sequence
- Major
- Minor
- Dynamics
- Tempo
- Improvisation

**Activities will include:**

- Listening, clapping and general musicianship games and activities, including clapping on unstressed beats, vocal warm-ups such as rounds and two-parts
- Strumming pattern activities
- Independent practice of a tabbed piece
- Learning about D minor chord
- Lots of new songs that use five chords
- Preparation for a final concert, devising a programme

**End of year expectations:**

- To have a confident control of the ukulele, aiming for a clear, quality sound
- To have command of five chords
- To read tab notation and chord sheets
- To follow a strumming pattern using D and U
- To be able to play a whole repertoire of songs in different styles
- To be confident in performing to others
- To be able to recognise key elements of music
- To have gained musical knowledge that can transfer to other instruments and other musical styles
- To have the opportunity to continue with ukulele

Please note that the highlighted references to the NC objectives for Music below, indicate that the project **contributes** (to a **greater** or **lesser** extent) to the overall school provision. They **do not** indicate full coverage.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory
Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations
Improvise and compose music for a range of purposes using the inter-related	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music

dimensions of music	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>
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## Links to the Model Music Curriculum

The following are ways in which the project links to the Model Music Curriculum (2021) and are by no means exclusive; through musicianship, singing, performing, composing and listening, pupils can experience a wide variety of experiences and repertoire not listed below. Activities will also be differentiated depending on the year group/key stage of the class.

<b>Musicianship</b>	<ul style="list-style-type: none"><li>• Rhythm and pulse games</li><li>• Major and minor</li><li>• Call and response</li></ul>
<b>Singing</b>	<ul style="list-style-type: none"><li>• Warm ups, breathing</li><li>• Songs from different styles and traditions</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listening to elements of music</li><li>• Listening and appreciating different styles</li><li>• Listening and appraising their own work, and the work of others</li></ul>
<b>Composing and Improvising</b>	<ul style="list-style-type: none"><li>• Composing a chord sequence (strummed)</li><li>• Improvising a melody (picked)</li></ul>
<b>Performing</b>	<ul style="list-style-type: none"><li>• Performing as a class</li><li>• Performing to others</li></ul>



## 'Accent Music Education Hub' (External Tuition)

### Year 5 - One Year Guitar Project Overview (WCET)

AUTUMN TERM			
Weeks 1 – 2 <u>Establishing</u>	Week 3 – 4 <u>Establishing</u>	Weeks 5 – 8 <u>Developing</u>	Weeks 9 – 10 <u>Embedding</u>
<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>	<u>Main Focus</u>
<p>Introduction to the guitar and the different parts</p> <p>Appropriate posture and hand position for open strings and first two frets</p> <p>Identifying each string</p> <p>Producing an open string sound and getting</p>	<p>Introduction to a basic melodic piece that uses one string</p> <p>Playing in time to a backing track or pulse</p> <p>Learning how to read guitar tablature</p>	<p>Being able to play three or four simple melodic pieces fluently, with others.</p> <p>Being able to play two short simple pieces in time to a backing track that uses varying dynamics. Parts will be differentiated for more able students.</p> <p>Learning notes B C and D on the guitar neck</p> <p>Form and strum Em and Asus2 chords</p>	<p>Refining performance skills</p> <p>More able pupils will be challenged by using same finger as fret number</p> <p>Devising and performing a short end of term concert for peers</p>



a clean note from a fretted note		Identifying notes on the stave	
<p>End of term expectations:</p> <ul style="list-style-type: none"> <li>• To be able to play the guitar in the correct posture</li> <li>• To name the different parts of the guitar</li> <li>• Be able to find and play the correct strings</li> <li>• Accurately fret notes in the first position, using different fingers producing a clear even tone</li> <li>• Play strings to a steady pulse using thumb or pick or I&amp;M</li> <li>• Accurately play a variety of pieces in time to backing tracks</li> <li>• All children can play and strum an Em and Asus2 chord</li> <li>• Understand the meaning of Pitch, Rhythm, Tempo, Dynamics and Texture</li> <li>• Identify notes on the stave</li> <li>• To read guitar tab notation as applies to pieces played</li> <li>• To copy short phrases using B, C and D</li> <li>• Accurately perform several short pieces of music</li> </ul>			
<p><b>Key Vocabulary for the Autumn Term:</b></p> <ul style="list-style-type: none"> <li>• Picking/plucking</li> <li>• Strumming</li> <li>• Open strings</li> <li>• Chord</li> <li>• Pitch</li> <li>• Rhythm</li> <li>• Tempo</li> <li>• Tablature</li> <li>• Crotchet, quaver, minim, crotchet rest.</li> </ul>	<p><b>Activities will include:</b></p> <ul style="list-style-type: none"> <li>• Pulse, rhythm and pitch games, clapping rhythms, “don’t clap this one back” , beat boxing, boom snap clap, gimme one and gimme two</li> <li>• Call and response activities</li> <li>• Singing</li> <li>• Improvisation using 3 notes</li> <li>• Performing to grooves and backing tracks</li> </ul>		

<b>SPRING TERM</b>  <b>Weeks 1 – 2</b> <u><b>Establishing</b></u>	<b>Week 3 – 4</b> <u><b>Establishing</b></u>	<b>Weeks 5 – 8</b> <u><b>Developing</b></u>	<b>Weeks 9 – 10</b> <u><b>Embedding</b></u>
<u><b>Main Focus</b></u>  Introduction to analysing music of different genres.  Phrases from a more challenging melody which introduces the use of more frets and strings  Introducing notes E, F and G	<u><b>Main Focus</b></u>  Playing more challenging melodic pieces; initially at a slower tempo but focussing on correct fingering  Playing and memorising notes E, F and G  Learning A chord  Improving knowledge of musical symbols and vocabulary	<u><b>Main Focus</b></u>  Refining performances of more challenging melodic pieces and at correct tempo with differentiated bass parts to engage pupils who find this too challenging.  Playing to a backing track that uses a different time signature  Performing as a class ensemble and as a soloist  Playing and improving using notes BCDEFG  Learning A Dmaj7, E and Am chords  Improving knowledge of musical symbols and vocabulary	<u><b>Main Focus</b></u>  Refining performance skills  Being able to fluently play more challenging melodic pieces  Composing a piece that uses E, A and Dmaj7 chords or the notes BCDEFG  Devising and performing a short end of term concert for peers

**End of term expectations:**

- To accurately perform pieces which incorporate string swapping
- In addition to the chords learnt in term 1, play A, Dmaj7 E and Am chords
- Play and recall the notes BCDEFG and have an understanding how to sharpen and flatten notes
- Improvise and compose phrases using rhythm grids; playing either chords or melodies using BCDEFG notes
- Identify the characteristics of music from several genres

**Key Vocabulary for the Spring Term:**

- Picking/plucking
- Strumming pattern
- Open strings
- Fret
- Chord
- Chord sequence
- Texture
- Major
- Minor
- Improvisation
- Timbre
- Instrumentation
- Semi-breve

**Activities will include:**

- Identify key features of musical excerpts to develop analytical skills
- More advanced pulse, rhythm and pitch games
- Reading musical symbols grid
- Guitar warm-ups
- Developing repertoire
- Playing in time to backing tracks

<b>SUMMER TERM</b>  <b>Weeks 1 – 2</b> <u><b>Establishing</b></u>	<b>Week 3 – 4</b> <u><b>Establishing</b></u>	<b>Weeks 5 – 8</b> <u><b>Developing</b></u>	<b>Weeks 9 – 10</b> <u><b>Embedding</b></u>
<u><b>Main Focus</b></u>  Introduction to analysing first 3 to 4 bars of a melodic piece that uses all four frets and lot of strings and dynamics  Introducing notes low G and A  Introducing pieces of music with no guitar tab  Introducing C and Fmaj7 chords	<u><b>Main Focus</b></u>  Completing more advanced melodic pieces at a slower tempo, some children playing lower accompanying parts  Playing and memorising notes G to G  Learning C and Fmaj 7 chords  Improving knowledge of time and key signatures	<u><b>Main Focus</b></u>  Being able to play more challenging melodic pieces at a correct tempo with some children playing more complex lower parts  Improvising and composing with notes G to G  Improvising and composing with chords A, Dmaj7, E, Am, C and Fmaj 7  Playing a song that only uses notation, with increasingly complicated rhythm	<u><b>Main Focus</b></u>  Being able to fluently play more challenging melodic pieces at a correct tempo with some children playing more complex lower parts  Rehearsing for a performance to include pieces learnt, demonstrate sight reading skills and give an overview of the work covered over the year

**End of term expectations:**

- To play increasingly complicated melodic pieces that use all four first frets and at least four different strings
- To play pieces in two parts
- To add C and Fmaj7 to chord library
- To play a piece of music without guitar tablature
- To be able to play notes G to G from memory
- Display a knowledge of key musicians from different genres
- Display knowledge of musical symbols (clefs, diagrams, bar lines, rests, time signatures, dynamic symbols etc)
- To compose and improvise pieces using melodies or chords

**Key Vocabulary for the Summer Term:**

- Improvisation
- Tonality
- Octave
- Genre
- Accent
- Arpeggio
- Staccato
- Legato

**Activities will include:**

- Pulse rhythm and pitch games
- Learning songs that use a chord progression
- Playing two-part pieces fluently
- Musical dictation – sound to symbol
- Aural tests to identify articulation and tonality
- Devising a programme and preparing for a final concert

End of year expectations:

- To play melodic pieces fluently using different fingers in two-parts
- To form strum and break 3 (all) 5 (some) or 8(few) chords
- To be confident in performing to others
- To improvise and compose
- To have a knowledge of significant genres and musicians
- To be able to recognise key elements of music
- To have gained musical knowledge that can transfer to other instruments and other musical styles
- To have the opportunity to continue with guitar

Please note that the highlighted references to the NC objectives for Music below, indicate that the project **contributes** (to a **greater** or **lesser** extent) to the overall school provision. They **do not** indicate full coverage.

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory
Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Use and understand staff and other musical notations
Improvise and compose music for a range of purposes using the inter-related	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Improvise and compose music for a range of purposes using the inter-related dimensions of music

[illegible]



## Links to the Model Music Curriculum

The following are ways in which the project links to the Model Music Curriculum (2021) and are by no means exclusive; through musicianship, singing, performing, composing and listening, pupils can experience a wide variety of experiences and repertoire not listed below. Activities will also be differentiated depending on the year group/key stage of the class.

<b>Musicianship</b>	<ul style="list-style-type: none"><li>• Rhythm and pulse games</li><li>• Major and minor</li><li>• Call and response</li></ul>
<b>Singing</b>	<ul style="list-style-type: none"><li>• Warm ups, breathing</li><li>• Songs from different styles and traditions</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listening to elements of music</li><li>• Listening and appreciating different styles</li><li>• Listening and appraising their own work, and the work of others</li></ul>
<b>Composing and Improvising</b>	<ul style="list-style-type: none"><li>• Composing a chord sequence (strummed)</li><li>• Improvising a melody (picked)</li></ul>
<b>Performing</b>	<ul style="list-style-type: none"><li>• Performing as a class</li><li>• Performing to others</li></ul>



**‘Accent Music Education Hub’ – External Tuition**  
**Year 6 - One Year Gospel Project Overview (WCET)**

<b>Autumn 1 Establishing</b>	<b>Autumn 2 Establishing</b>	<b>Spring 1 Developing</b>	<b>Spring 2 Developing</b>	<b>Summer 1 Embedding</b>	<b>Summer 2 Embedding</b>
<p align="center"><u>Main Focus</u></p> <p>Warming up the voice</p> <p>Recapping basic musical terms and skills (scale, octave, tempo, dynamics, pitch, rhythm, beat).</p> <p>Singing in unison and 3 part rounds.</p> <p>Following direction from a conductor.</p> <p>Learning by ear via call &amp; response.</p>	<p align="center"><u>Main Focus</u></p> <p>Teaching Christmas material in preparation for performance in school.</p> <p>Stage presence and microphone technique.</p> <p>Solo and ensemble singing.</p> <p>What is gospel singing?</p> <p>How singing is linked to health.</p> <p>Develop aural awareness through call and response phrases</p>	<p align="center"><u>Main Focus</u></p> <p>How to control dynamics through correct breathing and support</p> <p>Develop aural awareness through more complex call and response phrases</p> <p>Improvisation skills</p> <p>Develop ensemble skills</p> <p>Looking at some of the key people involved in the elimination of slavery and the emancipation of slaves</p>	<p align="center"><u>Main Focus</u></p> <p>Prepare for Easter performance and rehearse pieces with an emphasis on ensemble skills, accurate rhythm, pitch, pitch and with attention to phrasing.</p> <p>Identify G &amp; T pupils for more advanced parts and consider continuation options available</p>	<p align="center"><u>Main Focus</u></p> <p>Identify soloists for end of year performance</p> <p>Interpretation and performance focus</p> <p>The importance of understanding words and context as being key to a convincing and effective interpretation of a song</p>	<p align="center"><u>Main Focus</u></p> <p>Perfecting material in preparation for performances both in and out of school.</p> <p>Stage presence and mic technique.</p>

### End of year expectations:

- Sing Gospel repertoire in a variety of styles, accurately pitching the voice and following directions
- To have a grounded knowledge of musical terms as apply to Gospel singing and an understanding of its structure
- To have a general knowledge of gospel music, its origins and how it should be interpreted and performed.
- Perform actions confidently and in time to a range of songs
- Perform repertoire with small and large leaps and in parts to introduce harmony
- Sing rounds in duple, triple and quadruple time
- Sing from an extended repertoire with a sense of ensemble and performance, observing phrasing, and with accurate pitch and in an appropriate style
- Demonstrate an awareness and understanding of microphone technique
- Perform in assemblies, school-based events and those on a larger scale
- Understand the importance of teamwork and actively demonstrate this when performing.
- To perform ten gospel songs with confidence incorporating singing and movement simultaneously: accurately pitching the voice and following directions

### Key Vocabulary:

- Improvisation
- Question and Answer
- Timbre
- Tempo
- Crescendo
- Dynamics: forte / piano
- Unison
- Harmony
- Texture
- Structure
- Intro, outro, verse, chorus, break
- Diaphragm

### Activities will include:

- Call and Response
- Breathing exercises
- Rhythmic Rounds
- 'Watch the Conductor' - Responding to hand signals
- Changing tempo and dynamics mid-piece in response to conductor
- Identifying similarities and differences when comparing different performances of the same song
- Unison and part singing
- Vocal improvisation
- Microphone technique

Please note that the highlighted references to the NC objectives for Music below, indicate that the project **contributes** (to a **greater** or **lesser** extent) to the overall school provision. They **do not** indicate full coverage.

<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>	<u>NC Objective Focus</u>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and Musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p>

## Links to the Model Music Curriculum

The following are ways in which the project links to the Model Music Curriculum (2021) and are by no means exclusive. Activities will also be differentiated depending on the year group/key stage of the class.

<b>Musicianship</b>	<ul style="list-style-type: none"><li>• Rhythm and pulse games</li><li>• Elements of music</li><li>• Respect for each other and their voices</li></ul>
<b>Listening</b>	<ul style="list-style-type: none"><li>• Listening to elements</li><li>• Listening to each other</li><li>• Comparing different interpretations and arrangements of the same song</li></ul>
<b>Composing and Improvising</b>	<ul style="list-style-type: none"><li>• Improvising rhythms and melody as applicable to gospel music</li></ul>
<b>Performing</b>	<ul style="list-style-type: none"><li>• Performing as a class and for others</li><li>• Developing confidence</li></ul>

# Music Curriculum – Vocabulary

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Autumn</b>	voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds	body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables	actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse	ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume	body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion	backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture

<p><b>Spring</b></p>	<p>actions, action songs, sign language, Makaton, deaf, communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p>	<p>bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice</p>	<p>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>	<p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up</p>	<p>a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p>	<p>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>
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<p><i>Summer</i></p>	<p>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound, rhythm, beat, conductor, wind, strings, percussion, brass</p>	<p>accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p>	<p>beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>	<p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo</p>	<p>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p>	<p>a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p>	<p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p>
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