



*Curriculum overview for
parents and carers*



Music

Summary of key Music learning for Reception to Year 6.



At Whitfield St James' we use the vehicle of 'Sing Up' to deliver our music curriculum. Children are taught their age group for music with adaptations for our mixed aged classes. All children will be taught how to play an instrument and this is provided externally by Derbyshire Music Partnership and happens in Year 4.

Sing Up's music curriculum, with a scheme of work for each year group from Nursery to Year 6, represents a complete and progressive library of resources that meets the requirements of the Statutory Framework for the Early Years Foundation Stage (Expressive Arts), the National Curriculum for Music, and suggested approaches of the Model Music Curriculum (Singing, Listening, Composing, Performance/Instrumental Performance).

Covering a broad and diverse range of repertoire, approaches, and musical traditions, Sing Up Music supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening, and appraising



Improvise and Compose - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Make up new words and actions about different emotions and feelings.	Participate in creating a dramatic group performance using kitchen-themed props.	Improvise rhythms along to a backing track using the note C or G.	Compose a pentatonic ostinato.	Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	Compose a syncopated melody using the notes of the C major scale.
Explore making sound with voices and percussion instruments to create different feelings and moods.	Compose music to march to using tuned and untuned percussion.	Compose call-and-response music.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Improvise and compose, creating atmospheric music for a scene with a given set of instruments.	Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook.	Create their own song lyrics.
Explore storytelling elements in the music and create a class story inspired by the piece.	Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.	Select instruments and compose music to reflect an animal's character.		Create short sounds inspired by colours and shapes.	Create fragments of songs that can be developed into fully fledged songs.	Fit their lyrics to a pulse, creating a chant.
Make up a simple accompaniment using percussion instruments.		Invent simple patterns using voices, body percussion, and then instruments.		Structure musical ideas into a composition.		Write a melody and sing it.
Make up new lyrics and vocal sounds for different kinds of transport.		Follow signals given by a conductor/leader.		Create and read graphic scores.		Structure their ideas into a complete song.
		Structure compositional ideas into a bigger piece.				
		Improvise solos using instruments.				

Improvise and Compose - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore the range and capabilities of voices through vocal play.	Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.	Compose a 4-beat rhythm pattern to play during instrumental sections of a song.	'Doodle' with voices over the chords in the song.	Improvise freely over a drone.	Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.
Create a sound story using instruments to represent different animal sounds/ movements.	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise and compose, structuring short musical ideas to form a larger piece.	Working in small groups, sing a call-and-response song with an invented drone accompaniment.	Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.	Show understanding of how a drum pattern, bassline, and riff fit together to create a memorable and catchy groove.	Use music vocabulary and knowledge to discuss similarities and differences in pieces of music.
Make up new lyrics and accompanying actions.	Improvise question-and-answer conversations using percussion instruments.	Begin to understand duration and rhythm notation.	Explore ways to create word-based pieces of music.	Compose a fanfare using a small set of notes and short, repeated rhythms.	Compose and perform drum patterns, basslines, and riffs on a variety of instruments as part of a group.	Learn some simple choreography to accompany a disco song.
Improvise a vocal/physical soundscape about minibeasts.		Structure musical ideas into a whole-class composition.	Explore ways to communicate atmosphere and effect.	Invent a melody.	Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	Create variations using a wide variety of composing techniques.
				Fit two patterns together.		Improvise on top of a repeating bassline.
				Structure musical ideas into their own compositions.		

Improvise and Compose - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a song by composing new words and adding movements and props.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Create action patterns in 2- and 3-time.	Invent simple patterns using rhythms and notes C-D-E.	Compose a pentatonic melody.	Compose a kecak vocal piece as part of a group.	Create an accompaniment.
Improvise music with different instruments, following a conductor.	Attempt to record compositions with stick and other notations.	Compose a soundtrack to a clip of a silent film.	Compose music, structuring short ideas into a bigger piece.	Improvise and create pentatonic patterns.	Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo.	Create an extended melody with four distinct phrases.
Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i> .	Create musical phrases from new word rhythms that children invent.	Understand and use notes of different duration.	Notate, read, and follow a 'score'.	Use notation to represent musical ideas.	Notate their ideas to form a simple score to play from.	Experiment with harmony.
Compose a 3-beat body percussion pattern and perform it to a steady beat.		Understand and use notes of different pitch.		Create ostinatos.	Compose a simple accompaniment using tuned instruments.	Structure their ideas into a full soundtrack.
Invent and perform actions for new verses.		Understand and use dynamics.		Layer up different rhythms.	Create and perform their own class arrangement.	Create a rhythmic piece for drums and percussion instruments.
				Create and follow a score.		

Sing and Play - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing with a sense of pitch, following the shape of the melody with their voices.	Sing a cumulative song from memory, remembering the order of the verses.	Play the melody on a tuned percussion instrument.	Sing a call-and-response song in groups, holding long notes confidently.	Sing in a Gospel style with expression and dynamics.	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Sing a syncopated melody accurately and in tune.
Mark the beat of the song with actions.	Play classroom instruments on the beat.	Sing with good diction.	Play melodic and rhythmic accompaniments to a song.	Play a bass part and rhythm ostinato along with <i>This little light of mine</i> .	Play bass notes, chords, or rhythms to accompany singing.	Sing and play a class arrangement of the song with a good sense of ensemble
Use the voice to adopt different roles and characters.	Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.		Sing by improvising simple melodies and rhythms.	Sing Part 1 of a partner song rhythmically.	Sing in unison while playing an instrumental beat (untuned).	
Match the pitch of a 4-note (la-so-mi-do) call-and-response song.	Sing a unison song rhythmically and in tune.				Keep the beat playing a 'cup' game.	
Sing a tune with 'stepping' and 'leaping' notes.	Play percussion instruments expressively, representing the character of their composition.				Develop and practise techniques for singing and performing in a Gospel style.	
Play a steady beat on percussion instruments.						

Sing and Play - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop a sense of beat by performing actions to music.	Chant together rhythmically, marking rests accurately.	Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse/chorus structure.	Sing swung rhythms lightly and accurately.	Sing a song in two parts with expression and an understanding of its origins.	Sing a round accurately and in a <i>legato</i> style.
Sing an action song with changes in speed.	Play a simple ostinato on untuned percussion.	Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.	Play a one-note part, contributing to the chords accompanying the verses.		Sing a round and accompany themselves with a beat.	Sing a chorus in two-part harmony with dancing on the beat.
Play along with percussion instruments.	Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.	Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.	Learn a part on tuned percussion and play as part of a whole-class performance.		Play a drone and chords to accompany singing.	Decipher a graphic score.
Perform the story as a class.	Sing a simple singing game, adding actions to show a developing sense of beat.	Sing and play, performing composed pieces for an audience.	Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing.			Play <i>Twinkle, twinkle, little star</i> .
Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Create, interpret, and perform simple graphic scores.	Learn a simple rhythm pattern and perform it with tempo and volume changes.	Play repeating rhythmic patterns.			
Sing in call-and-response and change voices to make a buzzing sound.		Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .	Count musically.			
Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.		Follow signals from a conductor.				

Sing and Play - Term 3



Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing a song that uses a call-and-response structure.	Perform actions to music, reinforcing a sense of beat.	Demonstrate an internalised sense of pulse through singing games.	Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/instruments.	Sing with expression and a sense of the style of the music.	Sing/chant a part within a kecak vocal performance.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.
Play sea sound effects on percussion instruments.	Sing and chant songs and rhymes expressively.	Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.	Perform vocal percussion as part of a group.	Sing the chorus of <i>Throw, catch</i> in three-part harmony with dancing.	Sing and play the melody of <i>Kis nay banaayaa</i> .	
With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).	Sing either part of a call-and-response song.	Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.	Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole-class performance.	Play an instrumental part as part of a whole-class performance.	Sing in a 4-part round accompanied with a pitched ostinato.	
Play different instruments with control.	Play the response sections on tuned percussion using the correct beater hold.		Sing solo or in a pair in call-and-response style.	Sing a part in a partner song, rhythmically and from memory.		
Explore dynamics with their voices and instruments.	Echo sing a line independently with teacher leading, then move on to pair singing in echo format.					
Sing a melody in waltz time and perform the actions.						
Transfer actions to sounds played on percussion instruments.						
Sing a song while performing a sequence of dance steps.						
Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.						

Listen and Appraise - Term 1

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify and describe contrasts in tempo and dynamics.	Listen and move in time to the song.	Recognise and play echoing phrases by ear.	Listen and identify where notes in the melody of the song go down and up.	Listen and move in time to songs in a Gospel style.	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Listen to historical recordings of big band swing, and describe features of the music using music vocabulary.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to musical characteristics through movement.	Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.	Begin to develop an understanding and appreciation of music from different musical traditions.	Listen and appraise, recognising elements of the music that establishes the mood and character (e.g. the rhythm).	Recognise individual instruments and voices by ear.	Explore the influences on an artist by comparing pieces of music from different genres.
Respond to music in a range of ways (e.g. movement, talking, writing).	Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).	Identify that the songs are from different places in the world, use different instruments, have a different beat, and are different speeds. Pupils can use some musical vocabulary to describe these things.	Talk about the effect of particular instrument sounds (timbre).	Listen to a selection of Gospel music and spirituals, and identify key elements that give the music its unique sound.	Identify features of timbre, instrumentation, and expression in an extract of recorded music.
	Listen to 'Aquarium', reflecting the character of the music through movement.	Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.	Understand that a folk song is music that belongs to the people of a particular place.	Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.)	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.
			Identify how the pitch and melody of a song has been developed using symmetry.		Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor.	Create a shadow movement piece in response to music.
					Understand techniques for creating a song, and develop a greater understanding of the songwriting process.	

Listen and Appraise - Term 2

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi).	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).	Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.	Listen and identify similarities and differences between acoustic guitar styles.	Listen and copy back simple rhythmic and melodic patterns.	Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).
Enjoy moving freely and expressively to music.	Listen actively by responding to musical signals and musical themes using appropriate movement.	Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Develop active listening skills by responding to musical themes through movement.	Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Identify drum patterns, basslines, and riffs, and play them using body percussion and voices.	Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.
Listen to music and show the beat with actions.	Create a musical movement picture.	Listen to and analyse four pieces of music inspired by travel/vehicles.	Understand the structure of rondo form (A-B-A-C-A).		Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	
Use appropriate hand actions to mark a changing pitch.	Recognise how graphic symbols can represent sound.		Develop a sense of beat and rhythmic pattern through movement.		Demonstrate an understanding of the history of Argentine Tango.	
Listen to a piece of classical music and respond through dance.			Experience call-and-response patterns through moving with a partner.			
			Listen and compare how different composers have approached creating word-based compositions.			

Listen and Appraise - Term 3

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen to a range of sea-related pieces of music and respond with movement.	Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.	Listen actively and mark the beat by tapping, clapping, and swinging to the music.	Recognise and copy rhythms and pitches C-D-E.	Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak.	Identify ways songwriters convey meaning: through lyrics, the music, and the performance.
Develop listening skills, identifying dynamics (<i>forte</i> , <i>piano</i> , <i>crescendo</i> , and <i>diminuendo</i>) across a range of different musical styles.	Develop awareness of duration and the ability to move slowly to music.	Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').	Move in time with the beat of the music.	Watch a film and analyse it in a musical context.	Listen and match vocal and instrumental sounds to each other, and to notation.	Understand different ways that rhymes work in songs.
Listen actively to music in 3/4 time.	Create art work, drawing freely and imaginatively in response to a piece of music.	Understand and explain how beats can be grouped into patterns and identify them in familiar songs.	Talk about what they have learnt about Brazil and Carnival (e.g. samba batucada instruments, playing in call-and-response, samba schools, that in Brazil music helps communities thrive, that word rhythms are an important way to learn rhythm patterns, that you can freely express yourself at Carnival).	Identify similarities and differences between pieces of music in a folk/folk-rock style.	Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Identify different elements of a song's structure.
Find the beat and perform a clapping game with a partner.	Listen and copy rhythm patterns.	Move freely and creatively to music using a prop.	Respond to and recognise crotchets and quavers, and make up rhythms using these durations to create accompaniment ideas for the song.		Understand and recognise ternary form.	Understand the concept of identity and how you can express that in songs.
Listen to and talk about folk songs from North America.	Listen and copy call-and-response patterns on voices and instruments.	Listen and match the beat of others and recorded music, adapting speed accordingly.				Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary.
		Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.				Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

Vocabulary –

	Term 1	Term 1	Term 1	Term 1	Term 2	Term 2	Term 2	Term 2	Term 3	Term 3	Term 3	Term 3
Reception	Timbre, beat, pitch contour.	Duration: long/short. Dynamics: louder/quieter. Pitch: higher/lower. Tempo: faster/slower. Timbre: percussion instrument s. Other: storytelling, Classical music, composer, orchestra.	Pitch: high/low. Structure: call-and-response, phrase. Tempo: strong beat, pulse (the 'heartbeat' of the music). Timbre: scratchy percussion, sounds, tone, tuned/untuned percussion instrument names. Texture: solo, together (unison), accompaniment.	Duration: beat, pulse, rhythm. Dynamics: loud, quiet. Pitch: stepping and leaping notes. Other: songwriting, improvise.	Duration: beat. Timbre: vocal play to explore sounds the voice can make, cuckoo whistle, orchestra. Pitch: cuckoo interval, so-mi. Structure: echo singing.	Duration: syncopation, rests. Dynamics: louder, quieter. Pitch: higher sounds, lower sounds. Structure: verse and chorus. Tempo: faster, getting faster, slower, getting slower. Timbre: quality of sounds (e.g. squeaky, booming etc.).	Dynamics: louder, quieter. Pitch: up, down, higher, lower, melody, interval, stepping notes, scale. Tempo: pulse, beat, faster, slower. Timbre: glockenspiel, chime bars, xylophone .	Duration: dotted rhythms, rest. Dynamics: loud, quiet, louder, quieter. Pitch: stepping notes, jumping notes. Tempo: fast, slow, faster, slower. Timbre: quality of voice (e.g. squeaky, jerky, swishy). Other: soundscape.	Dynamics: getting louder, getting quieter. Pitch: stepping note, leap, notes C-D-E, higher, lower. Structure: call-and-response. Tempo: getting slower/faster. Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick. Other: soundscape.	Dynamics: <i>forte</i> (loud), <i>piano</i> (quiet), <i>crecendo</i> (getting louder), <i>diminuendo</i> (getting quieter).	Duration: longer/shorter sound, waltz time (3/4 time). Timbre: ring, shake, scrape, tap, strike, drum, body percussion.	Duration: dotted notes, rhythm. Pitch: higher, lower. Structure: phrase. Tempo: steady beat. Other: percussion instrument s, tuned (with notes), untuned (without notes).
1	Duration: rhythm, rest, march on the beat	Duration: march rhythm. Pitch: low and high –	Dynamics: soft, loud. Tempo: fast, slow. Structure:	Duration: beat, rhythm, rest. Pitch: mi-	Pitch: high sounds, low sounds, musical	Structure: question-and-answer. Timbre:	Pitch: the highness or lowness of a note.	Duration: rhythm, beat. Dynamics: loud and	Duration: beat, rhythm. Pitch: stepping	Duration: beat. Dynamics: louder/quieter.	Duration: 4-beat rhythm pattern, dotted	Duration: rhythm. Pitch: melody. Structure:

	Structure: echo, call-and-response, cumulative Tempo: beat Timbre/texture: walking bass	low voices (adult elephants), high voice (the young elephant), low instrument s, and high instrument s (see timbre). Tempo: beat (pulse). Timbre: low instrument s (tuba), high instrument s (glockenspiel, flute/piccolo), drum, military band.	ternary form (ABA). Timbre: untuned/untuned percussion instrument s. Other: compose, graphic symbol.	re-do (notes E-D-C), untuned/untuned instrument s, unpitched/pitched patterns. Structure: ostinato (repeating pattern), echo, call-and-response. Tempo: steady beat.	theme. Tempo: beat (a continuous, steady pulse that occurs in songs, rhymes, and music), pulse. Timbre: flute, harp, violin, viola, clarinet, orchestra. Other: perform, record a movement piece.	percussion instrument s (tuned, untuned). Other: improvise, compose, graphic symbol, graphic score.	Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a pumping heart. Duration: the length of a sound, often counted in beats. For instance, a 4-beat note should be counted '1,2,3,4'.	quiet, gradual and sudden changes. Pitch: high and low sounds and the notes in a tune. Timbre: the quality of a vocal or instrument sound. Other: Improvising – experimenting within a structure.	notes A-G-F, tuned and untuned percussion. Structure: call-and-response, verse, chorus. Texture: solo.	Pitch: lower/higher. Structure: repeated lines, verse. Timbre: hard, soft, smooth, scratchy, tinkly, dull, wood, metal, skin etc.	quaver-semiquaver rhythm ('skippy' rhythm), rests, repeating pattern. Pitch: higher, lower. Tempo: steady beat, getting faster. Timbre: body percussion sounds, whispering, sad voice etc.	verse, chorus. Tempo: beat, time signature (2/2 and 6/8), time change. Other: march, jig.
2	Pitch: 'cuckoo call' interval (minor 3rd), melody. Structure: echo, call-and-response. Tempo: beat,	Pitch: high/low. Rhythm: long/short notes. Articulation: sliding (<i>glissando</i>), smooth (<i>legato</i>), short/detached notes	Other: motif – a short musical idea (birdsong – the short repeating patterns birds use to communicate – is a	Duration: beat, duration actions 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest), rhythm. Pitch:	Tempo: beat, pulse. Timbre: chant. Structure: coda (Italian meaning 'tail' - a fancy ending), repetition,	Duration: the length of a note. Dynamics: volume, <i>crescendo</i> (gradually getting louder), <i>diminuendo</i> (gradually getting	Tempo: beat – a continuous steady pulse that occurs in music. This could be compared to a ticking clock or a	Duration: the length of a note, described as short and long. Pitch: notes are described as being 'high' or 'low' pitched.	Duration: beat, 4 beats per bar. Pitch: notes F, C, G, and A. Texture: accompaniment. Timbre: tuned	Dynamics: quiet (piano), loud (forte). Pitch: minor key, interval. Timbre: voice/vocal and instrument sound	Pitch: notes moving in steps and leaps. Tempo: notes moving faster and slower. Timbre: scrape, tap, bright,	Pitch: melody, notes (C, D, F, G). Structure: introduction, verse, chorus, 12-bar blues. Timbre: tuned percussion

	<p>steady beat.</p> <p>Timbre: tuned (has notes) and untuned percussion instruments (doesn't have notes).</p> <p>Other: diction, improvise.</p>	<p>(<i>staccato</i>). Tempo: fast/slow.</p> <p>Timbre: flute, piano, cello, double bass, strings, glockenspiel, xylophone, clarinet.</p> <p>Other: character - flowing, wavy, smooth, brittle, jerky, elegant, graceful, relaxing, heavy, plodding, resonant, twitchy, fluttering, swooping.</p>	<p>musical motif), conductor – the person who signals to musicians and often decides the tempo (speed) of a piece as well as when it starts and stops, orchestrate – choose which instruments play which ideas, accompaniment – a supporting part, improvise – invent or create music without preparation (make it up on the spot!).</p>	<p>pitch shape.</p> <p>Structure: 4-beat rhythm.</p> <p>Tempo: steady beat.</p> <p>Texture: round.</p>	<p>call-and-response.</p> <p>Other: transforming an idea.</p>	<p>quieter).</p> <p>Tempo: speed, <i>accelerando</i> (gradually getting faster), <i>ritenuto</i> (gradually getting slower).</p> <p>Other: conductor – the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops.</p>	<p>pumping heart.</p> <p>Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the 'strong beat'. For example, a 3-time waltz will have a swinging '1,2,3, 1,2,3' feel, while a march in 4-time will have you counting '1,2,3,4, 1,2,3,4' as you walk along.</p> <p>Rhythm: is made up of patterns of different length notes. In</p>	<p>Dynamics: the volume of a piece, <i>piano</i> (<i>p</i>, soft), <i>forte</i> (<i>f</i>, loud).</p> <p>Other: compose, soundtrack, Silent film.</p>	<p>percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums).</p>	<p>quality (e.g. 'breathy').</p> <p>Structure: phrase, section.</p> <p>Duration: staccato (short, detached notes) e.g. 'alone'/'home'/'thump'/'jump'.</p> <p>Other: graphic score.</p>	<p>dull, shake, slide, scratchy, <i>glissando</i>, soft and hard beaters, metal, wood, skin etc. (dependent on the instruments you have available).</p> <p>Other: choreograph.</p>	<p>n, electric guitar, double bass, piano, accordion, lap steel, voices, saxophone.</p> <p>Other: rock 'n' roll.</p>
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							this unit, the children will step several rhythmic patterns in their feet. These movements include 'walk' (crotchet), 'jog-ging' (two quavers) and 'skip-ty' (dotted quaver, semiquaver).					
3	Pitch: pentatonic scale, note clusters, chords. Structure: ostinato, echo, phrase, call-and-response. Tempo: beat. Texture: unison, round, accompaniment. Other: improvise,	Duration: time signature (number of beats in the bar), 3/4 time (three beats per bar), 4/4 time (4 beats per bar). Tempo: faster, slower. Structure: verse, chorus. Pitch: melody, harmony.	Duration: rhythm. Pitch/texture: melody, accompaniment. Structure: symmetry in a melody, pattern in a melody, phrase, ABA, ternary form. Other: compose, audience, symmetry, 2- and 3-D	Duration: beat, syncopation, 4 beats in a bar, rhythm pattern. Pitch: melody, chords. Structure: song (verse, chorus, instrumental), call-and-response. Texture: accompaniment.	Duration: beat. Pitch: higher, lower. Structure: rondo form (a recurring theme that returns every other section e.g. A-B-A-C-A-D-A etc.), call-and-response, question-and-answer	Duration: steady beat, repetition, rhythm. Structure: pattern, fugue, round. Texture: unison, layers, combining sounds. Timbre: exploring sounds for intended effect, using words and voices	Duration: the length of a note. Rhythm: an arrangement of notes of different durations. Pitch: how high or low a note sounds. Structure: ostinato – a repeating pattern. Other: score – a visual	Duration: beat, rhythm. Structure: call-and-response. Timbre: repinique (a high pitched Brazilian drum), drums, percussion. Other: samba, carnival, 'fanfarra' (fanfare), Escolas de samba	Duration: beat/pulse, crotchet ('walk'), quavers ('jogging'), crotchet rest ('shh') 4/4, bar (4 beats), rhythm. Pitch: chords (A minor/Am, C major/C), drone. Structure: intro, verse, chorus, call-and-	Duration: beat, rhythm, offbeat, crotchet, quavers, crotchet rest. Dynamics: <i>piano</i> (p), <i>forte</i> (f), <i>fortissimo</i> (ff) <i>subito</i> (suddenly). Structure: verse, chorus, ostinato. Other: 'walk' – word and	Duration: clave rhythm, syncopation, beat. Pitch: C major scale, solfa (do to do'), arpeggio, chord, melody. Structure: call-and-response, phrase. Timbre: tuned and untuned percussion, body	Pitch: pentatonic scale, note clusters, chords. Structure: ostinato, echo, phrase, call-and-response. Tempo: beat. Texture: unison, round, accompaniment. Other: improvise,

	compose, ensemble.	Timbre: acoustic/electric instruments, traditional/modern instruments, guitars (acoustic, electric), small guitar like instrument, electric bass, keyboard, voice, flute, hand drum, ektara. Other: traditional/composed song, folk music.	shapes (rectangles, squares, circles, triangles, cuboids, pyramids, and spheres), line/plane symmetry, pattern.	Timbre: piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos. Style: Latin, salsa. Other: Latin America.	(an opening phrase that offers a musical question, which is followed by a different second phrase forming an answer), phrase. Timbre: staccato (short, detached notes to create a 'spiky' sound/articulation). Other: orchestral suite, ballet.	musically. Other: collaboration, rap, music NOT sound effects.	representation of music, minimalism – a genre of music made up from simple ostinatos that repeat a lot with little change over time.	(Samba schools).	response, chord pattern. Timbre: drums, shakers, tuned percussion.	action for crotchet, 'jogging' – word and action for a pair of quavers, 'shh' – sound for a crotchet rest, rhythm grid.	percussion, steel pans. Other: Trinidad and Tobago, calypso, technique, hand-to-hand sticking.	compose, ensemble.
4	Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase, ostinato. Tempo: off-beat. Timbre:	Duration: short notes/detached notes (staccato). Dynamics: quiet/loud, quieter/louder. Pitch: stepping notes/close together notes.	Timbre: the specific quality of each sound (often described as the 'colour' of the sound). Dynamics: volume, loud and	Duration: beat/pulse, 4-beats, 8-beats, swing rhythm. Pitch: chords (Am, F, C), melody, part. Structure: intro, verse,	Duration: long and short sounds, repeated rhythm patterns. Dynamics: contrasts, sound and silence, the dramatic effect of silence.	Duration: triplets (a rhythm made of three beats filling the space usually taken by two). Pitch: melody (a musical sentence).	Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching. Timbre: electric and	Structure: ostinato (a repeating – often rhythmic – pattern). Dynamics: volume, louds and softs. Other: orchestration (the art of choosing	Duration: steady beat/pulse, 3/4 and 4/4 time signatures, beats in the bar. Pitch: triads/chords: C, F, and G major, A minor. Structure:	Duration: rhythm patterns, crotchet ('walk'), quaver ('jogging'), minim ('stride'), dotted quaver/semi-quaver ('skippy'), and crotchet	Duration: minims, crotchets, quavers, pattern, time signature, 4/4. Pitch: scale, step, skip, arpeggio, chord moving in thirds,	Pitch: pentatonic, 'blue' note. Structure: verse, chorus, call-and-response, echo, phrase, ostinato. Tempo: off-beat. Timbre:

	articulation, legato (smooth), staccato (spiky, detached), bass part Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise.	Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute/dampen etc. Other: character, words to describe the character (e.g.	quiet. Rhythm: a pattern of notes with different durations. Texture: the way sounds are combined. Other: suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea).	chorus, middle 8, 2-bar phrases. Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar. Style: acoustic pop, country, folk, pop. Other: improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).	Pitch: melody, fanfare, phrase, harmony, chord. Texture: unison (one part), homophonic (several parts moving together). Timbre: brass instruments, percussion. Other: musical commission – writing a piece of music for a specific purpose or event.	Other: Habanera (a rhythm from Cuba, which is often now associated with Spain), dynamics (volume, louds and softs), <i>piano</i> (<i>p</i> , soft), <i>forte</i> (<i>f</i> , loud).	traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion. Texture: solo, accompaniment.	which instruments should play which ideas), graphic score (a visual representation of music).	introduction, verse, chorus, instrumental. Timbre: acoustic guitar, banjo, harmonica, keyboard, drums, bass guitar, double bass. Other: folk-rock, acoustic, electric.	rest ('shh'). Pitch: melody, notes moving in step. Structure: verse, rondo, rhythm sequence. Other: articulation (clarity in the production of successive notes), diction (sounding out words clearly), body percussion.	melody. Structure: call-and-response, phrase, repetition, bar, section. Timbre: tuned percussion, body percussion, glissando, bounce, stepping, shimmer, roll. Other: soundscape, musical counting.	articulation, legato (smooth), staccato (spiky, detached), bass part Texture: melody and accompaniment, unison, solo, ensemble. Other: improvise.
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		creeping, sneaking, spooky, frightening), words to describe mood (e.g. scary, sad, happy, spooky, exciting etc.).										
5	Duration: 4/4 time signature, crotchet, quavers, semiquavers. Pitch: melody, chords, bass note, major, minor. Tempo: beat, steady beat. Other: sea shanty, work song, rhythm grid, accompany/accompaniment, cup game/cup rhythm	Dynamics: quiet, louder, getting louder (<i>crescendo</i>). Pitch: melody, harmony, high voices and low voices. Structure: call-and-response, spoken interludes, phrase. Texture: unison (singing same melody), homophonic (singing in harmony).	Duration: rhythm, beat. Pitch: melody, hook, chords, riff. Structure: verse, chorus, bridge/middle eight, introduction (intro), ending (outro). Texture: solo, echo, melody and accompaniment, homophonic (moving together). Other: lyrics,	Pitch: melody, octave, G major, D major, drone, microtone, vocal decoration. Structure: introduction, verse, chorus. Texture: call-and-response, acappella/unaccompanied, accompaniment. Other: improvisation, Nasheed, Arabic music.	Pitch: pentatonic scale (5-note scale), bass line (the lowest melodic part of an ensemble, often played by a bass guitar or a double bass). Rhythm: backbeat (typically falls on beats 2 and 4, and often played by the snare drum). Structure: riff (a	Duration: beat. Pitch: semitone (a half step distance between two pitch levels), bass. Structure: ostinato. Style: tango, neotango, electronic music, fusion. Texture: the result of different musical parts or layers playing together. Like texture in	Duration: cycle – a looped pattern of a fixed number of beats. Texture: interlocking – where 2 or more rhythmic parts connect and combine to make a whole. Timbre: kendang (drum), ceng ceng (cymbals), pot gongs, hanging gongs. Other: Gamelan beleganjur	Pitch: pentatonic scale – a five note scale (most easily found by using just the black notes of the piano). Tempo: the speed of a piece. Dynamics: the volume of a piece. Structure: ternary form – a musical shape also known as ABA where A = opening	Pitch: Swar (notes) Sa-Re-Ga-Ma-Pa-Dha-Ni-Sa, melody, harmony, chords. Structure: ostinato. Texture: unaccompanied/a cappella, accompaniment, unison, two-part round, four-part round. Timbre: the different qualities of sound you can	Duration: crotchet, quavers, dotted quaver/semiquavers, minim, semiquavers, rhythm. Pitch: C major triad, arpeggio, notes C, E, and G, octave above, octave below. Structure: 2-bar phrases, verse/chorus. Tempo: steady beat, bpm (beats per	Duration: offbeat, 4-beats per bar. Pitch: chord, triad, D major, G major, melody, riff, bassline. Structure: repeating riff, verse, chorus, chord pattern. Timbre: electric guitar, bass guitar, drum kit, keyboard. Texture: melody and accompan	Duration: 3/4 time, three beats per bar, 4/4 time, four beats per bar. Dynamics: <i>piano</i> (quiet), <i>pianissimo</i> (very quiet). Pitch: pentatonic scale (F, G, A, C, D), melody, drone. Structure: question-and-answer phrasing. Timbre: tuned

	game, body percussion.	Timbre: choir, male and female voices, congregation, electric piano, bass guitar, drum kit. Other: music for praise, Gospel, spiritual, expression, legato, slide (<i>glissando</i>), note bend, decoration, diction, articulation.	rhyme, phrase, metaphor.		repeated musical pattern that forms the basis of a song). Timbre: legato (smooth), staccato (detached). Other: head (the main melody of a song, specifically used in jazz/groove music).	artworks, texture in music can be dense, or intricate, busy and complex, or transparent, or sparse etc. Timbre: cello, accordion, singer, drum kit, <i>staccato</i> (short, detached notes to create a 'spiky' sound/articulation), <i>legato</i> (smooth articulation of notes, creating a seamless flow in the music).	(Indonesia) percussion ensemble, often performed at religious ceremonies), <i>kecak</i> (a vocal chant), <i>cak lesung</i> (rice-pounding rhythms).	section, B = contrasting middle section, A = return to the opening, coda – a special ending. Other: score – a visual representation of music.	make, vocal sounds, instrumental sounds. Other: Riyaz (practise), Indian Classical music.	minute). Timbre: trumpet, bugle, brass instruments. Texture: unison, harmony. Other: fanfare, symphony.	iment, bassline, chords. Other: Reggae, playing by ear, playing from a score.	percussion.
6	Duration: beat, pulse, count-in, swing/swung rhythm, syncopation. Pitch:	Timbre: electric violin, acoustic violin/fiddle, rock band (electric and bass	Pulse: a steady beat (like a ticking clock). Tempo: the speed of a piece of music.	Duration: 3 beats per bar, 3/4 time signature, 3-time, dotted crotchet, dotted	Duration: syncopation. Pitch: major scale, modulation/key change.	Dynamics: volume, louds and softs. Structure: passacaglia (an ancient musical	Duration: steady beat (like a ticking clock), rhythm, semiquaver, crotchet,	Style: pop, R&B, Hip hop. Timbre: high voices (high register), low voices	Duration: chaal rhythm, bols. Pitch: bhairavi raga. Structure: asthayai	Duration: 3/4, 'oom pah pah' rhythm, waltz, three beats in a bar, crotchet,	Pitch: chords C minor and G7, melody. Structure: phrase, call-and-response.	Duration: 4/4 and 3/4 time signatures. Pitch: melody, chords, C major, F

	<p>arpeggio, chromatic, C major scale. Structure: question-and-answer. Texture: layers. Timbre: rhythm section, brass section, woodwind section, scat singing (scatting). Other: improvisation, big band, swing music.</p>	<p>guitars, drums), electronic beats, guitar pedals, distortion, orchestral violins. Other: genre/style, fusion, rock, country, electronic dance music (EDM), DJ, impressionism, drum and bass, legato, decoration, off-beat rhythms, classical.</p>	<p>Structure: ostinato (a repeating pattern), coda (a fancy ending). Other: protest song (a song written to help a social cause or to effect change), lyrics (the words or text of a song), chant (lyrics spoken to a pulse), melody (or tune – a series of notes arranged in a pattern).</p>	<p>minim, crotchet, quavers, crotchet rest. Pitch: thinking voice, F major, C major. Structure: round, 3 sections, phrase. Texture: polyphonic, homophonic, monophonic. Timbre: a cappella (unaccompanied). Other: sacred vocal music, Latin.</p>	<p>Tempo: beats per minute (bpm), faster, slower. Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals/singers, keyboard (Fender Rhodes). Structure: verse, chorus, middle 8, hooks/riffs. Style: disco, funk, soul, jazz-fusion, latin-jazz. Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker).</p>	<p>form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) of that theme). Tempo: the speed of a piece of music. Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition).</p>	<p>minim, semibreve, dotted crotchet quaver, notes C to A. Pitch: motif, harmony (two or more notes sounded at the same time). Structure: ostinato (a repeating pattern). Texture: melody (or tune), accompaniment - the musical part which provides support for the melody.</p>	<p>(low register). Structure: intro (introduction), verse, chorus, outro, instrumental, backing vocals. Other: internal rhyme, voice change, anthem.</p>	<p>(chorus), antara (verse), echo. Tempo: pulse, beat. Texture: solo, unison voices. Other: styles – bhangra, Bollywood, Indian classical music.</p>	<p>quaver. Pitch: pentatonic scale, melody, harmony. Structure: verse, chorus, intro and outro. Tempo: very fast (<i>Touch the sky</i>), slow (<i>Skye boat song</i>). Timbre: Scottish folk instruments: piano accordion, guitar, harp, whistle, fiddle (violin), bodhran (drum), voice. Texture: melody and accompaniment, harmony. Other: folk music.</p>	<p>Texture: melody and accompaniment, three-part harmony. Other: improvise, protest songs, civil rights movement.</p>	<p>major, G major, and A minor. Structure: hook, verse, chorus, introduction, ending, strophic. Texture: solo guitar, solo voice, two-part singing, musical layers. Timbre: drum kit, piano, guitar, cello, bass, voices, humming. Other: arrangement.</p>
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					Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer).	on), improvise (music that is made up instantly with no prior preparatio n).							
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