

Our Lady & St Patrick's Primary School Music Curriculum

This document aims to provide our classroom teachers with an understanding of the rationale for the music curriculum, the core substantive and disciplinary knowledge that will be covered, as well as guidance on how to implement it in classrooms.

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1. Principal aim

Our principal aim of Music education is to inspire in pupils a love of music and their talent as musicians, and to increase their self-confidence, creativity and sense of achievement.

2. Music Curriculum Intent

“Music is a universal language that embodies one of the highest forms of creativity.” — National Curriculum

At OLSP, our music curriculum intends to inspire creativity, self-expression and encourage our children on their musical journeys, as well as give them opportunities to connect with others. We hope to foster a lifelong love of music by exposing children to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, we aim to enable them to become confident, reflective musicians.

Children at OLSP will:

- Sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review and evaluate the work of great composers and musicians from a range of periods, genres, styles and traditions
- Enjoy and appreciate a wide range of musical styles
- Use and understand musical language and include musical features in their own work
- Make judgements about the quality of music
- Have opportunities to take part in performances

3. Music Curriculum Implementation

At OLSP, our Music curriculum follows the National Curriculum and provides children with enriching opportunities through singing, instrument learning, composing, and listening. Music is taught in a way that is meaningful to our children, making links across subjects and using our local context where appropriate.

Our curriculum provides all children with:

- Relevant and coherent substantive knowledge of music, progressively built from EYFS to Year 6
- A grounding in disciplinary knowledge — developing as performers, composers, and appraisers
- Opportunities to perform and compose in different contexts
- Opportunities to listen, review, and evaluate music
- Experience of a wide range of instruments and technologies

Vertical Concepts

The curriculum is built around vertical concepts such as:

- Performance — Developing vocal and instrumental skills; confidence in performing
- Composition and improvisation — Creating, refining, and recording musical ideas
- Listening and understanding — Developing awareness of musical traditions, styles, structures, and language
- Dimensions of music — Pitch, duration, dynamics, tempo, timbre, texture, and structure

Disciplinary Knowledge

Children will:

- Ask and respond to musical questions
- Listen actively, appraise and analyse music
- Use appropriate musical vocabulary to describe what they hear and create
- Make creative choices as composers and performers
- Evaluate and refine their own musical work and that of others

Alignment to National Curriculum

Our Music curriculum aligns with and extends the aims of the National Curriculum, ensuring a breadth of experience and depth of understanding that prepares pupils for future musical opportunities.

4. Impact

- Through our music curriculum, children will:
- Develop as confident, creative, and reflective musicians
 - Express themselves through musical performance and composition
 - Develop an appreciation of a wide range of musical traditions
 - Understand how music contributes to cultural heritage and personal well-being

5. Assessment

At OLSP, assessment in music is ongoing and formative, supporting children’s progress as musicians. Teachers assess children’s understanding, skills and knowledge through observation of performances, listening activities, and composition work. Key aspects of music — including singing, instrumental skills, composition, and listening — are recorded on a tracking spreadsheet: [OLSP music ks1-and-ks2-assessment-spreadsheet](#) . This enables staff to monitor progress across year groups, identify areas of strength and development, and plan next steps in teaching to ensure all children achieve their musical potential.

6. Music Curriculum Overview

Overview Children will:						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore sounds using voice and instruments Sing simple songs and nursery rhymes Keep a steady beat with instruments and through movement Respond physically to changes in music (e.g. tempo, dynamics) Vocabulary: soft, loud, fast, slow, high, low	Sing simple songs from memory Keep a steady beat and copy simple rhythms Begin to use correct technique for percussion instruments Create simple sound patterns based on a theme Recognise high and low sounds, loud and soft, fast and slow Vocabulary: beat, pattern, high, low, loud, soft	Sing rounds and simple chants Keep a steady beat; copy and create simple rhythm patterns Play percussion with developing technique Compose simple patterns using pitch and rhythm Identify instruments and changes in dynamics and tempo Vocabulary: pitch, dynamic, tempo, rest	Sing rounds and partner songs, keeping own part Play percussion and keyboards with correct technique Create simple compositions with a clear beginning, middle, end Listen for layers and structure in music Begin to use notation to record compositions Vocabulary: ostinato, crescendo, decrescendo	Sing partner songs, maintaining own part Maintain independent instrumental parts with awareness of ensemble Compose using layers and simple structures Listen for repeated patterns and contrast Use symbols to represent sounds Vocabulary: improvise, ensemble, rhythm, melody	Sing part songs with phrasing and expression Play independent parts with accuracy and control Compose using chord structures and simple scales Listen for harmony and texture Use notation including treble clef and time signatures Vocabulary: chords, accompaniment, structure (verse/chorus)	Sing part songs with confidence, expression, and control Play parts with accuracy, considering dynamics, pitch, and balance Compose using scales, complex rhythms, and chord structures Listen for harmony, texture, and structural elements Refine compositions and performances with awareness of context and audience Vocabulary: harmony, chromatic, mode, raga, leitmotif

Each unit is made up of a selection of the following activities:

The Unit Structure Baseline Quiz (Unit 1 in each year only)

Activity 1: Musicianship Options:

1a. Understanding Music

1b. Improvise Together

Activity 2: Listen and Respond

Activity 3: Learn to Sing the Song

Activity 4: Play your Instruments with the Song

Activity 5: Composing and Improvising (KS1: Improvise with the song, Compose with the Song, Create a Graphic Score KS2: All of the above, as well as Compose with a Theme, Quickbeats and Music Notepad)

Activity 6: Perform the Song End-of-unit/year Quiz

Theme Titles	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	My Musical Heartbeat	Dance, Sing and Play	Exploring sounds	Learning to Listen	Having fun with improvisation	Let's perform together
Year 2	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a musical story	recognising different sounds	Exploring Improvisation	Our big concert
Year 3	Writing Music Down	Playing in a Band	Compose using your imagination	More musical styles	Enjoying improvisation	Opening Night
Year 4	Musical Structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on
Year 5	Melody and Harmony in Music	Sing and play in different styles	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands
Year 6	Music and Technology	Developing ensemble skills	Creative composition	Musical styles connect us	Improvising with confidence	Farewell tour

In 2025 we have some mixed classes.

Year ½ will be taught the Year 1 syllabus

Year ⅔ will be taught the Year 4 syllabus.

All other year groups will be taught in line with their year group.

Progression of Knowledge, Skills and Elements Years 1-6

Musicianship Activities: Understanding Music, Improvise Together

Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics

Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use body percussion, instruments and voices.</p> <p>Find and keep a steady beat together.</p> <p>Begin to move in time with a steady beat/pulse.</p> <p>Copy back simple long and short rhythms with clapping.</p> <p>Copy back singing simple high and low patterns.</p> <p>Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>Use body percussion, instruments and voices.</p> <p>Move in time and keep a steady beat together.</p> <p>Create their own rhythmic and melodic patterns.</p> <p>Continue to copy back simple rhythmic patterns using long and short.</p> <p>Continue to copy back simple melodic patterns using high and low.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Sing short phrases independently.</p> <p>Continue to learn to watch and follow a steady beat.</p> <p>Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Recognise long and short sounds, and match them to syllables and movement.</p>	<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4 and 4/4.</p> <p>Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy more complex rhythmic patterns by ear or from notation.</p> <p>Copy back more complex melodic patterns.</p> <p>Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</p> <p>Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p> <p>Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language.</p> <p>Start learning about basic music theory:</p> <ul style="list-style-type: none"> • Introduce and understand the differences between crotchets and paired quavers. • Play and sing in the time signatures of 2/4, 3/4 and 4/4. • Create rhythms using word 	<p>Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, B ♭, C, D, E G, A, B, C, D, E, F#</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back various melodic patterns.</p>	<p>Use body percussion, instruments and voices.</p> <p>Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>

		phrases as a starting point. <ul style="list-style-type: none">• Identify the names of some pitched notes on a stave.• Identify if a song is major or minor in tonality.			
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Activity: Listening (Listen and Respond)
Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure
Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Move, dance and respond in any way they can when listening.</p> <p>Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.</p> <p>Talk about any instruments they might hear and perhaps identify them.</p> <p>Recognise some band and orchestral instruments.</p> <p>Identify a fast or slow tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand different styles of music.</p>	<p>Find and try to keep a steady beat.</p> <p>Invent different actions to move in time with the music.</p> <p>Move, dance and respond with their bodies in any way they can.</p> <p>Describe their thoughts and feelings when hearing the music.</p> <p>Describe what they see in their individual imaginations when listening to the piece of music.</p> <p>Talk about why they like or don't like the music.</p> <p>Talk about any other music they have heard that is similar.</p> <p>Identify a fast or slow tempo.</p> <p>Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo.</p> <p>Identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>Walk in time to the beat of a piece of music.</p> <p>Describe differences in tempo and dynamics with more confidence.</p> <p>Recognise some band and orchestral instruments.</p>	<p>Talk about the style of the music.</p> <p>Share their thoughts and feelings about the music together.</p> <p>Find the beat or groove of the music.</p> <p>Invent different actions to move in time with the music.</p> <p>Talk about what the song or piece of music means.</p> <p>Talk about the style of the music.</p> <p>Identify and describe their feelings when hearing the music, including why they like or don't like the music.</p> <p>Use appropriate musical language to describe and discuss the music.</p> <p>Start to use musical concepts and elements more confidently when talking about the music.</p> <p>Recognise that some instruments are band instruments and some are orchestral instruments.</p> <p>Identify specific instruments if they can.</p> <p>Talk about where the music fits into the world.</p> <p>Think about and discuss why the song or piece of music was written and what it might mean.</p> <p>Discuss the style of the music and any other music they have heard that is similar.</p>	<p>Talk about the words of the song.</p> <p>Think about why the song or piece of music was written.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow or steady.</p> <p>Discuss the structures of songs.</p> <p>Explain what a main theme is and identify when it is repeated.</p> <p>Identify:</p> <ul style="list-style-type: none">• Call and response• A solo<ul style="list-style-type: none">◦ vocal/instrumental line and the rest of the ensemble◦ A change in texture - The articulation of certain words• Programme music <p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Describe legato and staccato.</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Find and demonstrate the steady beat.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction is and know its purpose.</p> <p>Explain rapping.</p> <p>Identify major and minor tonalities.</p> <p>Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.</p> <p>Identify the musical style of a song</p>	<p>Talk about feelings created by the music.</p> <p>Justify a personal opinion with reference to the musical elements.</p> <p>Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.</p> <p>Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing.</p> <p>Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups.</p> <p>Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.</p> <p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Understand what a musical introduction and outro are and know their purpose.</p> <p>Identify major and minor tonalities and chord triads.</p>

	<p>Continue to talk about where music might fit into the world.</p> <p>Begin to understand that there are different styles of music.</p> <p>Discuss the style(s) of the music.</p> <p>Discuss what the song or piece of music might be about.</p>		<p>Recognise the style of music they are listening to.</p> <p>Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>or piece of music.</p> <p>Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>Identify the musical style of a song, using some musical vocabulary to discuss its musical elements.</p> <p>Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
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Activity: Singing (Learn to Sing the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Children will:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sing, rap or rhyme as part of a choir/group.</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.</p> <p>Sing unit songs from memory.</p> <p>Perhaps have a go at singing a solo.</p> <p>Try to understand the meaning of the song.</p> <p>Try to follow the leader or conductor.</p> <p>Add actions and/or movement to a song.</p>	<p>Sing as part of a choir.</p> <p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Sing with more pitch accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Sing and try to communicate the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time'.</p> <p>Add actions and perhaps movement to a song.</p>	<p>Sing as part of a choir and in unison.</p> <p>Have a go at singing a solo.</p> <p>Demonstrate good singing posture.</p> <p>Sing the unit songs from memory.</p> <p>Sing with attention to clear diction.</p> <p>Sing more expressively, with attention to breathing and phrasing.</p> <p>Discuss what the song or piece of music might be about.</p> <p>Follow the leader or conductor confidently.</p> <p>Sing with attention to the meaning of the words.</p> <p>Listen for being 'in time' or 'out of time', with an awareness of following the beat.</p> <p>Perform actions confidently and in time.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing a second part in a song.</p> <p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world.</p> <p>Respond to a leader or conductor.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance.</p> <p>This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Continue to sing in parts, where appropriate.</p> <p>Sing in 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used in the various styles of song visited throughout this year.</p> <p>Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>

Activity: Playing Instruments (Play Your Instruments with the Song)
Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure
 Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to play together with everybody while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear.</p> <p>Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part).</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Learn to treat instruments carefully and with respect.</p> <p>Play together as a group while keeping in time with a steady beat.</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder.</p> <p>Play a part on a tuned instrument by ear or from notation.</p> <p>Play the instrumental part they are comfortable with and swap when appropriate.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms.</p> <p>Rehearse and perform their parts within the context of the unit song.</p> <p>Play together as a group while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.</p> <p>Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Play a part on a tuned instrument, by ear or from notation.</p> <p>Treat instruments carefully and with respect.</p> <p>Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song.</p> <p>Play together with everybody while keeping the beat.</p> <p>Listen to and follow musical instructions from a leader.</p> <p>Play their instruments with good posture.</p> <p>Understand how to rehearse a piece of music in order to improve. Play a more complex part.</p>

Creating: Improvising (Improvise with the Song)
Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure
 Children will:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.</p> <p>When improvising, follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, E ♭ , F, G C, D, E, F, G C, D, E, G, A F, G, A, B ♭ , C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising; perhaps try more notes and rhythms.</p> <p>Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Include smooth (legato) and detached (staccato) articulation when playing notes.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B ♭ , C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>
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<p>Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats)</p> <p>Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</p> <p>Children will:</p>					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Begin to understand that composing is like writing a story with music.</p> <p>Explore sounds and create their own melody.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none">● Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F.</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C</p> <p>Start and end on the note D.</p> <p>Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none">● Create musical sound effects and short sequences of sounds in response to music and video stimuli.● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.● Create a story, choosing and playing classroom instruments.● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.● Use music technology, if available, to capture,	<p>Continue to understand that composing is like writing a story with music.</p> <p>Perform their simple composition/s using two, three, four or five notes.</p> <p>Start their tune/s on note one and end it on note one.</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none">● Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>F, G F, G, A F, G, A, B F, G, A, B, D F, G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F).</p> <p>Explore and create graphic scores:</p> <ul style="list-style-type: none">● Create musical sound effects and short sequences of sounds in response to music and video stimuli.● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.● Create a story, choosing and playing classroom instruments.● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and	<p>Create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>F, G F, G, A F, G, A, B ♭ F, G, A, B ♭ , C</p> <p>Start and end on the note F (F major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>This could include:</p> <ul style="list-style-type: none">● Composing over a simple chord progression● Composing over a simple groove● Composing over a drone. <p>Include a home note, to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Give the melody a shape.</p> <p>Describe how their melodies were created.</p>	<p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C).</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major).</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G).</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>This could include:</p> <ul style="list-style-type: none">● Composing over a simple chord progression● Composing over a simple groove● Composing over a drone. <p>Include a home note to give a sense of an ending; coming home.</p> <p>Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Create a tempo instruction.</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Use a pentatonic and a full scale.</p> <p>Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B ♭ F, G, A, B ♭ , C</p> <p>Start and end on the note F (F major).</p> <p>G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major).</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (minor pentatonic on G).</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor).</p> <p>F, G F, G, A F, G, A, B ♭ F, G, A, B ♭ , C</p> <p>Start and end on the note F (F major).</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F).</p> <p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest.</p> <p>Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p>
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<p>change and combine sounds.</p>	<p>minims.</p> <ul style="list-style-type: none">● Use music technology, if available, to capture, change and combine sounds. <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Create a tempo instruction.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">● A time signature● A treble clef● Four or six bars● The correct notes for the scale and key signature● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests● Expression /dynamics - A melody that starts and ends on note one● A description of how their melodies were created.		<p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, quavers and their rests.</p> <p>Use a pentatonic scale.</p> <p>Begin to understand the structure of the composition.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Perform their simple composition/s using their own choice of notes.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">● A time signature● A treble clef● Four or six bars● The correct notes for the scale and key signature● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests● Expression/dynamics - Structured musical ideas (eg using echo or ‘question and answer’ phrases) to create music that has a beginning, middle and end● A melody that starts and ends on note one● A description of how their melodies were created.	<p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">● A time signature● A treble clef● Four, six or eight bars● The correct notes for the scale and key signature● Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests● Expression/dynamics● Structured musical ideas (eg using echo or ‘question and answer’ phrases) to create music that has a beginning, middle and end● A melody that starts and ends on note one - A description of how their melodies were created.	<p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece.</p> <p>Use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Create music in response to music and video stimuli.</p> <p>Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</p> <p>Include a home note to give a sense of an ending; coming home.</p> <p>Perform their simple composition/s, using their own choice of notes.</p> <p>Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created.</p> <p>Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none">● A time signature● A treble clef
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					<ul style="list-style-type: none">● Four, six, eight or 12 bars● The correct notes for the scale and key signature● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests● Expression/dynamics● Structured musical ideas (eg using echo or ‘question and answer’ phrases) to create music that has a beginning, middle and end.● A melody that starts and ends on note one.● A description of how their melodies were created.
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Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure Children will:					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rehearse a song and perform it to an audience, explaining why the song was chosen.</p> <p>Add actions and perhaps movement to the song.</p> <p>Perform the song from memory. Follow the leader or conductor.</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better.</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none">● Introduce the performance.● Begin to play tuned and untuned instruments musically within the performance.● Begin to use the voice expressively and creatively by singing simple songs.● Begin to play together as a group /band /ensemble.● Show their understanding of the Musical Spotlight and Social Question, and how	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>Add actions to the song.</p> <p>Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance.</p> <p>Perform the song from memory.</p> <p>Follow the leader or conductor.</p> <p>Continue to play tuned and untuned instruments musically within the performance.</p> <p>Continue to use the voice expressively and creatively by singing simple songs.</p> <p>Continue to play together as a group /band /ensemble.</p> <p>Talk about the performance afterwards; saying what they enjoyed</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.</p> <p>Explain why the song was chosen.</p> <p>Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance.</p> <p>Follow the leader or conductor.</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change.</p> <p>Introduce the performance with an understanding of what the song is about and comment</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly. Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.</p> <p>Perhaps perform in smaller groups, as well as with the whole class.</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student will lead part of the</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Rehearse and lead parts of the performance, individually or as a group. Record the performance and compare it to a previous one.</p> <p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance.</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>

they have influenced the performance.	and what they think could have been better.	on any other relevant connections. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.		rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.	
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Connecting Across the Curriculum					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Topics include: <ul style="list-style-type: none">● Counting● Days of the week● Parts of the body<ul style="list-style-type: none">● Counting backwards from 10● Animals from around the world● Insects● Our planet/our solar system● Stories● Shapes● Friendship and building relationships● Kindness, respect and helping one another● Responsibility● Families and traditions● Communication● Using your imagination● Life in different countries● Nature, the environment● Connections with the past● Culture and communities● Storytelling and entertainment● Individuality and self-expression	Topics include: <ul style="list-style-type: none">● The importance of communication● Working and playing together● Stories● Caring about other people● Developing morals and ethics● Music from different parts of the world● Playing in a band together● Nature: the sun● Looking after the planet● Identity and accepting one another● Friendship and building relationships● Kindness, respect and empathy● Responsibility● Families and traditions● Communication● Using your imagination● Life in different countries● Culture and communities● Connections with the past● Storytelling and entertainment● Society and current events● Celebrating differences	Topics include: <ul style="list-style-type: none">● Your place in your family● Making friends and understanding each other● Developing morals and ethics● Using your imagination● Life in different countries● The way people lived● Families● Nature, the environment● Caring for the planet● History and connections with the past● Kindness and helping one another● Connecting and interacting with others● Responsibility● Entertainment, storytelling and folklore● Society and current events● Social justice● Identity and accepting others● Expressing yourself● Culture and traditions: festivals, holidays, celebrations	Topics include: <ul style="list-style-type: none">● Friends and people we meet● How people and children used to live● Connecting with history and the way people lived in the past● Music from different cultures● Music and dancing● Music and freedom● Making friends and building interpersonal relationships● Kindness and empathy● Developing morals and ethics● Communication, connecting and interacting with others● Responsibility● Families, your place in your family● Using your imagination● Life in different countries● Culture and communities● Traditions: festivals, holidays, celebrations● Nature and environmental protection● Habitats and ecosystems● Entertainment, storytelling and folklore● Society and current events● Social justice and politics● Acceptance, tolerance and respect● Personal identity, self-expression and individuality	Topics include: <ul style="list-style-type: none">● School● Heroes● The solar system● Space● Freedom● Friendship and building interpersonal relationships● Kindness and helping one another, empathy● Connecting/interacting with and understanding others● Responsibility● Families, your place in your family● Using your imagination● Life in different countries● Nature, the environment● Connections with history and the way people lived in the past● Entertainment, storytelling and folklore● Current events and society● Social justice and politics● Acceptance, tolerance and respect● Personal identity, self-expression and individuality● Culture and communities● Traditions: festivals, holidays, celebrations● Sustainability and environmental protection● Habitats and ecosystems● Our solar system	Topics include: <ul style="list-style-type: none">● Understanding feelings● Friendship, kindness and respect● Standing up for democracy and eliminating oppression<ul style="list-style-type: none">● Knowing our cultural roots● Engaging to protect and care for planet Earth: ecosystems, recycling, etc<ul style="list-style-type: none">● Helping one another and empathy● Communicating with others● Families, culture and tradition● Creativity and using your imagination● Life in different countries● Culture and communities● Nature, the environment● History and connections with the past● Entertainment, storytelling and folklore● Society and current events● Politics and social justice● Acceptance, tolerance and respect● Personal identity, self-expression and individuality● Traditions: festivals, holidays, celebrations● Environmental protection and sustainability● Habitats and ecosystems● Our solar system and caring for the planet
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Vocabulary by Year All the musical words introduced in Years 1 and 2 are included in the lists below. Most of these words are revisited in Years 3–6, so only new and important musical words are listed for later years.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band,	Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band,	20th and 21st Century Orchestral music, Appalachian music, articulation, backing singers/backing vocals,	20th and 21st Century Orchestral music, acoustic guitar, alto clef, articulation, backing singers/backing vocals, backing track, Ballad,	20th and 21st Century Orchestral music, alto clef, amplifier, articulation, backbeat, backing track, loops,	20th and 21st Century Orchestral music, alto clef, articulation, bar, bass clef, bassline, Blues, brass section, by ear,

brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.	brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and	backing track, Ballad, bar, barline, Baroque music, bass, Blues, chorus, clef, compose, composition, Country music, crotchet, Disco, dotted crotchet, dynamics, expression, Film & TV Soundtracks, Folk music, forte (Italian musical term for 'loud'), Gospel, Hip Hop, hook, imagination, improvise, intro/introduction, key signature, lead singer/vocals, legato (Italian musical term for 'smooth'), major, melody, minim, minor, Musicals, musical style, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (instrument), piano (Italian musical term for 'quiet/soft'), pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), Soul, stave, structure and form, synthesizer, tempo, texture (layers of sound), time signature, tune, verse.	bar, barline, bass, bass clef, by ear, Choral music, choreography, Classical music, compose, composition, Contemporary R&B, crescendo (Italian musical term for 'gradually getting louder'), crotchet, digital/electronic sounds, diminuendo (Italian musical term for 'gradually getting quieter'), Disco, dotted crotchet, dotted quaver, dynamics, Electronic Dance Music (EDM), Folk music, forte (loud), fortissimo (Italian musical term for 'very loud'), Funk, Gospel, hook, improvisation, improvise, Jazz, key signature, legato (smooth), lyrics, major, Medieval music, melody, mezzo forte (Italian musical term for 'medium-loud'), mezzo piano (Italian musical term for 'medium-quiet'), minim, minor, Musicals, musical style, notation, ostinato, pentatonic scale, pianissimo (Italian musical term for 'very quiet/soft'), piano (quiet/soft), pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, semiquaver, solo, Soul, staccato (detached), stave, structure and form, tempo, texture, timbre (sound quality), time signature, tonality, treble clef, tune, turntables, unison.	Ballad, bar, bass, bass clef, bassline, big band, brass section, bridge, chords, chorus, compose, composition, Contemporary Jazz, Contemporary R&B, cover, crescendo, crotchet, deck, diminuendo, dotted crotchet, dotted minim, dotted quaver, dynamics, Film & TV Soundtracks, forte, fortissimo, Funk, groove, Gospel, harmony, Hip Hop, hook, improvisation, improvise, interlude, key signature, legato (smooth), major, melody, mezzo forte, mezzo piano, minim, Minimalism, minor, notation, note names, note values, ostinato, pianissimo, piano, pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, scratching, semiquaver, solo, Soul, South African Pop, staccato (detached), stave, strings, structure and form, Swing, syncopation (playing on the off-beat), tag ending, tempo, texture, timbre, time signature, tonality, treble clef, triplet quaver, tune/head, unison, verse.	chords, compose, composition, Contemporary R&B, cover, crescendo, crotchet, Dimensions of Music, diminuendo, Disco, dotted crotchet, dotted minim, dotted quaver, dynamics, Elements of Music/Musical Elements, Film & TV Soundtracks, Folk music, forte, fortissimo, Gospel, groove, harmony, Hip Hop, hook, improvisation, improvise, Jazz, key signature, legato, major, melody, mezzo forte, mezzo piano, minim, minor, Motown, Musicals, notation, note names, note values, ostinato, phrases, pianissimo, piano, pitch, Pop, producer, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Rock 'n' Roll, Romantic music, Salsa music, semibreve, semiquaver, solo, Soul, staccato, stave, structure and form, Style Indicators, Swing, syncopation, tempo, texture, timbre, time signature, tonality, treble clef, triplet crotchet, triplet quaver, unison, Zimbabwean Pop.
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	spiky/detatched sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments.				
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