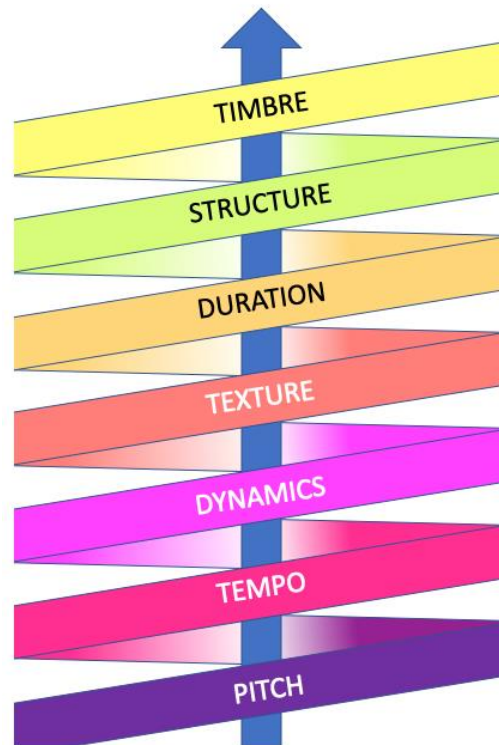**I am a musician…**

I am a musician. I seek to nurture my existing creative identity. I am influenced by my family and my community; I feel inspired and empowered through my own music; the music of my community and the music of others. Music can take me anywhere; it unlocks my imagination; it brings me complete escapism and happiness. As a musician my listening skills and my concentration are enhanced. Singing or playing musical instruments helps me to understand my feelings and helps me to express myself. When I am singing with others, I feel the music takes charge of my emotions; it gives me a voice. I can feel happy, uplifted, excited, reflective or calm. As a musician I learn new skills and music helps me to focus and relieves my stress. Performing in a group helps me to communicate with others and to collaborate as part of a team; it boosts my self-confidence as I discover I can achieve things I never thought possible. Success as a musician helps me to realise that it is good to take risks and to challenge myself. Most importantly, I enjoy being a musician – music is fun!

Key Concepts for Musicians

	Key Concepts
What is Music? *"Music gives a soul to the universe, wings to the mind, flight to the imagination and life to everything."* *Plato.* *Music is an art of organising sounds to produce a composition through the musical elements of pitch, tempo, dynamics, texture, duration, structure, timbre.* *Music presents the human story and is found in every known culture and religion, past and present, varying widely between times and places. A culture's music is influenced by all other aspects of that culture, including social and economic organisation and experience, climate, access to technology and which religions are followed. The emotions and ideas that music expresses, the situations in which music is played and listened to and the attitudes towards music players and composers all vary between regions and periods.*	**There are technical disciplines to music** • **Performing:** the execution of vocal or instrumental musical compositions. Some performers are soloists, while others belong to groups and ensembles. It is the step in the musical process during which musical ideas are realised and transmitted to the listener. • **Composing:** can refer to an original piece or work of music, either vocal or instrumental, the structure of a musical piece or to the process of creating or writing a new piece of music. People who create new compositions are called composers. • **Listening and Appraising:** Evaluative thinking about your own or others music. The role of the music critic often involves opinion, and an affective, feeling response to music. Appraising, as defined in the National Curriculum, involves children's expression of feelings about and opinions on pieces of music.
	The Elements of Music: The elements of music are the building blocks of music and without them, music would not exist. The elements of music are: Pitch, tempo, dynamics, texture, duration, structure, timbre.
	Musical Notation: is a series of symbols and markings that visually represent aurally perceived music and which can come in many different forms.
	The purpose of music in different historical, geographical, social and cultural contexts: Some musicians (composers & or performers) and musical periods are considered more influential than others.
	Music is intended to provoke and our responses to that provocation are personal.

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 1

The Elements of Music	Technical Disciplines: Key Knowledge and Vocabulary	
Pitch – high and low sounds *I think the music sounded high in pitch.* *I think the music sounded low in pitch.* *I chose the triangle because it makes a high sound.* *I chose the drum because it plays a low sound.* *I can play high and low sounds on this instrument.* **Tempo -** the speed of the music. *I think the music sounds fast, it makes me want to run around.* *I think the music sounds slow, it makes me sleepy / it reminds me of a tortoise moving slowly.*	**Performing**	**Using their voices:** • Speak and chant together • Sing songs showcasing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing in time to a steady beat • Coordinate actions to go with a song • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with a sense of enjoyment • Recognise and sing a rising melody • Explore different vocal sounds **Using Instruments:** • Play instruments by shaking, scraping and tapping etc. • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast or slow • Echo a simple 4 beat rhythm (a pattern of musical notes over a steady beat) • Experiment with tuned and untuned sounds within a given structure e.g. call and response song • Use tuned / untuned instruments to perform a four beat rhythm • Recognise high, middle and low pitches • Use actions to demonstrate changes in pitch • Follow simple hand signals indicating: loud / quiet and start / stop
Dynamics - Volume; How loud or quiet is the music? *I think the music was loud.* *The music was quiet.* **Texture -** Layering of sound; The way individual parts or voices are put together. *There are lots of instruments.* *There are only a few instruments*	**Composing**	• Create, select and combine sounds within a given structure e.g. Rondo form (ABACADAEA) • Make up simple musical patterns • Choose different instruments to create different timbres • Select musical instruments for a purpose / to represent ideas e.g. choosing a large drum and playing it slowly to represent an elephant • Maintain a rhythmic ostinato selecting different instruments to perform it • Can recognise the beginning and ending of a piece of music
Duration - The time that a sound (note) or silence (rest) lasts. *That piece of music was long.* *The piece of music was very short.* **Structure -** The pattern or organisation of a musical composition. *At the start of the piece...* *At the end of the piece...* *I can hear … being played lots of times* *I kept hearing the same bit of the song lots of different times.* *I played / composed my music in a pattern.*	**Listening and Appraising**	**Listening** • Describe what I hear in music – linked to the elements of music • Recognise a repeated theme • Listen to music and identify the strong beat • Listen carefully to a piece of music and move around the room in time to it • Listen to a piece of music and internalise (feel) the pulse (the heartbeat of the music) • Identify the dynamics p (piano) f (forte) and silence • Begin to identify some (strings, trumpets, drums, flute) instruments in an orchestra **Appraising:** • Start to use the musical terms louder / quieter (dynamics), faster / slower (tempo), higher / lower (pitch) • Begin to articulate how changes in speed, pitch and dynamics effect the mood of different pieces of music
Timbre - The type of sound. The quality of a sound that distinguishes it from another. *I could hear voices speaking / singing / shouting* *I could hear drums* *I think I could hear _____ playing*	**Use and understand staff and other musical notation**	• Can begin to recognise simple traditional musical notation • Understand that musical notation is a way of writing down music • Play with support, the rhythmic pattern of notation with the help of a spoken sentence e.g. "sweet smelling guava"
Children can begin to recognise and identify some instruments / instrument families they can hear being played e.g. string instruments / piano	**Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts**	

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 2

The Elements of Music	Technical Disciplines: Key Knowledge and Vocabulary	
Pitch – high and low sounds *I think the music sounded high in pitch.* *I think the music sounded low in pitch.* *I can hear the pitch of the music getting higher.* *I can hear the pitch of the music getting lower.* *The pitch of the music stays the same.* *I can play high, middle and low sounds on this instrument..* **Tempo - t**he speed of the music. *I think the music is allegro (fast), I can hear the instruments playing quickly.* *I think the music is adagio (slow).* *I think the music is andante (at a walking pace) I think I could walk around steadily to this music.*	**Performing**	**Using their voices:** • Sing a variety of songs with more accuracy of pitch • Sing words clearly, breathing at the end of phrases • Convey the mood or meaning of a song • Sing with expression and energy to create a sense of performance • Sing with a sense of control of dynamics and tempo • Sing simple musical patterns • Sing a song that can divide into parts • Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices **Using Instruments:** • Follow instructions about when and how to play / vocalise sounds • Play high, middle and low notes on tuned instruments • Choose and play an instrument to reflect a certain image • Recognise high, middle, low pitches and the direction they are moving • Perform a rhythmic accompaniment to a song • Perform a sequence of sounds using a graphic score • Demonstrate some confidence in performing as a group and as an individual
Dynamics - Volume; How loud or quiet is the music? *I think the dynamic of the music was forte (loud).* *The dynamic of the music was piano (quiet).*	**Composing**	• Compose short musical patterns • Rhythm patterns from words • Select and combine sounds as part of a group from different starting ideas • Suggest improvements to group compositions, using the appropriate vocabulary • Suggest appropriate sounds and instruments to represent a location through sound Extend a song by creating further verses
Texture - Layering of sound; The way individual parts or voices are put together. *There are lots of instruments playing together – this is a thick texture.* *There is only one / a few instruments playing – this is a thin texture* **Duration -** The time that a sound (note) or silence (rest) lasts. *That piece of music was long.* *The piece of music was very short.* *The notes were moving quickly.* *The notes sounded like they were moving slowly.*	**Listening and Appraising**	**Listening** • Listen with increased concentration • Describe music using appropriate words related to the elements of music • Begin to name and recognise key orchestral instruments • Respond to music through dance and movement and artwork • Identify the dynamics pp (pianissimo), p (piano), f (forte) **Appraising:** • Identify some instruments by listening to a piece of music and say how and why they have been used to create an effect or mood • Compare two pieces of music and identify differences and similarities
Structure - The pattern or organisation of a musical composition. *At the start of the piece...* *At the end of the piece...* *I can hear ... being played lots of times* *I heard the chorus ... times* *I played / composed my music in a pattern.*	**Use and understand staff and other musical notation**	• Can recognise simple traditional musical notation • Understand that musical notation is a way of writing down music • Begin to read simple musical notation for crotchets, quavers and semiquavers with the help of the rhythmic pattern of words e.g. snake, turtle, caterpillar •
Timbre - The type of sound. The quality of a sound that distinguishes it from another. *I could hear a male / female / children's voices. It sounded like they were speaking / singing / shouting* Children can distinguish between different families of instrument due to their different timbre *I think I could hear string / brass / percussion instruments.* Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy *I think I could hear _____ playing*	**Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts**	• Listen to music from a range of historical eras and recognise one identifying feature of the music • Begin to notice how music from contrasting historical eras sounds different

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 3

The Elements of Music	Technical Disciplines: Key Knowledge and Vocabulary	
Pitch – high and low sounds *I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch.* *I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.* *This is a pitched percussion instrument.* **Tempo -** the speed of the music. *I think the music is allegro (fast), I can hear the instruments playing quickly.* *I think the music is adagio (slow).* *I think the music is andante (at a walking pace) I think I could walk around steadily to this music.* *At the end of this piece of music I heard an accelerando, it got quicker.*	**Performing**	**Using their voices:** • Sing songs in a variety of styles with confidence • Show increasing accuracy of pitch and awareness of the shape of the melody (picturing a line that goes up steeply when the melody suddenly jumps to a much higher note or that goes down slowly when the melody gently falls.) • Sing songs with a recognised structure (verse and chorus / call and response) • Sing partner songs confidently and accurately maintaining an independent line • Sing a song in a minor key (sounding sad e.g. The Ghost of Tom – SingUp) **Using Instruments:** • Perform with a sense of ensemble (players keep together rhythmically) • Maintain an individual part in a group ensemble performance • Keep a regular pulse when playing rhythms that include rests • Perform with contrasting dynamics (see Y3 Elements of music) • Maintain a rhythmic ostinato to accompany a song • Play an instrumental part as an accompaniment to a song • Perform a composed piece to a friendly audience, as a member of a group or class • Explore the characteristics of different styles e.g. Blues
Dynamics - Volume; How loud or quiet is the music? *I think the dynamic of the music was mainly forte (loud).* *The dynamic of the music was mainly piano (quiet).* *I think the dynamic of the music kept changing between piano and forte.* *The music was forte at the beginning and the end but there was a section that was piano in the middle.* *When I listened I noticed that there was a crescendo (at the end / beginning etc).* *When I listened I heard a diminuendo (at the end / beginning etc).*	**Composing**	• Compose music as part of a group from different starting ideas • Compose music that has a recognisable structure • Suggest improvements to group compositions, using the appropriate vocabulary, and comment on whether the result has the intended effect • Show good ensemble skills including listening, eye contact, sharing ideas and being able to start and stop as a group • Work with my ensemble to compose rhythms and structure these to form a piece of music • Recognise the structure of a call and response song (my turn/your turn) and suggest different responses.
Texture - Layering of sound; The way individual parts or voices are put together. *There are lots of instruments playing together – this is a thick texture.* *There is only one / a few instruments playing – this is a thin texture.* *I can hear the instruments playing a round.* **Duration -** The time that a sound (note) or silence (rest) lasts. *That piece of music was long.* *The piece of music was very short.* *The notes were moving quickly.* *The notes sounded like they were moving slowly.* *The notes (moving slowly / quickly) sound short and spikey.* *The notes (moving slowly / quickly) sound smooth.* The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained. **Structure -** The pattern or organisation of a musical composition. *I can hear the instruments playing a round.* *In the verse… but in the chorus…* *This song uses call and response.* *I chose to play … 3 times before I played the verse… I decided to repeat the chorus … times at the end.*	**Listening and Appraising**	**Listening** • Listen with increased concentration to longer pieces / extracts of music • Identify repetition in music e.g. a song with a chorus • Listen to a piece of music and use appropriate vocabulary (forte, piano, legato, staccato, dynamics, pitch, timbre) to describe a performance • Through listening to musical examples understand that a rest is a beat of silence **Appraising:** • Listen and identify the structure of a call and response song using ABC to denote sections • Listen to a piece of music and understand how a composer uses timbre to create a specific effect
	Use and understand staff and other musical notation	• Create and interpret simple graphic scores and recognise that music can be written as staff notation • Create symbols to represent sounds • Read a score to help follow a performance • Perform by reading and interpreting a score as part of a group performance • Begin to notate my compositions using crotchets and crotchet rests
Timbre - The type of sound. The quality of a sound that distinguishes it from another. *I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting.* Children can distinguish between different families of instrument due to their different timbre *I think I could hear string / brass / percussion / woodwind instruments.*	**Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts**	

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 4

The Elements of Music	Technical Disciplines: Key Knowledge and Vocabulary	
Pitch – high and low sounds *I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch* *I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.* *This is a pitched percussion instrument* *I think the melody is moving by step* *The pitch of the melody is jumping around in big leaps.* **Tempo - t**he speed of the music. *I think the music is allegro (fast), I can hear the instruments playing quickly* *I think the music is adagio (slow)* *I think the music is andante (at a walking pace) I think I could walk around steadily to this music.* *At the end of this piece of music I heard an accelerando, it got quicker.* *At the end of this piece of music I heard it get slower, ritardando.*	**Performing**	**Using their voices:** • Sing simple songs in tune with expression as part of a group or on my own • Maintain an independent musical line within a two part song • Perform a song using my voice with accuracy, fluency, control and expression • Use my voice to maintain repeated ostinato phrases • Recognise and sing a song in a minor key • Internalise and correctly pitch intervals of a step using a scale **Using Instruments:** • Perform in an ensemble with increasing accuracy and aural memory • Play rhythm sticks with increasing control • Maintain a rhythmic line whilst performing within an ensemble • Maintain a rhythmic line within a more complex ensemble performance • Play music that includes rests
Dynamics - Volume; How loud or quiet is the music? *I think the dynamic of the music was mainly forte (loud)* *The dynamic of the music was mainly piano (quiet)* *I think the dynamic of the music kept changing between piano and forte.* *The music was forte at the beginning and the end but there was a section that was piano in the middle.* *When I listened I noticed that there was a crescendo (at the end / beginning etc.)* *When I listened I heard a diminuendo (at the end / beginning etc.)*	**Composing**	• Create call and response phrases • Suggest appropriate sounds and instruments in order to achieve an effect or portray an idea or physical thing or suggest a purpose • Compose and perform an Indian tala inspired rhythm in an ensemble with increasing accuracy • Use 5 given pitches to compose a melodic phrase to given lyrics • Compose, notate and perform a minimalist composition
Texture - Layering of sound; The way individual parts or voices are put together. *There are lots of instruments playing together – this is a thick texture* *There is only one / a few instruments playing – this is a thin texture* *I can hear the instruments playing a round. (Polyphony)* *I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony)* *I can hear two different melodies playing at the same time. (polyphony).*	**Listening and Appraising**	**Listening** • Listen to a piece of music and recognise how different parts can fit together to form an overall effect • Listen to music from a different musical tradition and identify different Indian instruments • Listen and identify the structure of a call and response song using ABC to denote sections **Appraising:** • Listen to and begin to identify the different instruments of the orchestra and which families they belong to • Compare and contrast different timbre by listening to different orchestral music • Listen to a piece of music and understand how a composer uses timbre to create a specific effect
Duration - The time that a sound (note) or silence (rest) lasts. *I can hear a long sustained sound - drone* *The duration of the piece of music was long/very short.* *The notes were moving quickly.* *The notes sounded like they were moving slowly .* *The notes (moving slowly / quickly) sound short and spikey.* *The notes (moving slowly / quickly)sound smooth and connected.* The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.	**Use and understand staff and other musical notation**	• Use an understanding of notation to make links between notation and place names e.g. the rhythm created by saying Bristol Zoo can be notated as crotchet, crotchet, minim • Read musical notation including crotchets, quavers, semiquavers, rests • Demonstrate my developing understanding of notation by creating rhythms I can clap • Use rhythm / fraction wall to make discoveries about note values such as two crotches = one minim • Follow a graphic score
Structure - The pattern or organisation of a musical composition. *I can hear the instruments playing a round.* *In the verse… but in the chorus…* *This song uses call and response.* *We decided to come in one at a time so we had a layered start to our composition.* **Timbre -** The type of sound. The quality of a sound that distinguishes it from another. *I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting.* Children can distinguish between different families of instrument due to their different timbre *I think I could hear string / brass / percussion / woodwind instruments.*	**Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts**	• Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth-century and present day and begin to recognise determining features • Compare instruments used in different musical eras and identify differences, similarities and comment on how a composer might use an instrumental sound for effect • Listen for examples of influences from art, history and other sources in a composition (e.g. Renaissance dance music, slow and steady to accommodate for clothing that restricted movement and to allow for socialising. Baroque music was highly decorated reflecting the art culture and architecture at the time.) • Understand a piece of music is often written for a purpose and consider where it might be performed • Listen for independent part writing and layering of musical parts (homophony and polyphony) • Identify how composers from different era use the elements of music to create effect

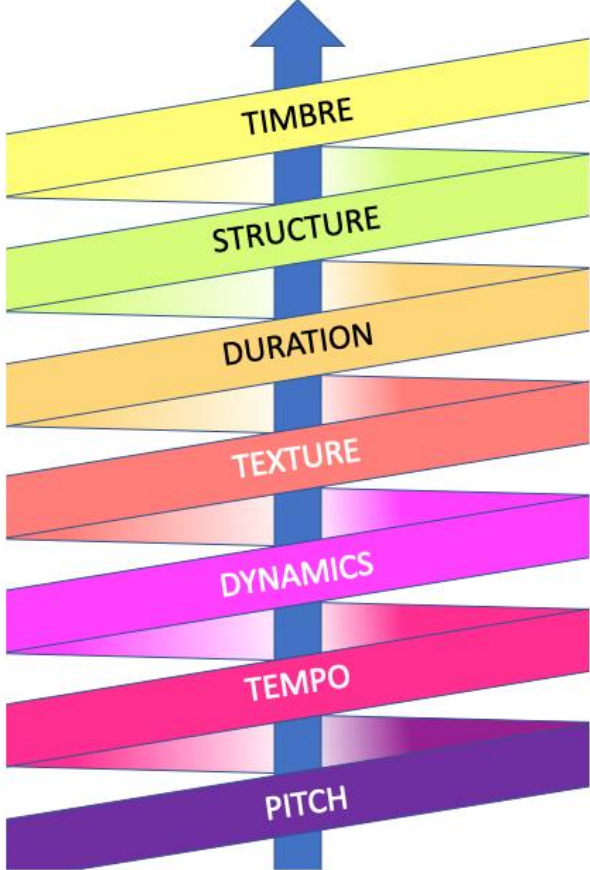**Key Concepts, Knowledge, Vocabulary and Skills - Musicians:** Year 5

The Elements of Music		Technical Disciplines: Key Knowledge and Vocabulary
Pitch – high and low sounds *I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch* *I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.* *This is a pitched percussion instrument* *I think the melody is moving by step* *The pitch of the melody is jumping around in intervals.* *The melody is moving up and down the scale.* **Tempo -** the speed of the music. *This piece of music was lento, very slow.* *I think this piece of music was adagio* *This piece of music was played at andante speed* *This piece of music was allegro* *I think this piece of music was presto, I think it felt faster than allegro* *At the end of this piece of music I heard an accelerando, it got quicker.* *At the end of this piece of music I heard it get slower, ritardando.*	**Performing**	**Using their voices:** • Sing confidently in a wide variety of styles with expression • Perform with sensitivity and with musicality • Sing a song maintaining three independent parts • Perform a song with an instrumental accompaniment from a given score • Maintain the correct pitch whilst singing in two and three parts • Recognise Italian terms that link to tempo and use these directions to perform at different speeds. • Identify, sing and perform intervals of a third, fourth and minor 6th and recognise how these intervals colour the music • Identify and use dynamic variation whilst performing a song (crescendo, diminuendo, piano, mezzo forte, forte) **Using Instruments:** • Use tuned percussion / melodic instruments / my voice with increasing accuracy, fluency, control and expression • Perform an ostinato in an ensemble whilst maintaining a pulse / beat • Read and perform an extended rhythm composition • Maintain a rhythmic line and a rhythmic ostinato in an ensemble
Dynamics - Volume; How loud or quiet is the music? *I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte).* *The music sounded so quiet and soft I think it was pianissimo.* *The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.*	**Composing**	• Use pitch, tempo and dynamics to create a piece of music that describes the movement of an object • Evaluate a composition in terms of my ability to organise and manipulate ideas within a musical structure (binary form, rondo form, ternary form) • Compose a complex rhythmic ostinato • Write lyrics to match / mirror a rhythm • Compose / notate a rhythm to illustrate an aspect of a journey
Texture - Layering of sound; The way individual parts or voices are put together. *There are lots of instruments playing together – this is a thick texture.* *There is only one / a few instruments playing – this is a thin texture.* *I can hear the instruments playing a round. (Polyphony).* *I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony).* *I can hear two different melodies playing at the same time. (polyphony).*	**Listening and Appraising**	**Listening** • Listen to a piece of music and identify and describe a range of dynamics • Identify how tempi influences the feel of a song • Identify monophonic and polyphonic textures • Identify the structure of a round **Appraising:** • Listen to and identify the different instruments of the orchestra and which families they belong to with increasing accuracy • Relate how a composer has selected timbre to reflect different emotions in music and match instrumental timbres to colours, moods and images in music
Duration - The time that a sound (note) or silence (rest) lasts. *I can hear a long sustained sound – drone.* *The duration of the piece of music was long.* *The duration of the piece of music was very short.* *The notes were moving quickly.* *The notes sounded like they were moving slowly.* *The notes (moving slowly / quickly) sound **staccato** (short and spikey).* *The notes (moving slowly / quickly) sound **legato** (smooth and connected).* *The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.*	**Use and understand staff and other musical notation**	• Use symbols to notate a piece of music on a score which is designed to reflect changes in pitch, tempo and dynamics • Read a rhythmic ostinato from written musical notation • Compose / notate a rhythm to illustrate an aspect of a journey • Read my own extended rhythm composition • Read musical notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms and triplets • Begin to transcribe and notate the pitch of a line in a three part song • Recognise how an octave is written 8 notes apart on a stave and both notes are called the same • Draw the opening shape of a melody (drawing a line that goes up steeply when the melody suddenly jumps to a much higher note or that goes down slowly when the melody gently falls.) • in a three layered song and recognise that each melody shape is different
Structure - The pattern or organisation of a musical composition. *I can hear the instruments playing a round.* *In the verse… but in the chorus…* *This song uses call and response.* *I think this piece has … main sections.* *We decided to use A,B, C as our structure.* **Timbre -** The type of sound. The quality of a sound that distinguishes it from another. *I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting.* *Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.* *I think I could hear string / brass / percussion / woodwind instruments.* *The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano.*	**Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts**	

Key Concepts, Knowledge, Vocabulary and Skills - Musicians: Year 6

The Elements of Music	Technical Disciplines: Key Knowledge and Vocabulary	
Pitch – high and low sounds *I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch.* *I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly.* *This is a pitched percussion instrument.* *I think the melody is moving by step.* *The pitch of the melody is jumping around in intervals.* *I think there was an octave leap.* *The melody is moving up and down the scale.* **Tempo - the speed of the music.** *This piece of music was lento, very slow.* *I think this piece of music was adagio* *This piece of music was played at andante speed.* *This piece of music was allegro.* *I think this piece of music was presto, I think it felt faster than allegro* *I think this piece of music was prestissimo, it was incredibly fast and I think it was faster than presto.* *At the end of this piece of music I heard an accelerando, it got quicker.* *At the end of this piece of music I heard it get slower, ritardando.*	**Performing**	**Using their voices:** • Maintain an individual singing line as part of a canon • Sing with accurate intonation, expression and sense of performance • Control breathing and create a sense of a musical line • Maintain the correct pitch whilst singing in two and three parts **Using Instruments:** • Keep in time in an ensemble performance • Maintain an independent melodic part keeping in time with the group • Alter how I use my voice / an instrument to improve a performance • Accurately echo and perform four different challenging Samba rhythms • Maintain an independent rhythmic line in a Samba structure • Recognise Italian terms that link to tempo and use these directions to perform at different speeds
Dynamics - Volume; How loud or quiet is the music? *I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte).* *The music sounded so quiet and soft I think it was pianissimo.* *The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.* **Texture - Layering of sound; The way individual parts or voices are put together.** *There are lots of instruments playing together – this is a thick texture.* *There is only one / a few instruments playing – this is a thin texture.* *I can hear the instruments playing a round. (Polyphony).* *I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony).* *I can hear two different melodies playing at the same time. (polyphony).* *I can hear one main instrument being accompanied by others (homophonic).*	**Composing**	• Compose music as part of a group from different starting ideas • Combine rhythms in different ways • Structure a composition in ternary form (ABA) • Use my voice / body to create descriptive music • Perform an ostinato and use rhythm to create an effect • Add appropriate sound effects to create a certain mood
Duration - The time that a sound (note) or silence (rest) lasts. *I can hear a long sustained sound – drone.* *The duration of the piece of music was long / very short.* *The notes were moving quickly.* *The notes sounded like they were moving slowly.* *The notes (moving slowly / quickly) sound **staccato** (short and spikey).* *The notes (moving slowly / quickly) sound **legato** (smooth and connected).* The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained. **Structure - The pattern or organisation of a musical composition.** *I can hear the instruments playing a round.* *In the verse… but in the chorus…* *This song uses call and response.* *I think this piece has … main sections* *The structure I have chosen to use is…*	**Listening and Appraising**	**Listening** • Listen and identify unison and harmony in singing • Recognise and identify Samba instruments • Identify key features of Samba music and recognise how a Samba is structured • Identify features of a madrigal in a Renaissance song • Recognise differences in timbre from Renaissance instruments to the present day • Identify instrumental groups with increasing accuracy • Listen and identify how Baroque music uses decoration and ornamentation as well as recognising key features of music from the Renaissance to the Twentieth Century and present day • Identify monophonic and polyphonic textures • Identify the structure of a round **Appraising:** • Listen to, discuss and explain some features of a range of music • Evaluate group compositions using appropriate musical vocabulary • Identify how tempi influences the feel of a song • Relate how a composer has selected timbre to reflect different emotions in music and match instrumental timbres to colours, moods and images in music
Timbre - The type of sound. The quality of a sound that distinguishes it from another. *I could hear a male / female / children's voices. The timbre of this sounded like they were speaking / singing / shouting* Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy. *I think I could hear string / brass / percussion / woodwind instruments.* *The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano.*	**Use and understand staff and other musical notation**	• Represent my ideas as a graphic score • Recognise some rhythms aurally and from staff notation • Read four basic samba rhythms • Use and understand notation including semiquavers, rests, more complex semiquaver patterns, dotted rhythms and triplets • Draw the opening shape of a melody in a three layered song and recognise that each melody shape is different
	Develop an understanding of the purpose of music in different historical, geographical, social and cultural contexts	• Listen to music from the Renaissance, Baroque, Classical, Romantic, Nationalistic, Twentieth Century and Present day and explain basic key changes in style, instrumentation and structure for example how Baroque music uses ornamentation, how Romantic music often uses bug orchestras, wide range of dynamics, big mood changes and is often based on stories. How nationalistic music sometimes uses folk music as inspiration. • Identify features of a madrigal in a renaissance song Identify instrumental family groups

Appendix 1: Progression within Elements of Music

The Elements of Music	Contexts
The elements of music can be seen as the building blocks of music. Without them, music of any style or age would not exist. An understanding of the elements of music will allow learners to understand any piece of music, whether they are trying to perform or analyse it. If learners know the key elements that make up a piece of music then they can use this vocabulary and understanding to make comparisons between this and any other pieces of music by asking questions e.g. What is the tempo? What dynamic is it? What instruments are playing? The elements of music will underpin learners' musical understanding from this point to wherever their music education takes them. Composing – The musical elements are the 'composers toolkit.' With a clear understanding of the elements of music learners will be able to reach their full potential as composers.	The musical elements should be interwoven throughout all musical learning.

Pitch

High and low sounds.
Pitched Instruments e.g. trumpet, piano, violin, flute, guitar
Unpitched Instruments – snare drum, maracas, cymbals, bass drum

Are the instruments high pitched or low pitched?

Tempo

The speed of the music.
Is the music fast or slow?
Very slow – Lento
Slow – Adagio
Walking pace – Andante
Fast – Allegro
Very fast – Presto
Very, very fast - Prestissimo
Does it get quicker – Accelerando
Does it get slower – Ritardando

Dynamics

Volume; How loud or quiet is the music?

Piano – the musical word for quiet
Forte – the musical word for loud
Crescendo – getting louder
Diminuendo – getting quieter

Texture

Layering of sound; The way individual parts or voices are put together.
Think about the layers on a cake, how many sound layers does the music have?
Thick texture – many sounds
Thin texture – one or a few sounds

Duration

The time that a sound (note) or silence (rest) lasts.

Structure

The pattern or organisation of a musical composition.
Is there a pattern to the music? Do some sections sound the same or repeat?
Is there a verse followed by a chorus? Is it call and response?

Timbre

The type of sound. The quality of a sound that distinguishes it from another.
The specific sound of a voice or instrument
Male / female voice
Brass / String / Percussion / Woodwind instruments

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Pitch	High and low sounds. Pitched Instruments e.g. trumpet, piano, violin, flute, guitar Unpitched Instruments – snare drum, maracas, cymbals, bass drum Are the instruments high pitched or low pitched?	I think the music sounded high in pitch I think the music sounded low in pitch I chose the triangle because it makes a high sound I chose the drum because it plays a low sound I can play high and low sounds on this instrument.	I think the music sounded high in pitch I think the music sounded low in pitch I can hear the pitch of the music getting higher I can hear the pitch of the music getting lower The pitch of the music stays the same I can play high, middle and low sounds on this instrument.	I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument	I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in big leaps.	I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in intervals. The melody is moving up and down the scale.	I could hear the strings playing a high pitched melody but the brass sounded much lower in pitch I would draw the shape of the melody as a steep line up and then a smooth line down because the melody jumps to a high note and then goes down slowly. This is a pitched percussion instrument I think the melody is moving by step The pitch of the melody is jumping around in intervals. I think there was an octave leap The melody is moving up and down the scale.	Gregorian Chant: Dies Irae https://youtu.be/9WgqQH5GNkA Doh, a deer (Sound of Music) https://youtu.be/y9fEkuSdzmY
Tempo	The speed of the music. Is the music fast or slow? Very slow – Lento Slow – Adagio Walking pace – Andante Fast – Allegro Very fast – Presto Very, very fast - Prestissimo Does it get quicker – Accelerando Does it get slower – Ritardando	I think the music sounds fast, it makes me want to run around. I think the music sounds slow, it makes me sleepy / it reminds me of a tortoise moving slowly	I think the music is allegro (fast), I can hear the instruments playing quickly I think the music is adagio (slow) I think the music is andante (at a walking pace) I think I could walk around steadily to this music.	I think the music is allegro (fast), I can hear the instruments playing quickly I think the music is adagio (slow) I think the music is andante (at a walking pace) I think I could walk around steadily to this music. At the end of this piece of music I heard an accelerando, it got quicker.	I think the music is allegro (fast), I can hear the instruments playing quickly I think the music is adagio (slow) I think the music is andante (at a walking pace) I think I could walk around steadily to this music. At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.	This piece of music was lento, very slow. I think this piece of music was adagio This piece of music was played at andante speed This piece of music was allegro I think this piece of music was presto, I think it felt faster than allegro At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.	This piece of music was lento, very slow. I think this piece of music was adagio This piece of music was played at andante speed This piece of music was allegro I think this piece of music was presto, I think it felt faster than allegro I think this piece of music was prestissimo, it was incredibly fast and I think it was faster than presto. At the end of this piece of music I heard an accelerando, it got quicker. At the end of this piece of music I heard it get slower, ritardando.	Accelerando in 'Come on Eileen' by Dexy's Midnight Runners https://www.bbc.co.uk/bitesize/guides/zqd7ng8/revision/4 Rallentando in 'Pictures at an Exhibition' by Mussorgsky https://www.bbc.co.uk/bitesize/guides/zqd7ng8/revision/4 Berlioz: Symphony Fantastique 1st movement https://youtu.be/ToZT5b-Ze2g Dexy's Midnight Runners: Geno https://youtu.be/Z5KgMUgvtig

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Dynamics	Volume; How loud or quiet is the music? Piano – the musical word for quiet Forte – the musical word for loud Crescendo – getting louder Diminuendo – getting quieter	I think the music was loud The music was quiet	I think the dynamic of the music was forte (loud) The dynamic of the music was piano (quiet)	I think the dynamic of the music was mainly forte (loud) The dynamic of the music was mainly piano (quiet) I think the dynamic of the music kept changing between piano and forte. The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.) When I listened I heard a diminuendo (at the end / beginning etc.)	I think the dynamic of the music was mainly forte (loud) The dynamic of the music was mainly piano (quiet) I think the dynamic of the music kept changing between piano and forte. The music was forte at the beginning and the end but there was a section that was piano in the middle. When I listened I noticed that there was a crescendo (at the end / beginning etc.) When I listened I heard a diminuendo (at the end / beginning etc.)	Year 3&4 + I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte) The music sounded so quiet and soft I think it was pianissimo The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.	Year 3&4 + I don't think the music can be described as piano or forte, I think it was somewhere in between. It was moderately loud (mezzo forte) The music sounded so quiet and soft I think it was pianissimo The music sounded as though it was being played forte but there was one section that was even louder again. I think this must have been fortissimo.	Forte – Shostakovich: Symphony No 10 in E minor Op. 93 – II Allegro https://www.youtube.com/watch?v=iDYT2Qhb9oI&feature=emb_logo Piano – Bella Bartok: Romanian Folk Dances, Sz 56: III. Stamping Dance – Andante https://www.youtube.com/watch?v=FW5DtE2LLVE&feature=emb_logo Contrasting between Piano and Forte – Jacques Offenbach – Orpheus in the Underworld: Can-Can https://www.youtube.com/watch?v=sHz9iDpXRqE Haydn Surprise Symphony https://youtu.be/VOLy6JxEDLw The Who: Pinball Wizard https://youtu.be/4AKbUm8GrbM
Texture	Layering of sound; The way individual parts or voices are put together. Think about the layers on a cake, how many sound layers does the music have? Thick texture – many sounds Thin texture – one or a few sounds	There are lots of instruments There are only a few instruments	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round.	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony)	There are lots of instruments playing together – this is a thick texture There is only one / a few instruments playing – this is a thin texture I can hear the instruments playing a round. (Polyphony) I can hear the parts weaving in and out of each other. All of the sounds sound important. (Polyphony) I can hear two different melodies playing at the same time. (polyphony) I can hear one main instrument being accompanied by others (homophonic)	https://www.youtube.com/watch?v=teh22szdnRQ Haydn: Farewell Symphony https://youtu.be/kjFeDk6Kr3U (from about 3.30) Led Zepplin: Stairway To Heaven https://youtu.be/QkF3oxziUI4

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Duration	The time that a sound (note) or silence (rest) lasts.	That piece of music was long The piece of music was very short	That piece of music was long The piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly	That piece of music was long The piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly)sound smooth **The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.**	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound short and spikey The notes (moving slowly / quickly)sound smooth and connected **The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.**	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound **staccato** (short and spikey) The notes (moving slowly / quickly) sound **legato (**smooth and connected) **The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.**	I can hear a long sustained sound - drone The duration of the piece of music was long The duration of the piece of music was very short The notes were moving quickly The notes sounded like they were moving slowly The notes (moving slowly / quickly) sound **staccato** (short and spikey) The notes (moving slowly / quickly) sound **legato (**smooth and connected) **The articulation (how players are directed to perform the music can have an impact on the duration of the notes. Fast notes e.g. semiquavers played staccato (short) will appear to have a shorter duration than those played smoothly and sustained.**	Staccato – Pizzicato Polka by Johann Strauss https://youtu.be/xsOwumN3utE Pizzicato is a particular technique that string players use to play short detached notes (staccato) by plucking their strings. Plink, Plank, Plonk by Leroy Anderson https://youtu.be/eFsx8EPZ4pk The strings are playing pizzicato but some strings are playing quicker notes than others. There is a contract in the duration of the notes, even though all of the players are directed to play them short and detached. Pavane by Gabriel Faure https://youtu.be/HQQFWtw4FIQ The flute is playing a legato melody whilst accompanied by strings which are staccato. Opening of Bach Toccata and Fugue BWV 565 https://youtu.be/NgXWIx2_oEI Adele: Hello https://youtu.be/DfG6VKnjrVw
Structure	The pattern or organisation of a musical composition. Is there a pattern to the music? Do some sections sound the same or repeat? Is there a verse followed by a chorus? Is it call and response?	At the start of the piece… At the end of the piece… I can hear … being played lots of times I kept hearing the same bit of the song lots of different times I played / composed my music in a pattern	At the start of the piece… At the end of the piece… I can hear … being played lots of times I heard the chorus … times I played / composed my music in a pattern	I can hear the instruments playing a round. In the verse… but in the chorus… This song uses call and response I chose to play … 3 times before I played the verse… I decided to repeat the chorus … times at the end.	I can hear the instruments playing a round. In the verse… but in the chorus… This song uses call and response We decided to come in one at a time so we had a layered start to our composition.	I can hear the instruments playing a round. In the verse… but in the chorus… This song uses call and response I think this piece has … main sections We decided to use A,B, C as our structure	I can hear the instruments playing a round. In the verse… but in the chorus… This song uses call and response I think this piece has … main sections The structure I have chosen to use is…	Song "The Ashgrove" https://youtu.be/0Nvj7_PIdcA The Wurzels: I got a brand new combine harvester https://youtu.be/tb63PdPweDc

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Examples
Timbre	The type of sound. The quality of a sound that distinguishes it from another. The specific sound of a voice or instrument Male / female voice Brass / String / Percussion / Woodwind instruments **Children will have a varied awareness of the timbre (type of sound) of different musical instruments due to their cultural capital. It is important to discuss and explore different instruments with children whilst listening to a variety of different musical examples (e.g. Minute of Listening / Ten Pieces resources) however in Year 4 children will explore orchestral instruments in more detail and from this point should be able to identify a range of individual instruments due to their timbre. E.g. violin, cello, double bass, flute, clarinet, trumpet & trombone**	I could hear voices speaking / singing / shouting I could hear drums I think I could hear _____ playing **Children can begin to recognise and identify some instruments / instrument families they can hear being played e.g. string instruments / piano**	I could hear a male / female / children's voices. It sounded like they were speaking / singing / shouting **Children can distinguish between different families of instrument due to their different timbre** I think I could hear string / brass / percussion instruments. **Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy** I think I could hear _____ playing	I could hear a male / female / children's voices. **The timbre of this sounded like they were speaking / singing / shouting** **Children can distinguish between different families of instrument due to their different timbre** I think I could hear string / brass / percussion / **woodwind** instruments. **Children can begin to recognise and identify some instruments they can hear being played with increasing accuracy** I think I could hear _____ playing	I could hear a male / female / children's voices. **The timbre of this sounded like they were speaking / singing / shouting** **Children can distinguish between different families of instrument due to their different timbre** I think I could hear string / brass / percussion / **woodwind** instruments. The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano	I could hear a male / female / children's voices. **The timbre of this sounded like they were speaking / singing / shouting** **Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.** I think I could hear string / brass / percussion / **woodwind** instruments. The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano	I could hear a male / female / children's voices. **The timbre of this sounded like they were speaking / singing / shouting** **Children can distinguish between different families of instrument due to their different timbre and also begin to identify specific instruments with increasing accuracy.** I think I could hear string / brass / percussion / **woodwind** instruments. The timbre of one of these instruments sounded like a violin, cello, double bass, flute, clarinet, trumpet & trombone, guitar, piano	Britten: Young Persons Guide https://youtu.be/waP1N446Zb0 The Beatles : Eleanor Rigby https://youtu.be/CLEbI9CYFCc

Appendix 2: Recommended Music 'Listening Spine' For Years 1 – 6

Renaissance Period

Year	Title of Piece	Year Group
1586	Jesu, rex admirabilis (Palestrina)	2
1551	La Mourisque (Susato)	4
1595	Sing we and Chant it (Thomas Morley)	6

Baroque Period

Year	Title of Piece	Year Group
1632	Zefiro Torna (Monteverdi)	2
1708	Toccata and Fugue in D minor	2
1741	Hallelujah from Messiah (Handel)	3
1140	O Euchari (Hildegard)	4
1717	Crucifixus (Lotti)	4
1692	The Fairy Queen (Purcell)	6

Classical Period

Year	Title of Piece	Year Group
1783	Rondo alla Turca (Mozart)	1
1808	4th movement from Symphony No. 5 (Beethoven)	4
1826	Mazurkas Op. 24 (Chopin)	6

Romantic Period

Year	Title of Piece	Year Group
1875	In the Hall of the Mountain King from Peer Gynt Suite No. 1 (Grieg)	2
1890	Dance of the Sugar Plum Fairy	2
1867	Night on a Bare Mountain (Mussorgsky)	3
1886	Carnival of the Animals – Fossils (Saint Saens)	4
1880	1812 Overture (Tchaikovsky)	6

20th Century

Year	Title of Piece	Year Group
1914	Mars from The Planets (Holst)	1
1936	Peter and the Wolf (Prokofiev)	1
1928	Bolero (Ravel)	2
1955	Oiseaux Exotiques (Messiaen)	2
1956	Hound Dog (Elvis Presley)	2
1980	For the Beauty of the Earth (Rutter)	2
1964	I Got You (I Feel Good) (James Brown)	3
1978	Le Freak (Chic)	3
1910	Firebird (Stravinsky)	4
1914	The Lark Ascending (Vaughan Williams)	4
1939	Take the 'A' Train (Duke Ellington)	4
1967	With A Little Help from My Friends (The Beatles)	4
1995	Wonderwall (Oasis)	4
1906	Symphonic Variations on an African Air (Coleridge-Taylor	5
1923	English Folk Song Suite (Vaughan Williams)	5
1984	Smalltown Boy (Bronski Beat)	5
1993	Play Dead (Björk)	5
1925	The Tempest (Sibelius)	6
1928	Runaway Blues (Ma Rainey)	6
1935	Dance of the Knights (Prokofiev)	6
1957	West Side Story (Bernstein)	6
1974	Libertango (Piazzolla)	6

1999	Say My Name (Destiny's Child)	6

21st Century

Year	Title of Piece	Year Group
2011	Wild Man (Kate Bush)	1
2012	Night Ferry (Anna Clyne	2
2013	Loomings (Three Cane Whale)	2
2012	Changes (John Pitts)	4
2008	Jai Ho from Slumdog Millionaire (A. R. Rahman)	5
2015	Connect It (Anna Meredith)	6

Musical Traditions

Country*	Title of Piece	Year Group
Brazil	Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown)	1
Indonesia	Baris (Gong Kebyar of Peliatan)	2
India	Sahela Re (Kishori Amonkar)	3
Trinidad	Tropical Bird (Trinidad Steel Band)	4
England	Bhabiye Akh Larr Gayee (Bhujhangy Group)	4
South Africa	Inkanyezi Nezazi (Ladysmith Black Mambazo)	5
Nigeria	Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)	5
Middle East	Sprinting Gazelle (Reem Kelani)	6
Indonesia	Rangsang (Gamelan Wayang Sasak)	6

Appendix 3: Glossary of Music Terms

Word	Definition
Accelerando	Gradually growing faster
Adagio	At a slow speed
Allegro	At a brisk speed
Arrangement	A reworking of a piece of music so that it can be played by a different instrument or combination of instruments from the original
Baroque period	Music written between c.1600 and c.1750. Periods and eras of music overlap and are not always distinct
Bars	A segment of time corresponding to a specific number of beats
Beat/Pulse	The heartbeat of the music. A basic unit of time marking out the speed at which the music is played.
Body percussion	Sounds produced using fingers, hands and feet plus mouthed effects, e.g. cheek pops, tongue clicks, clapping, and a wide range of vocal sounds.
Brass band	A group of musicians playing brass instruments and sometimes including percussion
Brass family	The instrument family that consists of Trumpet, Cornet, Flugelhorn, French Horn, Eb Horn, Baritone, Euphonium, Trombone, Bass Trombone and Tuba.
Call and response	Two distinct phrases, where the second phrase is heard as a direct response to the first
Chants	Text spoken rhythmically, not sung.
Chord	Two or more notes played together to achieve harmony.
Classical period	Music written between c.1750 and c.1830. Periods and eras of music overlap and are not always distinct.
Classroom percussion	Untuned and tuned percussion instruments specifically designed for use in the classroom (e.g. boomwhackers).
Clef	A symbol found at the beginning of a line of music to show how high or low the notes are.
Contemporary music ensemble	A group of musicians who play music written in the late 20th or 21st century. Instrumentation is decided by the music the group wish to perform
Crescendo	Gradually getting louder.
Crotchet	A note worth one beat, represented by a solid dot with a stem.
Crotchet rest	(See Rests)
Decrescendo	Gradually getting quieter.
Dotted crotchet	A note value lasting one and a half beats.
Downbeat	The accented first beat of a group of notes in any metre, e.g. in **1** 2 3 | **1** 2 3.
Drone	A sustained sound, which could be a single note or a chord.
Duet	A piece played or sung by two performers.
Dynamics	Volume: very soft (pianissimo) (*pp*) soft (piano) (*p*) moderately soft (mezzo-piano) (*mp*) moderately loud (mezzo-forte) (*mf*) loud (forte) (*f*) very loud (fortissimo) (*ff*)
Ensemble	i) A group of players of any size and instrumental mix. ii) 'A sense of ensemble' describes a musical performance in which players keep together rhythmically and maintain a balance between parts.
Genre	Music that shares a certain style or particular tradition is said to belong to a genre, e.g. 'Avant-garde' or 'Gospel Blues'
Graphic notation, symbols or scores	Images or a mark that can signify a particular musical action.
Harmony	A musical effect created by combining two or more notes played or sung simultaneously.
Improvisation/ Improvise	Creating and inventing music in real time, i.e. 'on the spot'
Interval	The pitch difference between two notes
Layered texture	A piece of music with more than one contrasting part, 'layering' the music.
Legato	Smooth
Major and Minor	Often music in major keys or using major scales is referred to as happy with minor meaning sad.
Melodic phrase	A musical 'sentence' that makes sense played or sung on its own.
Melody and accompaniment	A melodic tune which is accompanied by another line of music
Minim	A note worth two beats, represented by a hollow dot with a stem
Note values	A semibreve is worth 4 beats A minim is worth 2 beats A crotchet is worth 1 beat A quaver is worth half a beat A semiquaver is worth a quarter of a beat
Octave	The musical alphabet is A-B-C-D-E-F-G, which then repeats. For example, A to the next A is a distance of 8 notes (Oct = 8) therefore an octave is the range between an A and the next A
Orchestra	An ensemble of instruments, usually combining string, woodwind, brass and percussion
Ostinato/Ostinati	A musical phrase or rhythm which is repeated

Paired quaver	A quaver is a note value that is worth half a beat. Paired quavers are 2 quavers next door to each other, with a horizontal line joining the two note stems together
Partner songs	Songs with two (or more) complete melodies that can be sung separately but go together because they are the same length and follow the same harmony (e.g. She'll Be Comin' Round the Mountain, and When the Saints).
Pentatonic scale	A scale with five notes, e.g. C D E (F) G A (B), very common in folk music.
Percussion family	The instrument family that consists of untuned (e.g. snare drum) and tuned (e.g. xylophone) percussion instruments, i.e. instruments that make a sound or note when struck with a mallet, beater or stick
Phrasing	Connecting or grouping several notes or rhythms to create a sequence of sounds that make sense musically and satisfy both performer and listener. Phrasing in a song indicates where the singer should breathe
Pitch	How high or low a note is.
Pizzicato	Plucking the string on a violin, viola, cello or double bass
Quaver	A note worth half a beat (half a crotchet), represented by a solid dot, a stem and a tail.
Question and answer	Two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering the first.
Rallentando	Gradually growing slower.
Renaissance period	Music written between c.1400 and c.1600. Periods and eras of music overlap and are not always distinct
Rests	A moment of silence in music. Rests can last for different lengths of time;
Rhythm	Variable sound patterns that fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables
Romantic period	Music written between c.1830 and c.1900. Periods and eras of music overlap and are not always distinct
Rondo form	Music composed in a set pattern of sections. The main initial musical theme alternates with contrasting musical sections and is often represented as AB-A-C-A-D-A.
Round	A song in which singers perform the same melody but at staggered starting points, producing overlapping harmony. Rounds are most commonly performed in 2, 3 or 4 parts
Scale	A sequence of eight adjacent notes which together span an octave.
Score	A written document of a piece of music using notation.
Semibreve	A note worth four beats represented as a hollow oval with no stem attached.
Semiquaver	A note worth a quarter of a beat. A single semiquaver note has two "tails" on its note stem. If several semiquavers are written in succession, the tails join up to form double lines above the note.
Staccato	Short and spiky, the opposite of Legato.
Staff notation	Note values are placed on a set of five lines, or in the four spaces within the lines, to denote their pitch. The lines (and spaces) are called a stave or staff. The higher the position of the note on the stave, the higher its pitch
Stave	A set of five horizontal lines and four spaces.
String family	The instrument family that consists of violin, viola, cello, double bass and guitar
Structure	How a piece is organised.
Syncopation	Playing on the off-beat.
Tempo/tempi	The speed or pace of music (fast/slow, faster/slower).
Ternary form	Music composed in three sections, often referred to as 'sandwich' music, illustrating that the outer sections are the same with a contrasting middle section: e.g. Twinkle, Twinkle Little Star. Ternary form is often represented as ABA.
Texture	The overall effect of how melody, harmony and rhythm are combined in a piece of music.
Time signature	Two numbers sit on top of each other next to the clef (see below) and specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat
Treble clef	This sign is placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces can be played by instruments such as violin, flute, clarinet, recorder, oboe, trumpet, piano (right hand), and soprano and alto singers.
Tuned instruments	Percussion and orchestral instruments that can produce different notes e.g. xylophone, chime bars, glockenspiel, hand bells; violin, trumpet, flute, cello, piano, etc
Unison	Playing or singing the same notes together, at the same pitch.
Untuned instruments	Percussion that makes a unpitched sound when hit, shaken or scraped, e.g. woodblock, maracas, guiro, cymbal, drum
Verse and chorus	Music composed in a set pattern of sections, often Verse-Chorus-VerseChorus-Bridge- Chorus or similar. Used in most pop songs.
Wind band	A group of musicians playing woodwind instruments, sometimes with percussion.
Woodwind family	The instrument family that includes flute, clarinet, recorder, oboe, bassoon and saxophone
World music ensemble	A group of musicians playing instruments traditional to a country, continent or culture.

Appendix 4: References/Research

- Music programmes of study: key stages 1 and 2
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