

Music Curriculum



Happy Hearts, Open Minds, Bright Futures

Jesus promised: "I came that you may have life and have it to the full."

- John 10:10

Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.




Our Music Aims

At Fladbury, our music curriculum inspires our children to be curious to know more about a wide range of different music styles and genres. Children's' curiosity is sparked through engaging them in workshops, through drama, by taking trips and through interacting with significant people within their locality.

Children at Fladbury will develop the skills required to ask questions, think critically and develop perspective and judgement. These enquiry skills will help our children understand the how music has evolved and how music has influenced our lives today. Pupils will also develop their understanding of the

Music and how cultures have impacted each other over time. Through understanding the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, pupils will also develop their understanding of their own identity and preferences in Music. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our Music teaching and learning will pull on prior learning to draw similarities and differences between societies, countries and time periods through music.



Happy Hearts	Open Minds	Bright Futures
		
<p>Through our Music Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to make a better future for ourselves and others by learning through different styles and genres of Music.</p> <p>We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared research and role play, children will connect with each other in a meaningful way.</p> <p>Our children will nurture an enjoyment of Music through carefully planned and enthusiastically delivered learning opportunities thus, creating an intrinsic passion for Music.</p>	<p>The Music curriculum at Fladbury endeavours to expose our children to different music cultures and open their minds to different ways of enjoying different styles of music. Children will begin to understand the concepts of continuity and chance, cause and consequence as well as similarities and differences. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children are encouraged to use their voices and have an opinion on music through the ages that influence them and their world today. Through investigating, fact-finding, research and myth-busting children develop the wisdom to think critically and give their own opinions.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries through music.</p>	<p>Through learning about Music, the History of Music and changes over time, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes.</p> <p>Children develop a musical perspective by placing their growing knowledge into different contexts and therefore being able to apply their knowledge moving forwards.</p> <p>Through learning about music through the ages, children begin to make connections between; cultural, economic, political, religious and social music styles. They create their own bright futures by developing a strong moral compass and carry this throughout their lives.</p> <p>Children will be given the opportunity to widen their horizons by having an in-depth knowledge of the wider world through different music genres and styles. Children will learn to be proud of their heritage and culture whilst learning all about different musical cultures.</p>

Spirituality in Music

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

Music supports spiritual development by encouraging through the experience and emotion of responding to performing, listening and composing music. We encourage our pupils to express their feelings verbally and in written form to improve their levels of articulacy. Where children are sensitive about expressing their feelings we nurture the confidence to do this by creating a supportive environment.

Intent

Children at Fladbury will gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.

We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

Implementation

Our music curriculum ensures children sing, listen, play, perform and evaluate.

This is embedded in the classroom through the structured music programme Charanga, as well singing in assemblies, attending various concerts and performances and teaching from specialist music teachers.

The elements of music are taught so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed.

In the classroom children learn key aspects of music through cross-curricular links. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon.

The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world.

Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

National Curriculum

Early Years

ELG:

- The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Key Stage One

Pupils in KS1 should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage Two

Pupils in KS2 should be taught to:

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

Charanga

Fladbury CE First school has chosen to use Charanga music scheme to develop a personal curriculum that works in our school. It provides a structured and cohesive framework in which we can deliver a comprehensive musical education to our pupils. Charanga's philosophy of music education is based on the principle that it should be fun and engaging for all concerned. Every child is a born musician, and music plays a role in every aspect of our lives – wherever and whoever we are. It includes all the resources necessary for us to provide a wide variety of lessons using instruments and singing techniques. We supplement this with an external provider (Severn Arts) for all KS1 and KS2 children have the opportunity to learn to play a musical instrument each year.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as word banks, diagrams and flash cards are often used in lessons to support all children to meet their learning objectives. Our school also embraces active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards. Ear defenders can also be used to support those students who need them too.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

Cycle A	Autumn	Spring	Summer
Avon Year 1/2	Musical Heartbeat Playing in an orchestra	Exploring Sounds Inventing a Musical Story	Severn Arts FAME – Ukulele Rock School
Teme Year 3/4	Writing Music Down Exploring feelings when you play	Severn Arts FAME – Ukulele Rock School	Compose using your Imagination More Musical Styles
Severn Year 5/6	Severn Arts FAME – Ukulele Rock School	Melody and Harmony in Music Sing and play in different styles	Composing and Chords Battle of the Bands

Cycle B	Autumn	Spring	Summer
Avon Year 1/2	Pulse, Rhythm and Pitch Dance, Sing and Play	Learning to listen Recognising different sounds	Violin
Teme Year 3/4	Musical Structures Playing in a band	Violin	Expression and Improvisation Opening Night
Severn Year 5/6	Violin	Musical styles connect us Developing Ensemble Skills	Creative Composition Farewell Tour

Play and Perform – Controlling Sounds Through Singing and Playing

Wye Class	Avon Class	Teme Class	Severn Class
<p>Pre School</p> <ul style="list-style-type: none"> Use their voice to speak/sing/chant. Join in with singing. Clap short rhythmic patterns. Experiment with creating sounds with different instruments. <p>Reception</p> <ul style="list-style-type: none"> Use their voice to speak/sing/chant. Join in with singing. Clap short rhythmic patterns. Experiment with creating sounds with different instruments. 	<p>Year 1</p> <ul style="list-style-type: none"> Use their voice to speak/sing/chant. Join in with singing. Clap short rhythmic patterns. Use instruments to perform a simple piece. Respond to musical indications about when to play or sing. Respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. <p>Listening</p> <ul style="list-style-type: none"> Respond to different moods of music, in different ways. <p>Year 2</p> <ul style="list-style-type: none"> Follow the melody using their voice or an instrument. Sing songs as an ensemble following the tune (melody) well. Perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). Play simple rhythmic patterns on an instrument. Sing/ clap a pulse increasing or decreasing in tempo. Control when playing instruments. Perform musical patterns keeping a steady pulse. 	<p>Year 3</p> <ul style="list-style-type: none"> Sing songs from memory with increasing expression, accuracy and fluency. Maintain a simple part within an ensemble. Modulate and control their voice when singing and pronounce the words clearly. Play notes on tuned and un-tuned instruments with increasing clarity and accuracy. Improvise (including call and response) within a group using the voice. Collaborate to create a piece of music. <p>Listening</p> <ul style="list-style-type: none"> Describe music using appropriate vocabulary. Compare different kinds of music. Recognise differences between music of different times and cultures. <p>Year 4</p> <ul style="list-style-type: none"> Perform a simple part of an ensemble rhythmically. Sing songs from memory with increasing expression, accuracy and fluency. Improvise using repeated patterns with increasing accuracy and fluency <p>Listening</p> <ul style="list-style-type: none"> Describe what they hear using a wider range of musical vocabulary. Recognise how the inter-related dimensions of music are used by composers to create different moods and effects. Understand the cultural and social meaning of lyrics. Appreciate harmonies, drone and ostinato. Explore ways the way in which sounds are combined towards certain effects. Understand the relationship between lyrics and melody. 	<p>Year 5</p> <ul style="list-style-type: none"> Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor. <p>Listening</p> <ul style="list-style-type: none"> Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. <p>Year 6</p> <ul style="list-style-type: none"> Rehearse and learn songs from memory and/or with notation. 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. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. 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>Listening</p> <ul style="list-style-type: none"> Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break.

Play and Perform – Controlling Sounds Through Singing and Playing

Wye Class	Avon Class	Teme Class	Severn Class
<p>Assessment</p> <ul style="list-style-type: none"> Teacher observations to explore playing and performing with instruments through continuous provision. To sing songs and rhymes as a group. <p>Record performances using audio/video/digital evidence.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Y1 Sing, rap or rhyme as part of a choir/group. Y1 Add actions and/or movement to a song. Y1 Learn to play together with everybody while keeping in time with a steady beat. Y1 Continue to understand that composing is like writing a story with music. Y2 Sing with more pitch accuracy. Y2 Add actions and perhaps movement to a song. Y2 Play together as a group while keeping in time with a steady beat. <p>Record performance using audio/video/digital evidence.</p>	<p>Assessment</p> <ul style="list-style-type: none"> Y3/ 4 Assessment Y3 Listen to and follow musical instructions from a leader. Y3 When improvising, follow a steady beat and stay 'in time'. Y3 Sing as part of a choir and in unison. Y3 Play together as a group while keeping the beat Y4 Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Y4 Talk about the different styles of singing used for different styles of song. Y4 Play their instruments with good posture and technique. <p>Record performance using audio/video/digital evidence.</p>	<p>Assessment</p> <p>Y5/6 Assessment</p> <ul style="list-style-type: none"> Y5 Sing in unison and parts, and as part of a smaller group. Y5 Talk confidently about how connected they feel to the music and how it connects to the world. Y5 Play the right notes with secure rhythms. Y5 Understand the structure of the composition. Y5 Perform their simple composition/s, using their own choice of notes. Y5 Talk confidently about how connected they feel to the music and how it connects to the world. Y6 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. Y6 Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world. Y6 Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Y6 Understand how to rehearse a piece of music in order to improve. Play a more complex part. <p>Record performance using audio/video/digital evidence.</p>

Create and Compose – Creating and Developing Musical Ideas

Wye Class	Avon Class	Teme Class	Severn Class
<p>Pre School</p> <ul style="list-style-type: none"> • Make a range of sounds with their voice. • Make a range of sounds with instruments. <p>Reception</p> <ul style="list-style-type: none"> • Make a range of sounds with their voice. • Make a range of sounds with instruments. • Represent sounds pictorially. 	<p>Year 1</p> <ul style="list-style-type: none"> • Make a range of sounds with their voice. • Make a range of sounds with instruments. • Identify changes in sounds. • Tell the difference between long and short sounds. • Represent sounds pictorially. • Make a sequence of sounds for a purpose. <p>Year 2</p> <ul style="list-style-type: none"> • Order sounds to create a beginning, middle and end. • Represent sounds pictorially with increasing relevance. • Choose sounds to achieve an effect (including use of technology). • Begin to compose short melodic patterns using two or three notes (tuned instruments/voice). • Create short, rhythmic patterns – sequences of long and short sounds. • Selective in the control used on an instrument in order to create an intended effect. • Create their own symbols to represent sounds. • Choose sounds to create an effect on the listener. 	<p>Year 3</p> <ul style="list-style-type: none"> • Create repeated patterns using a range of instruments. • Combine different sounds to create a specific mood or feeling. • Understand how the use of tempo can provide contrast within a piece of music. • Begin to read and write musical notation. • Effectively choose, order, combine and control sounds to create different textures. • Use silent beats for effect (rests). • Combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. <p>Year 4</p> <ul style="list-style-type: none"> • Use notations to record and interpret sequences of pitches. • Use notations to record compositions in a small group or on their own. • Use notation in a performance. 	<p>Year 5</p> <ul style="list-style-type: none"> • Explore improvisation within a major and minor scale. • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). • Follow a steady beat and stay 'in time'. • Become more skilled in improvising; perhaps try more notes and rhythms. • Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower. • Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. • Include rests or silent beats. • Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. <p>Year 6</p> <ul style="list-style-type: none"> • Explore improvisation within a major scale. • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. • Follow a steady beat and stay 'in time'. • Become more skilled in improvising, perhaps trying more notes and rhythms. • Include rests or silent beats. • Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other. • Challenge themselves to play for longer periods, both as soloists and in response to others in a group.

Create and Compose – Creating and Developing Musical Ideas

Wye Class

Assessment

- Opportunities given to allow the children to make their own music using a variety of instruments during continuous provision.

Feedback given

Avon Class

Assessment

- Y1/Y2 Continue to understand that composing is like writing a story with music.

Feedback given

Teme Class

Assessment

- Y3 Create a simple melody using crotchets, minims and perhaps paired quavers:
- Y4 Create a melody using crotchets, minims, quavers and their rests.

Feedback given

Severn Class

Assessment

- Y5 Create a melody using crotchets, quavers and minims, and perhaps semibreves
- and semiquavers, plus all equivalent rests.
- Y6 Create a melody using crotchets, quavers and minims, and perhaps semibreves
- and semiquavers, plus all equivalent rests.

Feedback given

Appraising – Review and Respond

Wye Class

Pre School

- Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow).
- Begin to express how music makes them feel.

Reception

- Say if they like or dislike a piece of music.
- Identify and distinguish environmental sounds?
- Begin to describe the sounds (e.g. loud, quiet, high, low, fast, slow).
- Begin to express how music makes them feel.

Avon Class

Year 1

- Form an opinion to express how they feel about a piece of music.
- Recognise repeated patterns.
- Tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.
- Hear the pulse in a piece music.
- Tell the difference between loud and quiet sounds.
- Describe how sounds are made and changed.
- Respond to different moods in music and say how a piece of music makes them feel.

Year 2

- Identify particular features when listening to music.
- Begin to associate sounds they hear with instruments.
- Independently identify the pulse in a piece of music and tap along.
- Listen carefully to recall short rhythmic patterns.
- Begin to recognise changes in timbre, dynamics and pitch.
- Able to recognise and name different instruments by sight.
- Evaluate and improve their own work and give reasons.

Listening

- Listen to simple inter-related dimensions of music.
- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low.
- Begin to say what they like and dislike.

Teme Class

Year 3

- Use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.
- Evaluate and improve their work, explaining how it has improved using a success criterion.
- Know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).
- Able to recognise a range of instruments by ear.
- Internalise the pulse in a piece of music.
- Identify the features within a piece of music.

Year 4

- Explain why silence is used in a piece of music and say what effect it has.
- Start to identify the character of a piece of music.
- Describe and identify the different purposes of music.
- Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.

Severn Class

Year 5

- Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.
- Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Perform from memory or with notation, with confidence and accuracy.
- Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- Use musical words to describe and give opinions.
- Evaluate and improve their work using success criteria.

Year 6

- 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.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Perform from memory or with notation.
- Understand the value of choreographing any aspect of a performance.
- Understand the importance of the performing space and how to use it.
- Rehearse and lead parts of the performance, individually or as a group.
- Evaluate and improve their work using success criteria.

Appraising – Review and Respond

Wye Class

Assessment

- Use think, pair, share to respond

Avon Class

Assessment

- Through questioning and giving their opinions.
- Self-assessment and peer assessment

Teme Class

Assessment

- Through questioning and giving their opinions.
- Self-assessment and peer assessment

Severn Class

Assessment

- Through questioning and giving their opinions.
- Self-assessment and peer assessment

Key Vocabulary

Wye Class

Pre School
 Nursery rhymes
 Action songs
 Instruments
 Share
 Respond
 Explore
 Listen
 Sing
 Play
 Learn
 Beat
 Pulse
 Voice
 Hands
 Feet
 Instrument
 Solo
 Group
 Shake
 Ring
 Rhythm
 Pitch
 High
 Low
 Long
 Short
 Perform
 Share
 Play
 Stop
 Move
 Listen
 Actions
 Big sounds
 Soft sounds
 Loud sounds
 Medium
 Hard
 Tap

Reception
 Pulse
 Rhythm
 Listen
 Voice
 Instruments
 Experience
 Respond
 Explore
 Practise
 Make
 Movement
 Music
 Song
 Sing
 Sounds

Year 1
 Pitch
 Rap
 Improvise
 Compose
 Melody
 Bass guitar
 Drums
 Decks
 Perform
 Singers
 Keyboard
 Percussion
 Trumpets
 Saxophones
 Blues
 Baroque,
 Latin
 Irish folk
 Funk
 Groove
 Audience
 Imagination
 Dynamics
 Instrumental families
 Wind
 String
 Body percussion
 Opinion
 Musical cues
 Leader
 Conductor
 Notes
 Tune
 Pattern
 Rhythmic pattern
 Composition

Year 2
 Bass
 Electric guitar
 Glockenspiel.
 Question and answer
 Dynamics
 Tempo
 Perform/performance
 Audience
 Reggae
 Ensemble
 Improvisation
 Notated
 Graphic
 Pictorial
 Video

Year 3
 Structure
 Intro/introduction
 Verse
 Chorus
 Improvise
 Compose
 Pulse
 Rhythm
 Pitch
 Tempo
 Drums
 Guitar
 Keyboard
 Synthesizer
 Hook
 Texture
 Structure
 Organ
 Backing vocals
 Hook
 Riff
 Pentatonic scale
 Disco
 Styles
 Group
 Solo
 Inter-related dimensions

Year 4
 Unison
 Rhythm patterns
 Musical style
 Lyrics
 Choreography
 Digital/electronic sounds
 Turntables
 Synthesizers
 By ear
 Notation
 Backing vocal
 Birdsong
 Civil rights
 Racism
 Equality

Year 5
 Rock, bridge, backbeat,
 amplifier,
 chorus, bridge, riff,
 hook, improvise,
 compose,
 appraising, Bossa Nova,
 syncopation, structure,
 Swing, tune/head, note
 values, note names,
 Big bands, pulse,
 rhythm, solo, ballad,
 verse,
 interlude, tag ending,
 strings, piano, guitar,
 bass,
 drums, melody, cover,
 Old-school Hip Hop,
 Rap,
 riff, synthesizer, deck,
 backing loops, Funk,
 scratching, unison,
 melody, cover, pitch,
 tempo,
 dynamics, timbre,
 texture, Soul, groove,
 riff,
 bass line, brass section,
 harmony, melody.
 pulse, rhythm, pitch and
 dynamics.
 Instrumental families,
 instrument, wind, string,
 percussion, brass. Body
 percussion, opinion,
 musical cues, leader,
 conductor, notes, tune,
 pattern, rhythmic
 pattern, melody,
 composition.

Year 6
 style indicators, melody,
 compose, improvise,
 cover, pulse, rhythm,
 pitch, tempo,
 dynamics, timbre,
 texture, structure,
 dimensions of music,
 Neo Soul, producer,
 groove,
 Motown, hook, riff, solo,
 Blues, J azz, improvise/
 improvisation, by ear,
 melody, riff, solo,
 ostinato, phrases,
 unison, Urban Gospel,
 civil rights, gender
 equality, unison,
 harmony.

 pulse, beat, rhythm,
 pitch, texture, tempo,
 dynamics,
 timbre, structure,
 notation.
 Instrumental families,
 instrument, wind, string,
 percussion,
 brass, musical
 language, inter-related
 dimensions, ensemble,
 soloist, stylistically,
 musically, diction,
 tuning,