




































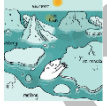














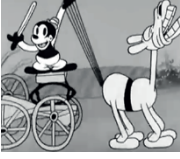























Music Curriculum













Music Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Ourselves  Number 	Animals  Weather 	Machines  Seasons 	Our School  Pattern 	Story Time  Our Bodies 	Travel  Water 
Year 2	Ourselves  Toys 	Our Land  Our Bodies 	Animals  Number 	Story Time  Seasons 	Weather  Pattern 	Water  Travel 
Year 3	Environment  Building 	Sounds  Poetry 	China  Time 	In the Past  Communication 	Human Body  Singing French 	Ancient Worlds  Food and drink 
Year 4	Poetry  Environment 	Sounds  Recycling 	Building  Around the World 	Ancient Worlds  Singing Spanish 	Communication  Time 	In the Past  Food and Drink 
Year 5	Our Community 	Solar System 	Life Cycles 	Keeping Healthy 	At the Movies 	Celebration 
Year 6	World Unite 	Journeys 	Growth 	Roots 	Class Awards 	Moving On 







Year 1

		Autumn Term		Spring Term		Summer Term	
		Ourselves  Number 	Animals  Weather 	Machines  Seasons 	Our School  Pattern 	Story Time  Our Bodies 	Travel  Water 
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Focus	Exploring sounds	Pitch	Beat	Exploring sounds	Exploring sounds	Performance	
	Beat	Exploring sounds	Pitch	Beat	Beat	Pitch	
Key Skills	<p>Create, respond to, place and change vocal sounds. Explore, create and place vocal and body percussion sounds.</p> <p>Learn to play percussion with control (e.g. changing dynamics). Identify and keep a steady beat using instruments. Recognise and respond to changes in tempo in music</p>	<p>Understand (recognise) pitch: make high and low vocal sounds Sing a song with contrasting high and low melodies. Explore and develop an understanding of pitch using the voice and body movements</p> <p>Control vocal dynamics, duration and timbre. Explore and control dynamics, duration, and timbre with instruments. Identify a sequence of sounds (structure) in a piece of music. Respond to music through movement Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and Instruments. Improvise descriptive music.</p>	<p>Play percussion instruments at different speeds (tempi). Play and control changes in tempo.</p> <p>Identify changes in pitch and respond to them with movement. Listen in detail to a piece of orchestral music (e.g. identify instruments). Relate pitch changes to graphic symbols and perform pitch changes vocally.</p>	<p>Sing a song together as a group. Create a soundscape using instruments. Explore different sound sources and materials. Create a soundscape using instruments as part of a song performance.</p> <p>Explore sounds on instruments and find different ways to vary their sound. Identify metre by recognising its pattern. Explore sounds on instruments and find different ways to vary their sound</p>	<p>Rehearse and perform a rap with sound effects using voices. Rehearse and perform a chant/rap with sound effects using instruments. Understand how music can tell a story. Play fast, slow, loud, and quiet sounds on percussion instruments.</p> <p>Respond to change of mood in a piece of music with a slow and fast steady beat. Identify a repeated rhythm pattern. Invent and perform new rhythms to a steady beat.</p>	<p>Combine voices and movement to perform a chant and a song. Create, play and combine simple word rhythms.</p> <p>Use voices to create descriptive sounds. Use instruments to create descriptive sounds. Understand musical structure by listening and responding through movement. Create a picture in sound.</p>	
	Key Vocabulary	Pitch, dynamics, tempo, beat	High, low, pitch, duration - long/short Dynamics, loud/quiet, louder/quieter timbre, rhythm, tempo	Beat, rhythm, tempo - fast/slow, dynamics - loud/quiet, louder/quieter. Pitch - high/low, higher/lower step, leap, slide, falling/rising	Timbre, rustle, scrunch, tear, tap, rub, dynamics - loud/quiet, duration - long/short Texture, beat, metre, pitch	Tempo - fast, slow, dynamics - loud, quiet, timbre, beat, tempo, timbre - spooky, scary, bright, cheery, rhythm	Steady beat, dynamics, pitch, tempo, rhythm, loud/quiet louder/quieter timbre - splash, ripple, crash, tempo - fast/slow, faster/slower, glissando (slide), pitch, steps, jumps
Resources	A selection of hand-held percussion instruments eg hand drums, jingles, claves	Triangle, maracas, wind chimes, bells, tambourine, guiro, claves, wood block, drum, cymbals, shakers, wood and metal sounds.	Shakers, drums, scrapers, chimes. A selection of hand-held percussion instruments	Wastepaper bins, cups, pencil pots, building blocks, recording devices. A selection of instruments	Maracas, claves, wood blocks, guiros (scrapers), cymbals, plastic water bottle, Straw.	Claves, finger cymbals, scrapers, shakers, xylophones shakers, tambourines, drums, cymbals, chime bars	












Year 2

	Autumn Term		Spring Term		Summer Term	
	Ourselves  Toys 	Our Land  Our Bodies 	Animals  Number 	Story Time  Seasons 	Weather  Pattern 	Water  Travel 
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Focus	Exploring sound Beat	Exploring sounds Beat	Pitch Beat	Exploring sounds Pitch	Exploring sounds Beat	Pitch Performance
Key Skills	<p>Develop the use of vocal sounds to express feelings. Notate pitch shape and duration using simple line graphics. Understand the structure of call and response songs.</p> <p>Mark beats within a four-beat metre.</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) Match descriptive sounds to images. Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Chant and sing in two parts while playing a steady beat. Listen to and repeat rhythmic patterns on body percussion and instruments.</p>	<p>Play pitch lines on tuned percussion. Understand and perform rising and falling pitch direction. Read and write simple pitch line notation. Combine pitch changes with changes in other elements/dimensions.</p> <p>Perform a steady beat and simple rhythms using movement, percussion, and body percussion. Understand and differentiate between beat and rhythm.</p>	<p>Explore voices to create descriptive musical effects. Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Sing with expression, paying attention to the pitch shape of the melody. Accompany a song with vocal, body percussion and instrumental ostinato. Identify rising and falling pitch</p>	<p>Perform a rhythmic chant and play an independent rhythm pattern accompaniment. Perform an updated version of a traditional nursery rhyme with a rap section. Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season). Compose music to illustrate a story.</p> <p>Perform and create simple three- and four-beat rhythms using a simple score. Explore different ways to organise music</p>	<p>Understand pitch through singing, movement, and note names. Explore and develop an understanding of pitch using percussion instruments.</p> <p>Prepare and improve a performance using movement, voice and percussion. Use instruments expressively in response to visual stimuli. Listen, describe and respond to contemporary orchestral music. Understand and play from simple notation</p>
Key Vocabulary	Pitch, solo, duet, duration, texture, score, call and response, rhythm, beat, metre, tempo	Tempo, dynamics, beat, rhythm, drone, melody, duration, texture, timbre, texture, ostinato, score, internalising, rhythm pattern	Beat, pitch, notation, accompaniment, rhythm, dynamics, ostinato, score, notation	Timbre, texture, dynamics, tempo, duration, pitch, structure, melody, rhythm, beat, score, ostinato, accompaniment, arrangement	Duration, rhythm, ostinato, accompaniment, rhythm pattern, beat, dynamics, tempo, timbre, texture, structure, metre, score	Pitch, melody, score, timbre, duration, dynamics, glissando, conductor, beat, rhythm, accompaniment, tempo, ostinato, improvisation
Resources	A selection of tuned and untuned percussion	Home-made water rattles and shakers, pebbles, selection of untuned instruments, tuned percussion - notes D E F G A Variety of sounds and instruments, metal tray, tubes, spoons, whirly tubes, bell tree, triangles, chime bar, cymbals, thumb piano, bag of dry leaves, water, rattle, rainstick, guiros, sandpaper, ukulele	A selection of tuned instruments, eg swanee whistle, xylophone Four sets of hand-held percussion, eg drums, claves or chopsticks, shakers, finger cymbals or bells	A selection of percussion instruments, eg sleigh bells, cymbal, two-tone wood block, guiro (scraper), tambourine, woodblocks and other sound makers Tuned percussion – notes C Eb F G	Three sets of untuned percussion instruments, eg tambourines, drums, wood blocks. A selection of percussion Instruments. A small number of untuned percussion instruments, eg shakers, claves, triangle.	A selection of tuned percussion instruments – notes C D E F G C' A selection of untuned Instruments, glockenspiels - notes C D E F G A B C' scrapers, Indian bells, rain sticks, tambourines, cymbal, drums, claves, shakers , finger cymbals





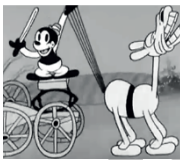

Year 3

	Autumn Term		Spring Term		Summer Term	
	Environment  Building	Sounds  Poetry	China  Time	In the Past  Communicatio	Human Body  Singing French	Ancient Worlds  Food and drink
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Focus	Composition	Exploring sounds	Pitch	Pitch	Structure	Structure
	Beat	Performance	Beat	Composition	Pitch	Performance
Key Skills	<p>Sing in two-part harmony. Accompany a song with a melodic ostinato on tuned percussion Select descriptive sounds to accompany a poem. Choose different timbres to make an accompaniment. Learn about ternary form.</p> <p>Layer rhythms using un-tuned percussion instruments. Make choices about musical structure. Understand how music can be organised in sequences and layers.</p>	<p>Learn a traditional Caribbean song. Listen to and learn about Hindustani classical music. Learn how sounds are produced and how instruments are classified.</p> <p>Improvise descriptive music. Identify a sequence of sounds (structure) in a piece of music.</p>	<p>Perform a pentatonic song with tuned and un-tuned accompaniment. Use graphic notation with the pentatonic scale Understand the pentatonic scale. Listen to and learn about traditional Chinese music</p> <p>Improvise to an ostinato accompaniment. Identify the metre in a piece of music. Recognise rhythm patterns in staff notation. Listen to and learn about a Romantic piece of music.</p>	<p>Understand and use pitch notations. Read simple rhythm notation. Listen to and learn about a medieval antiphon. Listen to, learn about, play and dance to Tudor dance music.</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song. Create and perform from a symbol score.</p>	<p>Sing in two parts (two different melodies) with movements and percussion. Understand and perform binary form.</p> <p>Develop a song by choosing lyrics and structure. Recognise pitch shapes. Read graphic notation to play a melody on tuned instruments.</p>	<p>Perform a round in three parts. Arrange an accompaniment with attention to balance and musical effect. Explore musical phrases, melodic imitation and rounds. Learn about an instrument from Ancient Greece.</p> <p>Explore simple accompaniments using beat and rhythm patterns. Use a score and combine sounds to create different musical textures.</p>
Key Vocabulary	Ternary, rondo, chorus, verse, rhythm, phrase, soundscape, pitch Drone, tempo, dynamics, expression, timbre, ostinato, beat, sequence, layer score	Aerophone, pitch, phrase, duration idiophone, call and response, off-beat, rhythm chordophone, verse, chorus, texture, tempo, dynamics, coda	Chordophone, pentatonic, pitch, Glissando, beat, metre, ostinato, carillon, dynamics, rhythm	Pitch, drone, notation, stave, crotchet, quaver, dynamics, beat, rhythm, timbre, duration, glissando	Call and response, beat, rhythm, melody, binary form, tempo, mood, dynamics, phrase, drone, expression, Ternary, metre, hocket	Ostinato, dynamics, echo, sequence, pitch, round, beat, rhythm, tempo drone
Resources	A selection of instruments or sound makers. Tuned percussion – notes D G A Drone instruments – note C, metal instruments, scrapers, shakers and wooden instruments. A selection of tuned and untuned instruments, Electronic keyboards	Boomwhackers, cardboard tubes or plastic plumbing, tubes of the same diameter Tuned percussion instruments notes C F, D E F# G, claves, castanets, tambours, drums, maracas	Sets of tuned instruments, eg chime bars, xylophones – notes C D E G A Untuned percussion, eg shakers, cymbals, wood blocks, Indian bells, soft beaters, glockenspiels, metallophones, tone bars, hand bells	Chime bars – notes F G A C D E F • Tuned instruments eg recorders, tambours, A selection of untuned percussion instruments, eg claves and bells A wide range of percussion and sound makers	A selection of wooden instruments and sound makers, tuned instruments, eg xylophone, chime bars – notes G A B C D E Untuned percussion, eg triangles, drums, bells, tuned instruments, eg recorders, ukulele, keyboard, guitar	Xylophones, chime bars – notes D E F G A B C Bass xylophones – notes D A Wind chimes, cymbals and soft beaters/brushes, claves, hand drums, scrapers, castanets, maracas, tambourines, bells Sound makers, Eg foil, egg timers, cellophane







Year 4

		Autumn Term		Spring Term		Summer Term	
		Poetry 	Sounds  Recycling 	Building  Around the World 	Ancient Worlds  Singing Spanish 	Communication  Time 	In the Past  Food and Drink 
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Focus	Performance	Exploring Sounds	Beat	Structure	Composition	Notation	
	Composition	Structure	Pitch	Pitch	Beat	Performance	
Key Skills	<p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Perform a rap or song with a vocal beatbox accompaniment.</p> <p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat.</p> <p>Balance voices in a performance by choosing appropriate dynamics</p> <p>Understand how rhythmic articulation affects musical phrasing.</p> <p>Compose an introduction for a song.</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century.</p>	<p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Perform a rap or song with a vocal beatbox accompaniment.</p> <p>Learn to sing partner songs.</p> <p>Identify different instrument groups from a recording.</p> <p>Listen to and learn about 1940s dance band music.</p> <p>Perform verse and chorus structure.</p> <p>Chant in three parts.</p> <p>Improvise in response to visual stimuli, with a focus on.</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers.</p> <p>Demonstrate understanding of how sounds are produced by making instruments</p> <p>Listen to and play along with Bhangra music. Perform a piece in rondo form</p>	<p>Combine four body percussion ostinati as a song accompaniment.</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale)</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Use rondo structure to build a performance.</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion.</p> <p>Combine singing with percussion in a performance</p> <p>Compose and notate pentatonic melodies on a graphic score</p> <p>Learn about and sing an African-American spiritual.</p> <p>Develop listening skills by analysing and comparing music from different traditions</p>	<p>Compare and contrast the structure of two pieces of music</p> <p>Explore layers and layering using a graphic score. Identify key features of minimalist music</p> <p>Combine singing with untuned and tuned percussion in a performance.</p> <p>Sing a call and response song in a minor key in two groups</p> <p>Create descriptive sound pictures with instruments</p>	<p>Compose a rap</p> <p>Copy rhythms and a short melody.</p> <p>Listen to and analyse 20th century ballet music</p> <p>Sing a song with three simple independent parts.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p> <p>Identify the metre of a new song or piece</p> <p>Play and sing repeated patterns from notation.</p> <p>Match short rhythmic phrases with rhythm notation</p>	<p>Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations.</p> <p>Combine singing, playing and dancing in a performance.</p> <p>Play an instrumental accompaniment of rhythms, chords and riffs.</p> <p>Compose a fanfare</p> <p>Learn to play a Renaissance dance from notations.</p> <p>Learn a dance and play music from a 19th century German opera.</p> <p>Listen to and learn about Renaissance instruments</p> <p>Learn a 1960s pop song and popular dance styles of the time</p> <p>Compose and play sequences of word rhythms.</p> <p>Learn a traditional West African call and response song</p>	
	Key Vocabulary	Beat, rhythm, dynamics, ostinato, canon, tempo, timbre, texture, pitch, duration, structure, drone, ostinato, introduction, coda	Aerophone, chordophone, membranophone, idiophone, beatbox, break, spiritual, unison, round, vibration, binary, rhythm, groove, verse, chorus, ternary, improvisation, rondo structure (ABACA)	Verse, chorus, ostinato, rhythm dynamics, riff, texture, drone, rondo, fanfare, crescendo, circular score, round, tempo pentatonic, spiritual, gospel music, harmony, graphic notation, pitch, off-beat improvisation,	Structure, verse, chorus, coda, dynamics, phrase, crescendo, diminuendo, outro, structure, ostinato, minimalism, graphic score, texture, accompaniment, minor key, hoquet, pitch	Rhythmic ostinato, melodic ostinato, harmony, chord, beat, metre, rhythm, syncopation, metre, riff, break, waltz	Ternary form, fanfare, rhythm ostinato, coda, beat, tempo, chord, riff, break, instrumental link, timbre, pitch, pentatonic scale, rondo, chant, call and response, phrase
Resources	Untuned percussion, shakers, drums, tambours A wide selection of instruments and soundmakers	Newspapers Waste paper items, eg boxes, tissue paper, cereal box liners, magazines Materials and household waste items for making junk instruments.	Untuned percussion, eg claves, shakers, guiros, hand drums, Indian bells. Tuned percussion, keyboards, recorders, chime bars	A large hand drum or djembe, hand drums, low-pitched instruments, ukulele, recorders, chime bars, xylophones, maracas, tambourines, castanets	Maracas, shakers, tambours, bass drum, cymbal Tuned percussion – xylophone, chime bars, gong or bell, chime bars or hand chimes, lockenspiels, Tambourines, guitar, keyboard	Tuned percussion, eg drums, tambourines, bells, bass, ukulele, guitar, keyboard – Fruit machine Cards, finger cymbals, wood blocks	

Year 5

		Autumn Term		Spring Term		Summer Term	
		Our Community 	Solar System 	Life Cycles 	Keeping Healthy 	At the Movies 	Celebration 
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Performance	Listening	Structure	Beat	Composition	Performance
Musical Focus							
Key Skills	<p>Conduct metres of two, three and four. Prepare for a performance by considering narration, performance space, setting up and other logistics. Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion. Learn about jazz scat singing and devise scat sounds. Learn to sing a song from English musical heritage (20th century)</p>	<p>Develop techniques of performing rap using texture and rhythm. Create and present a performance of song, music and poetry. Play and improvise using the whole tone scale. Listen to music with focus and analyse using musical vocabulary. Hear and understand the features of the whole tone scale. Listen to a 19th century tone poem and describe its effects and use of the musical dimensions. Listen to and learn about modern classical/avant garde music (20th century). Listen to and analyse 19th century impressionist music using musical vocabulary.</p>	<p>Create musical effects using contrasting pitch. Compare and contrast two pieces of 19th century Romantic music. Read a melody in staff notation. Develop a structure for a vocal piece and create graphic score. Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores. Learn about the music of an early Baroque opera</p>	<p>Sing and play scales and chromatic melodies accurately. Read grid or staff notation to play a bassline. Sing and play an American spiritual</p>	<p>Sing and play percussion in a group piece with changes in tempo and dynamics. Perform music together in synchronisation with a short movie. Use the musical dimensions to create and perform music for a movie. Evaluate and refine compositions with reference to the inter-related dimensions of music. Identify changes in tempo and their effects. Demonstrate understanding of the effect of music in movies. Interpret graphic notation on various soundmakers with an understanding of their qualities and Capabilities. Learn about and use cue scores. Create sounds for a movie, following a timesheet. Learn about and explore techniques used in movie soundtracks.</p>	<p>Sing a song in unison and three-part harmony. Celebration Perform a song with a complex structure in four parts. Sing with attention to accuracy in rhythm, pitch and dynamics. Develop ensemble playing, focusing on steady beat and placing notes accurately together. Control short, loud sounds on a variety of instruments. Explore and analyse a song arrangement and its structure. Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time.</p>	
Key Vocabulary	<p>Metre, melodic, ostinato, dynamics, lyrics, ostinato, improvisation</p>	<p>Structure, verse, chorus, bridge, dynamics, timbre, melodic ostinato, diminuendo, crescendo, texture, tempo, duration, rhythm, pitch</p>	<p>Structure, round, metre, melody, lead vocal, backing vocal, cumulative, beat/pulse, tempo, dynamics, pitch, clusters, Symmetrical Rhythm, chord, trill, minor, timbre, rhythm</p>	<p>Tempo, structure, pitch, scale, chromatic, rhythm, syncopation, drone, chromatic Unison, syncopation, score</p>	<p>Tempo, dynamics, timbre, phrase, pitch, texture, melody, rhythm.</p>	<p>Melody, harmony. Coda, ostinato, verse, chorus, fanfare, verse, bridge, pitch, dynamics, duration, texture</p>	
Resources	<p>Tuned percussion – A selection of untuned percussion</p>	<p>A selection of percussion, eg triangle, cymbal, tone bar, Indian bell, chime bar Tuned percussion, eg xylophone, metallophone, glockenspiel, keyboard, metallophone.</p>	<p>Triangle, claves, wind chimes, triangle, claves, cabaca, recorder, maracas, ooden Agogo, keyboard, bass xylophone, glockenspiel, cymbal, claves</p>	<p>Tambour, bass drum, claves, tambourine, maracas, guiro, bass guitar, bass xylophone, a bike bell and hooter • A selection of soundmakers</p>	<p>selection of tuned and untuned instruments and soundmakers Xylophone, metallophone, guiro, tambour, triangle, claves, cymbal, swanee whistle, flexatone</p>	<p>Tuned instruments, recorder, bass Keyboard, trumpets, clarinets, guitar, ukulele, chime bars, Glockenspiel, 2 string instruments, Xylophone, samba drums, djembes, hand drums</p>	

Year 6

		Autumn Term		Spring Term		Summer Term	
		World Unite 	Journeys 	Growth 	Roots 	Class Awards 	Moving On 
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Musical Focus		Step Dance Performance	Song Cycle Performance	Street Dance Performance	Mini Musical Performance	Awards Show Performance	Leavers' Assembly Performance
Key Skills		Demonstrate understanding of beat and syncopation through singing and body percussion. Demonstrate coordination and rhythm skills by participating in a complex circle game. Devise, combine and structure rhythms through dance. Demonstrate understanding of pitch through singing from simple staff notation.	Convey lyrical meaning through expressive singing in a part-song with echoes. Develop song cycles for performance, making decisions about texture, staging and dramatization. Learn to sing major and minor note patterns accurately. Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and Researchers. Learn a 1980s pop song with understanding of its structure. Learn to sing a 21st-century British choral work.	Play a chordal accompaniment to a piece. Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of Music. Follow and interpret a complex graphic score for four instruments. Learn to sing and play ostinati from an early 20th-century orchestral work. Learn to sing and play ostinati from an early 20th-century orchestral work.	Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement. Improvise descriptive music on instruments and other soundmakers. Sing and play traditional Ghanaian music. Sing two West African call and response songs in two groups.	Refine vocal performance with consideration of posture, breathing and enunciation. Compose programme music from a visual stimulus. Discuss the music of a Russian Romantic composer with reference to a painting from the same period	Perform complex song rhythms confidently. Change vocal tone to reflect mood and style. Experience and understand the effect of changing harmony. Listen to and understand modulation in a musical bridge. Play tuned instrumental parts confidently from graphic scores with note names.
Key Vocabulary		Structure, beat, syncopation, melody, rhythm, pitch, scat singing, harmony, structure	Beat, rhythm, verse, chorus, song cycle, structure, phrasing, dynamics, pitch, key, middle eight, Harmony, minor key, major key	Texture, rhythm, Ostinato, metre, Structure, texture, harmony, ostinato, chord, beat, unison, dynamics, flashmob	Beat, rhythm, improvise structure, tempo, dynamics, texture, timbre, unison	• Verse, chorus, dynamics, pitch, tremolo, timbre, tempo, rhythm, texture, rap, fanfare, structure melody, phrase	Verse, chorus, harmony, structure, dynamics, pitch, chord, coda, accompaniment, modulation, major key, bridge
Resources		Cups or bean bags Tuned instruments, eg chime Bars.		A selection of untuned percussion, eg tambourine, shakers, finger cymbals, hand drum Tuned instruments, chime bars, xylophones, glockenspiels, drums, tuned percussion, keyboards.	Soundmakers, eg glockenspiel, water in a plastic bottle, cymbal and soft beater, pebbles in a container, finger cymbals Cabasa, cowbell, Djembe, hand drum.	A selection of instruments. Suspended cymbal and soft Beaters, snare drum, drum, glockenspiel	Tuned Instruments. Digital images of class Memories Xylophones.