

Red Hall's Music Curriculum

Leader – Lindsey Wharton



*Dream Believe Achieve*

The Intent of our Music Curriculum is

to provide all pupils with a **high quality** music education which **engages and inspires** children to develop a life-long **love** of music.

To be clear, our intent is

- to make music accessible to **all** by providing opportunities to learn to play an instrument.
- to develop **talents** in all areas of music including creating and composing music and listening to **different genres**.
- to make **singing** a focus for all year groups, with some children receiving the opportunity to participate in **performances** or **special events** throughout the year.

Music increases **self-confidence**, creativity and **imagination**. It provides opportunities for **self-expression** and gives children a sense of personal **achievement**. Music plays an important role in **helping** children to feel part of a **community**, this is something close to our **heart** at Red Hall. It is clear that not every child can **experience** everything we would wish they could be they leave us in year 6, but through our **music curriculum** we can travel the **world**, visit new cultures and understand other *ways of life*.

	<p>At Red Hall we are aiming for children to <b>embrace</b> their talents, discover new <b>abilities</b> and through our creative lessons we could be introducing your child to a <b>lifelong passion</b>.</p>
<p>The experiences your child will receive are</p>	<p>Ensuring that all children will receive opportunities and experiences at Red Hall and that without school; they may not get the same offer. As a pupil at our school, your child will have access to the following:</p> <ul style="list-style-type: none"> <li>• Music lessons that <b>engage and inspire</b> children through Charanga. Charanga scheme is an online music scheme with lots of <b>visual</b> aids and <b>interactive</b> resources to support your children’s learning about music.</li> <li>• <b>Memorable moments</b> e.g. Mayor Song Contest, Greatest Showman Workshops and Music <b>celebrations</b> in which children <b>work</b> with their classes to create their own music and performance to the school.</li> <li>• We provide opportunities to participate in extra curricular activities such as a <i>school Choir</i>. The choir promotes a <b>team</b> effort through termly <b>performances</b> such as, Christmas visits to Care Homes and the Church. Children learn new songs weekly and learn how to use <b>harmonies</b>.</li> <li>• Singing assemblies take place weekly in School. Children get the <b>chance</b> to learn about a new <b>theme</b> of music each week. These themes include: <i>Rock</i>, pop, classical, musical, jazz etc.</li> <li>• <b>Durham</b> Music Service instrument tuition</li> </ul>

	<ul style="list-style-type: none"> <li>• Weekly singing lessons in Key Stage 2 with the school of <i>Rock &amp; Pop</i>. Children then get the <b>opportunity</b> to show their performance to peers and family.</li> </ul>
<p>By the end of their time at Red Hall, we hope our children have</p>	<ul style="list-style-type: none"> <li>• Realised music is more than just singing a song and understand different genres of music</li> <li>• They will have learnt music <b>terminology</b> and notation as well as knowing how to perform, listen to, review and evaluate music across a range of historical periods, genres, <b>styles</b> and traditions.</li> <li>• Learn to sing and to use their voices, to create and compose music on their own and with others.</li> <li>• Have the opportunity to learn a musical instrument.</li> <li>• To understand and explore how music is <b>created</b>, produced and <b>communicated</b>, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> <li>• To know that music is made through a variety of instruments and that music is <b>composed</b> and written down.</li> <li>• Finally, to have developed their creativity by <i>exploring</i> a wide range of <b>musical aspects</b> and know how music is influenced by the time, place and <b>purpose</b> for which it was written.</li> </ul> <p>Children at <b>Red Hall</b> can often find it hard to express their <b>feelings</b>, we want them to see that music is a <i>unique</i> way of communicating</p>

	that can inspire and <b>motivate</b> . Music at Red Hall can offer children a chance to flourish and become <b>MUSICIANS</b> .

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**The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.**

### Lullaby Lane

Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
<ul style="list-style-type: none"> <li>• Describes music, eg “scary music, angry music, happy music”. Can identify specific sounds in the environment eg sounds of cars, running water.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay.</li> <li>• Sings and chants with and to others.</li> <li>• Reproduces songs in individual ways.</li> <li>• Plays with familiar songs, often piecing together parts of different songs.</li> <li>• Sings to and with toys, props, resources.</li> <li>• Sings in their dramatic role play, eg singing phrases such as “dinner’s ready” or “let’s go”.</li> <li>• Repeats phrases of songs.</li> <li>• May sing an entire song.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves in response to rhythms heard played on instruments eg a drum. This could be small movements eg moving fingers in response to sounds or large movements such as jumping.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates own patterns in music making.</li> <li>• Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre).</li> <li>• Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater.</li> </ul>

## Nursery

Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
<ul style="list-style-type: none"> <li>• Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</li> <li>• Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”</li> <li>• Matches music to pictures/visual resources.</li> <li>• Describes the sound of instruments eg scratchy sound, soft sound.</li> <li>• Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.</li> <li>• Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.</li> <li>• Merges elements of familiar songs with improvised singing.</li> <li>• Creates sounds in vocal sound games.</li> <li>• Changes some or all of the words of a song.</li> <li>• Has strong preferences for songs he or she likes to sing and/or listen to.</li> </ul>	<ul style="list-style-type: none"> <li>• Claps or taps to the pulse of the music he or she is listening to.</li> <li>• Claps or taps to the pulse of the song he or she is singing.</li> <li>• Physically interprets the sound of instruments, eg tiptoes to the sound of a xylophone.</li> <li>• Physically imitates the actions of musicians, eg pretends to play the trumpet, piano, guitar.</li> </ul>	<ul style="list-style-type: none"> <li>• Adds sound effects to stories using instruments.</li> <li>• Leads or is led by other children in their music making, ie being a conductor.</li> <li>• Listens and responds to others in pair/group music making.</li> <li>• Operates equipment such as CD players, MP3 players, handheld devices, keyboards.</li> <li>• Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).</li> <li>• Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.</li> </ul>

## Reception

Hearing and Listening	Vocalising and Singing	Moving and Dancing	Exploring and Playing
<ul style="list-style-type: none"> <li>• Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”</li> <li>• Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”</li> <li>• Associates genres of music with characters and stories.</li> <li>• Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</li> <li>• Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs.</li> <li>• Sings entire songs.</li> <li>• May enjoy performing, solo and or in groups.</li> <li>• Internalises music, eg sings songs inside his or her head.</li> </ul>	<ul style="list-style-type: none"> <li>• Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum.</li> <li>• Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing.</li> <li>• Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music.</li> <li>• Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs.</li> <li>• Choreographs his or her own dances to familiar music, individually, in pairs/small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Creates music based on a theme eg creates the sounds of the seaside.</li> <li>• Finds and records sounds using recording devices.</li> <li>• Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.</li> <li>• Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. ☒</li> <li>• Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. ☒</li> <li>• Creates rhythms using instruments and body percussion.</li> <li>• May play along to the beat of the song they are singing or music being listened to.</li> </ul>



			<ul style="list-style-type: none"><li>• May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.</li></ul>
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## Year 1

Links to previous knowledge	Autumn	Spring	Summer
<p><b>Reception Curriculum</b></p> <p><b>Performing:</b> Singing simple songs and nursery rhymes. Singing songs relating to the topics. Singing songs for Chinese New Year/ Nocturnal animals/Easter. Sound patterns for children to copy. Use of percussion instruments for accompanying songs and stories.</p> <p><b>Composing:</b> Use hand claps or knee pats to copy and keep a beat. Use instruments and voices to make sound effects for the super hero video clips.</p> <p><b>Appraising:</b> Different clips of music – Chinese New Year / Noah / Nocturnal animals Children talk about what the music makes</p>	<p><i>(Styles include: Hip Hop, Reggae, Western Classical, Rock, Pop, Beatles, Latin, Film, Big Band, Jazz.)</i></p> <p><b>Listen &amp; Appraise:</b> The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p> <p><b>Musical activities:</b> Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p><b>Singing:</b> Start to sing songs/raps together in a group/ensemble.</p>	<p><b>Playing instruments:</b> Use glocks, recorders or band instruments if appropriate. Start to learn to play together in a band or ensemble.</p> <p><b>Improvisation:</b> Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p>	<p><b>Composition:</b> Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way so that you can play/perform them again with your friends</p> <p><b>Perform/share:</b> Perform together in an ensemble/band.</p>

them feel like and how they want to move their bodies to each clip of music.

## Year 2



Links to previous knowledge	Autumn	Spring	Summer
<p><b>Ongoing skills - Year 1 and 2 pupils:</b> 1) Enjoy singing, playing, trying out and changing sounds. Explore sounds and music through play.</p> <p>2) Recognise and broadly control changes in timbre, tempo, pitch and dynamics.</p> <p>3) Sing broadly in tune within a limited pitch range. Recognising, memorising and joining in a variety of songs for assemblies and services.</p> <p>4) Follow and offer simple musical instructions and actions.</p> <p>5) Keep a steady pulse with some accuracy (internalising). 6) Listen to ideas from others, taking turns as appropriate. Comment on and respond to recordings. 7) Show awareness of the audience when performing.</p> <p>8) Create music, and suggest symbols to represent sounds. Make physical movements that represent sounds.</p> <p><b>Year 2 will learn to play the descant recorder.</b></p>	<p><i>(Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.)</i></p> <p><b>Listen &amp; Appraise:</b> The children will continue to listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language.</p> <p><b>Musical activities:</b> Continue to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p><b>Singing:</b> Continue to sing songs/raps together in a group/ensemble.</p>	<p><b>Playing instruments:</b> Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p><b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.</p>	<p><b>Composition:</b> Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p> <p><b>Perform/share:</b> Perform together in an ensemble/band.</p>



## Year 3

Links to previous knowledge	Autumn	Spring	Summer
<p><b>Ongoing skills - Year 3 and 4 pupils:</b> 1) Enjoy making, playing, changing and combining sounds.</p> <p>2) Experiment with ways of producing sounds - voice, instruments, technology, body sounds.</p> <p>3) Sing in tune within a limited pitch range. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and beginning to be able to sing in parts.</p> <p>4) Begin to recognise a link between shape and pitch using graphic notations and Western Standard notation.</p> <p>5) Perform with a good sense of pulse and rhythm. Demonstrate understanding of the differences between pulse and rhythm.</p> <p>6) Join in and stop as appropriate responding to musical cues. Follow and lead simple performance directions demonstrating understanding.</p> <p>7) Listen with concentration, responding appropriately to a variety of live and recorded music. 8) Make observations about music through movement and other creative responses.</p>	<p><b>(Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musical, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz)</b></p> <p><b>Listen &amp; Appraise:</b> The children will understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussion using more accurate musical language.</p> <p><b>Musical activities:</b> Build on previous learning how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p><b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist or as part of a larger group and/or in parts.</p>	<p><b>Playing instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p><b>Improvisation:</b> Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Inventing musical ideas.</p>	<p><b>Composition:</b> Continue to learn and understand that composition is creating musical ideas, recorded in sound or written using any appropriate notation.</p> <p><b>Perform/Share:</b> Perform together in an ensemble/band.</p>

<p>9) Increased understanding and use of basic musical features e.g. dynamics, tempo, pitch.</p> <p>10) Describe the quality of sounds and how they are made and combined. Know names of common classroom instruments.</p> <p><b>Year 3 and Year 4 will continue playing descant recorders as part of class lessons and school services. They will also be encouraged to play their own instruments as part of projects where appropriate.</b></p>			
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## Year 4



Links to previous knowledge	Autumn	Spring	Summer
<p><b>Ongoing skills - Year 3 and 4 pupils:</b> 1) Enjoy making, playing, changing and combining sounds. 2) Experiment with ways of producing sounds - voice, instruments, technology, body sounds. 3) Sing in tune within a limited pitch range. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and beginning to be able to sing in parts. 4) Begin to recognise a link between shape and pitch using graphic notations and Western Standard notation. 5) Perform with a good sense of pulse and rhythm. Demonstrate understanding of the differences between pulse and rhythm. 6) Join in and stop as appropriate responding to musical cues. Follow and lead simple performance directions demonstrating understanding. 7) Listen with concentration, responding appropriately to a variety of live and recorded music. 8) Make observations about music through movement and other creative responses.</p>	<p><b>(Styles include:</b> ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music.)</p> <p><b>Listen &amp; Appraise:</b> The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language.</p> <p><b>Musical Activities:</b> Continue to build on previous learning about how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games.</p> <p><b>Singing:</b> Learn and understand more about preparing to sing. Explore a range of vocal activity eg rapping, beatboxing. Perhaps sing as a soloist and as part of a larger group and/or in parts.</p>	<p><b>Playing Instruments:</b> Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p><b>Improvisation:</b> Continue inventing musical ideas within improvisation.</p>	<p><b>Composition:</b> Continue inventing musical ideas within composition. They can be recorded in sound or written using any appropriate notation.</p> <p><b>Perform/share:</b> Perform together in an ensemble/band.</p>

<p>9) Increased understanding and use of basic musical features e.g. dynamics, tempo, pitch.</p> <p>10) Describe the quality of sounds and how they are made and combined. Know names of common classroom instruments.</p> <p><b>Year 3 and Year 4 will continue playing descant recorders as part of class lessons and school services. They will also be encouraged to play their own instruments as part of projects where appropriate.</b></p>			
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## Year 5



Links to previous knowledge	Autumn	Spring	Summer
<p><b>Ongoing skills - Year 5 and 6 pupils:</b> 1) Use voice, sounds, technology and instruments in creative ways. Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>2) Sing with clear diction, accurate tuning, control of breathing and appropriate tone. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and giving a strong lead in part singing.</p> <p>3) Suggest, follow and lead simple performance directions.</p> <p>4) Demonstrate musical quality in performance, e.g. technical accuracy. Maintain an independent part in a small group when playing or singing.</p> <p>5) Create simple rhythmic patterns, melodies and accompaniments.</p> <p>6) Offer comments about own and others' work and ways to improve. Accept feedback and suggestions from others.</p> <p>7) Aurally identify, recognise, respond to and use musically basic symbols including basic Western notation.</p> <p>8) Continue to develop understanding of all the Elements of Music (pitch,</p>	<p><b>(Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music.)</b></p> <p><b>Listen &amp; Appraise:</b> The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p><b>Musical Activities:</b> The children will have an understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p><b>Singing:</b> Understand more about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with confidence and understanding in a band or ensemble.</p> <p><b>Improvisation:</b> Know and understand that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<p><b>Composition:</b> Know and understand that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p> <p><b>Perform/Share:</b> Perform together in an ensemble/band with ease and confidence.</p>

rhythm/duration, tempo, dynamics, structure, timbre, texture, silence) and recognise and analyse how they are used in different pieces of music.

**Year 5 and 6 will continue to use descant recorders as part of class lessons and school services. They will also be encouraged to play their own instruments as part of projects.**

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## Year 6

Links to previous knowledge	Autumn	Spring	Summer
<p><b>Ongoing skills - Year 5 and 6 pupils:</b> 1) Use voice, sounds, technology and instruments in creative ways. Sing and play confidently and fluently, maintaining an appropriate pulse.</p> <p>2) Sing with clear diction, accurate tuning, control of breathing and appropriate tone. Reading, recognising, memorising and joining in a variety of songs for assemblies and services and giving a strong lead in part singing.</p> <p>3) Suggest, follow and lead simple performance directions.</p> <p>4) Demonstrate musical quality in performance, e.g. technical accuracy. Maintain an independent part in a small group when playing or singing.</p> <p>5) Create simple rhythmic patterns, melodies and accompaniments.</p> <p>6) Offer comments about own and others' work and ways to improve. Accept feedback and suggestions from others.</p> <p>7) Aurally identify, recognise, respond to and use musically basic symbols including basic Western notation.</p>	<p><i>(Styles include: 21st Century Classical Music, Electronic music, Turntables, Jazz, the music of Benjamin Britten, 80s Rock, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music.)</i></p> <p><b>Listen &amp; Appraise:</b> The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p><b>Musical Activities:</b> A deeper understanding of how pulse, rhythm and pitch work together to create music through Warm-up Games.</p> <p><b>Singing:</b> Understand with greater depth about preparing to sing songs/raps together in a group/ensemble, sometimes in parts and confidently.</p>	<p><b>Playing Instruments:</b> Use glocks, recorders or band instruments. Play together with more confidence and deeper understanding in a band or ensemble.</p> <p><b>Improvisation:</b> Understand with greater depth that when you make up your own tune or rhythm it's called improvisation. Have the knowledge and understanding that an improvisation is not written down or notated. If written down in any way or recorded, it becomes composition.</p>	<p><b>Composition:</b> Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way.</p> <p><b>Perform/Share:</b> Perform together in an ensemble/band with ease, confidence and knowledge of your audience.</p>

8) Continue to develop understanding of all the Elements of Music (pitch, rhythm/duration, tempo, dynamics, structure, timbre, texture, silence) and recognise and analyse how they are used in different pieces of music.

**Year 5 and 6 will continue to use descant recorders as part of class lessons and school services. They will also be encouraged to play their own instruments as part of projects.**

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## Glossary

**Accompaniment** – A musical part or parts that support the melody

**Active listening** – Listening to music and responding by doing something e.g. clapping back rhythms

**Allegro** – Play quickly

**Bar** – A segment of time in music that is used to group together beats. In a 4/4 time signature, each bar must contain the value of 4 crotchet beats

**Body percussion** – Stamping, clapping, clicking and patsch (tapping the thighs) to create rhythms

**Chords** – A group of (usually three) notes that provide a harmony underneath a tune

**Chord progressions** – Moving from chord to chord at the correct time

**Composition** – The process of coming up with your own musical ideas that may or may not be written down

**Counter-melody** – A second tune that is usually performed at the same time as the main tune

**Crescendo** – Getting louder

**Crotchet** – A one-beat note

**Diminuendo** – Getting quieter

**Dotted rhythm** – A rhythm that alternates longer (dotted) notes with shorter notes creating a bouncy feel

**Dynamics** – Volume

**Ensemble** – Making music with other people

**Forte** – loud

**Harmony** – Music that supports the melody, adding to the depth of the piece eg. chords or individual melody lines

**Imitation** – Repeating a phrase of music (pitches and/or rhythms) in response to a first hearing

**Improvisation** – Making music on the spot. A framework may be given e.g. 4 underlying chords

**Instrumentation** – The instruments used in a piece of music

**Largo** – Play slowly

**Melody** – Tune

**Minim** – A two-beat note

**Moderato** – Play at a moderate pace

**Musical features** – Different characteristics of a piece of music e.g. tempo and dynamics

**Notation** – Ways of writing music down. This can include guitar tab, drum notation, Western classical notation and graphic score notation

**Off-beat rhythms** – Rhythms where the emphasised beats are not where the pulse lies

**Ostinato** – A pattern of rhythms or pitches that are repeated in a cycle

**Percussion** – Instruments that produce sound when shaken or hit with a hand, stick or beater

**Performance** – The act of playing or singing music to other people

**Piano** – Quiet

**Phrasing** – Shaping a tune to make it sound more visual

**Pitch** – How high or low notes are played

**Pitched** – An instrument which can play high or low notes

**Pulse** – The underlying and steady beat in a phrase or piece of music

**Quaver** – A quicker note that lasts for half a beat (half of a crotchet)

**Repetition** – The act of copying notes and/or rhythms in a section of music

**Rest** – A pause or break in the music

**Round** – A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)

**Rhythm** – The changing patterns of beats that made up a piece of music

**Rhythm grid** – A system of writing music down by putting dots or symbols in a grid

**Score** – A piece of music that is written down

**Solo** - Playing on your own or playing your own part alongside other performers

**Staff notation** – A system of writing music down using 5 horizontal lines and Western classical note values including crotchets, quavers, minims and rests

**Syncopated** – Rhythms where the emphasis is not on the main beat – common in jazz music

**Tempo** – The word used to identify or describe speed

**Time signature** – A system of 2 numbers at the start of a piece of music that tell the musician how many beats (and of what type) are in each bar, also called metre

**Tune** – A melody in a piece of music

**Tuned** – An instrument capable of playing different pitches e.g. a violin or a glockenspiel

**Unison** – Two or more musicians performing music of the same pitch, rhythm and melodic shape, at the same time

**Untuned** – An instrument such as a snare drum that does not play different pitches