Music Curriculum Flow

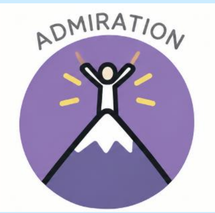
Curriculum Drivers



Curiosity



Communication



Admiration



Worldly









Music

At Beaminster St Mary's, we want our children to understand that music is a universal language that brings people together across cultures, generations and communities. Music enables children to express themselves creatively, develop confidence, communicate emotions and ideas, and experience the joy of shared performance. We want our children to recognise that music is a significant part of everyday life and plays an important role in celebrating identity, culture, history and community. Through engaging musical experiences, we aim to inspire children to become confident performers, thoughtful listeners and enthusiastic musicians who develop a lifelong appreciation of music. Music is at the heart of school life at Beaminster St Mary's. Through classroom learning, collective worship, performances, festivals and community events, children are given regular opportunities to sing, play, create and perform. We believe that every child should have access to high-quality musical experiences that nurture creativity, collaboration, resilience and self-expression, regardless of prior experience or ability.

Our curriculum is based on the National Curriculum for Music in KS1 and KS2 and builds upon the Early Years Foundation Stage curriculum. We use the Charanga Music Scheme alongside weekly Singing Worship to deliver a broad, balanced and progressive music curriculum. The scheme is supported through the use of tuned and untuned percussion instruments and provides opportunities for children to listen, appraise, perform, improvise and compose across a wide range of musical styles and tra



Aims

The National Curriculum for Music aims to ensure that all pupils:

Substantive Knowledge

•develop knowledge and understanding of the interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and
•understand how music is created, organised and communicated
•know about a range of musical genres, traditions, styles and composers from different cultures and periods of history
•develop a secure understanding of musical vocabulary and notation appropriate to their stage of learning
•understand how musical elements work together to create mood, character and meaning



Disciplinary Knowledge

Children are competent in the musical skills needed to:
•sing and perform with increasing confidence, control and expression
•play tuned and untuned instruments both independently and as part of an ensemble
•improvise and compose music using a range of musical elements
•listen attentively to, analyse and evaluate live and recorded music
•use musical vocabulary to discuss, compare and appraise music
•read, follow and create simple forms of musical notation
•perform to an audience and reflect on their own musical development

Cohesive

In Music, pupils develop their knowledge, understanding and musical skills over time through carefully sequenced learning. As pupils progress through the school, they revisit and deepen their understanding of the key dimensions of music whilst applying their learning through singing, performing, improvising, composing and listening activities. Through the Charanga curriculum, children build a connected understanding of music that supports both knowledge acquisition and musical fluency.

To support pupils in this, the key knowledge and skills have been organised into key concepts to support pupils to:

- **Develop an extensive and connected knowledge base.** When pupils learn new musical knowledge and skills, they build upon previous learning. This enables children to make meaningful connections between musical concepts, genres, styles and performance experiences.
- **Break down complex musical concepts and processes into meaningful 'chunks' of content.** Musical knowledge and skills are carefully sequenced so that children develop increasing competence in singing, performing, composing, improvising and appraising music without becoming overwhelmed.
- **Nurture and build motivation, confidence and enjoyment in music through developing a connected musical schema.** Frequent opportunities to sing, perform and participate in musical experiences allow children to see themselves as musicians and develop the confidence to share their talents with others.

Beyond the Curriculum

Music forms a vibrant part of life at Beaminster St Mary's. Children regularly participate in Singing Worship, school services and celebrations including Harvest, Christingle, Christmas, Easter and Leavers' Services. Performance opportunities begin in Reception through singing assemblies and Nativity performances and continue throughout the school.

Pupils have opportunities to experience music beyond the classroom through events such as:

- Year 4 participation in the iSingPop project at Salisbury Cathedral.
- KS2 involvement in the Beaminster Music Festival.
- KS1 performances as part of local festival events.
- Performances by the school choir.
- End of year productions and community events.
- Opportunities to experience visiting professional musicians.

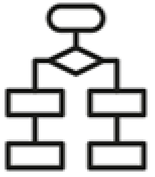


Beaminster
St. Mary's Academy

We love each other, learn together and inspire all to succeed.

Music

Music is a group of sounds that people have arranged in a meaningful way. All cultures of the world make music.



We organise our knowledge into key concepts

Instrument, ensemble and orchestra

An instrument is a device used to produce music, played in small or large groups.

Singing and choral

Singing is the act of creating musical sounds with the voice.

Notation

Notation is writing music down so players can easily read the pitch and duration of the notes. It comes in many different forms.

Composition

Composition is the way a writer assembles words and sentences to create a coherent and meaningful work.

Improvisation

Improvisation is the art of performing without a script or rehearsal. It is inventing and playing at the same time.

Culture history

Cultural history studies and interprets the record of human societies.

Musicality



As musicians we use the disciplinary concepts to investigate.

Appraisal

Appraisal is how to listen to, and value music. It teaches us what to listen for and what makes the piece of music different.

Structure.

An instrument is a device used to produce music, played in small or large groups.

Pitch

Not all music instruments make notes of a certain pitch. Pitch is measured in a unit called Hertz.

Rhythm

Rhythm is what makes music move and flow. It is made up of sounds and silences, which are put together to form patterns of sound.

Timbre

Timbre makes a particular instrument or human voice have a different sound from another – even when playing the same note.

Texture

Texture is about how sound is organised. Texture can be high or low, tightly packed together or spread out.

Dynamics

The dynamic is used to describe the volume of the music; loud, soft and everything in-between.

Tempo

Tempo is the speed in which the music is being played. It is measured in beats.

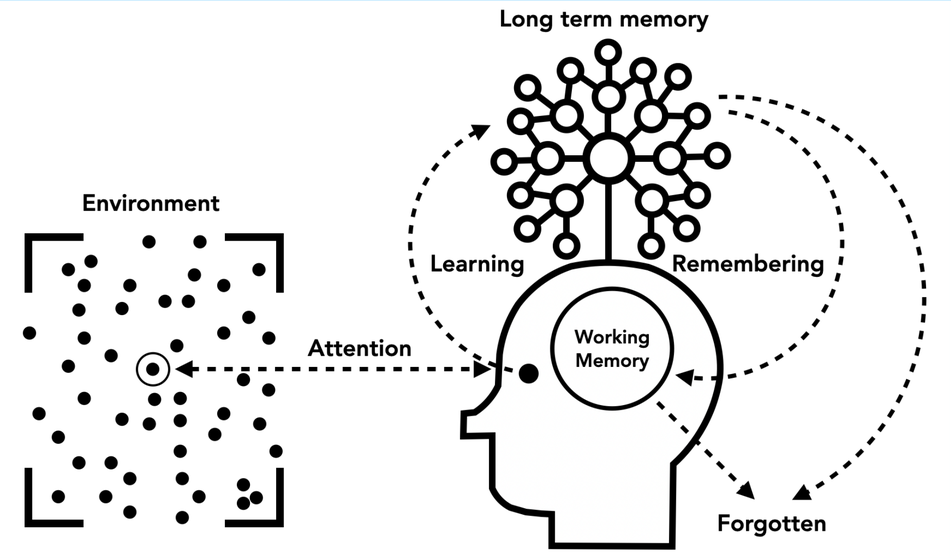
Curriculum Drivers

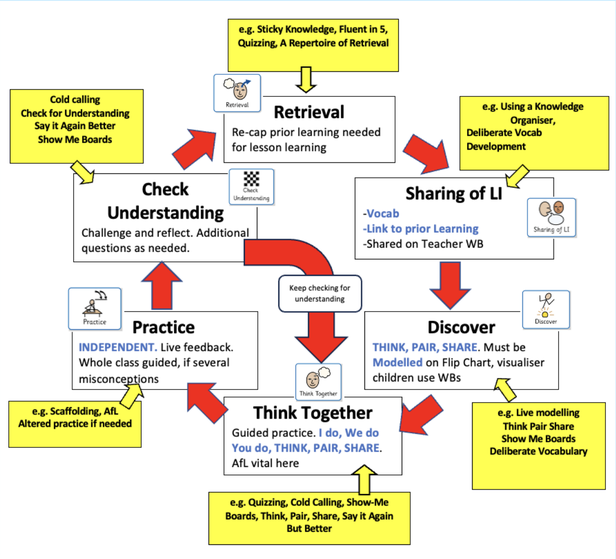
At **Beaminster St Mary's Academy**, we believe that our curriculum should provide children with more than the knowledge and skills set out in the National Curriculum. It should help them to **love each other, learn together and inspire all to succeed**, preparing them not only for the next stage of their education but for life beyond our school.

When designing and developing our curriculum, we consider the **needs of our children and families, our local community, our Christian vision and values, and the distinctive context and opportunities of living and learning in Beaminster and Dorset**. We want every child to develop a strong sense of who they are, their place within their community and their responsibility towards the wider world.

Our curriculum is underpinned by four key drivers: **Curiosity, Admiration, Communication and Worldly**. These drivers help us to identify the experiences, knowledge, skills and opportunities that we want every child to encounter during their time at Beaminster St Mary's. They are woven through our curriculum and wider school life, ensuring that our curriculum is **ambitious, enriching and purposeful**, while reflecting the needs and aspirations of our children.

Learning model and lesson design





Tom Sherrington's learning model underpins our teaching and learning by ensuring that lessons are well-sequenced and structured with clear learning intentions. We prioritise active student engagement, regular retrieval practice and high-quality feedback, allowing students to consolidate and retain knowledge effectively. The model supports teachers in assessing progress through formative assessment and adapting teaching to meet individual needs. A focus on delivering lessons with optimal cognitive load and promoting independent learning, helps students develop a deep understanding of the curriculum and the skills necessary for lifelong learning.

Curiosity



We want our children to be curious about themselves, each other and the world around them. We encourage them to ask questions, investigate, explore and develop a lifelong love of learning.

Communication



We want every child to develop the confidence and skills to express themselves, listen to others and communicate effectively. We place a strong emphasis on vocabulary, reading, speaking and listening, enabling children to participate fully in school, their community and wider society.

Admiration



We want our children to recognise and celebrate excellence, beauty, creativity, courage and achievement in themselves and others. Through our curriculum, children encounter inspiring people, ideas, places, achievements and examples of faith and character.

Worldly



We want our children to understand that they are part of a world much bigger than Beaminster. Our curriculum helps them to appreciate different cultures, communities, places, beliefs and perspectives, while understanding their own responsibilities towards others and the world we share.

Focused, Ambitious and Rigorous

This curriculum document sets out what it means to 'get better' at music. Children make progress in music by developing both their **substantive knowledge** and **disciplinary knowledge** as musicians.

Substantive knowledge is the knowledge children acquire about music, including the interrelated dimensions of music (pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation), musical vocabulary, musical styles and traditions, composers, performers and instruments.

Disciplinary knowledge is the knowledge of how musicians create, perform, respond to and evaluate music. Children learn how music is composed, rehearsed, performed and refined. They develop the skills of listening, appraising, improvising, composing, singing and playing instruments whilst understanding how musicians communicate ideas and emotions through music.

The curriculum is designed to be rigorous through embedding disciplinary knowledge within the substantive content. This enables pupils to apply their musical knowledge through practical experiences, asking and answering musical questions as performers, composers and listeners. Through regular opportunities to sing, perform, improvise, compose and evaluate, children deepen their understanding of music and develop increasing musical fluency over time.

The focused identified knowledge can be found in the progression documents below, mapped against the National Curriculum end goals and supported through the progressive learning pathways within the Charanga Music Scheme.

Relevant

This curriculum has been personalised to reflect the unique context, vision and values of Beaminster St Mary's Academy. Music is a valued part of school life and our curriculum reflects the rich musical opportunities available within both the school and wider community.

Children regularly participate in collective worship, seasonal services, school productions, the Beaminster Music Festival, iSingPop and community performances. These experiences provide meaningful opportunities for children to apply their musical learning in authentic contexts and understand the role music plays in bringing communities together.

The curriculum reflects our commitment to ensuring all children experience the enjoyment, creativity and cultural significance of music, whilst developing confidence as performers and creators.

Appropriate

Our music curriculum aims to create a pathway for children to build small pieces of musical knowledge and understanding into larger concepts that connect and deepen over time. Through carefully sequenced learning, children develop a secure understanding of the dimensions of music and learn how these elements work together to create and communicate musical ideas.

The curriculum is designed to expose how musical knowledge and skills are revisited, practised and strengthened over time, leading to growing expertise and increasing independence as musicians. Children develop their ability to listen critically, perform confidently, compose creatively and respond thoughtfully to music.

By building strong foundations in musical understanding and providing regular opportunities for practical application, the curriculum enables children to develop confidence, curiosity and enjoyment in music. Over time, pupils become increasingly able to draw upon their prior learning to engage with more complex musical concepts, appreciate a wider range of musical traditions and understand the important role music plays in their own lives and in the wider world.

Music at Beaminster St Mary's

Early learning goals and National Curriculum

EYFS

Explore and experiment with sounds, songs, rhymes and musical instruments. Sing a range of familiar songs and nursery rhymes. Listen attentively and respond to music from different cultures and traditions. Perform songs, rhymes and simple musical pieces with others. Develop confidence in using their voices, bodies and instruments to express ideas and feelings.

KS1

Sing songs, chants and rhymes with confidence and expression. Play tuned and untuned instruments musically. Listen and respond to a range of high-quality live and recorded music. Explore, create, select and combine sounds using the inter-related dimensions of music, including pitch, duration, dynamics, tempo, timbre, texture and structure. Develop confidence in performing, composing and appraising music.

KS2

Play and perform confidently in solo and ensemble contexts, using voices and 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 attentively to, recall and appraise a wide range of high-quality live and recorded music from different traditions, composers and musicians. Use and understand staff and other musical notations. Develop an understanding of musical structures, composition and the history of music.

Our Big Ideas that link the learning: Substantive



Instrument, ensemble and orchestra



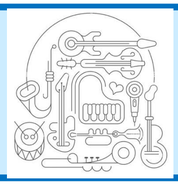
Singing and choral



Improvisation



Notation



Composition



Culture history

Second Order Concepts: Disciplinary



Appraisal



Structure



Rhythm



Pitch



Timbre



Texture



Tempo



Dynamics

Our Big Ideas

1. Instrument, ensemble and orchestra

Instruments, Ensemble and Orchestra develops pupils' understanding of how music is created, performed and enjoyed both individually and as part of a group. It promotes confidence, collaboration, listening skills and musical expression through singing, playing instruments and performing with others. Through progressive learning about musical elements, instrumental techniques, ensemble performance, notation, composition and appreciation, children develop the skills needed to perform with increasing accuracy, control and creativity. Pupils learn the value of working together as musicians, understanding their role within an ensemble or orchestra while developing a lifelong appreciation of music and performance.

2. Singing and choral

Singing and Choral develops pupils' confidence, vocal skills and enjoyment of music through individual and collective performance. It encourages expression, communication and collaboration as children learn to sing with accuracy, control and increasing musicality. Through progressive learning of pitch, rhythm, diction, breathing and performance techniques, pupils develop the skills needed to perform a wide range of songs and musical styles. Singing and choral experiences are woven throughout music learning, fostering teamwork, resilience and a sense of belonging while nurturing a lifelong appreciation of music and performance.

3. Notation

Notation develops pupils' understanding of how music can be written, read and communicated. It promotes accuracy, confidence and musical literacy by enabling children to recognise, interpret and use a range of musical symbols and notation. Through progressive learning of rhythm, pitch, pulse, tempo and standard musical notation, pupils learn to perform, compose and record their musical ideas with increasing independence. Notation is woven throughout music teaching, supporting children in developing the skills needed to understand, create and share music effectively.

4.Compostion

Composition develops pupils' ability to create, organise and communicate their own musical ideas. It encourages creativity, problem-solving and self-expression as children explore how sounds can be combined and structured using the inter-related dimensions of music. Through progressive learning of melody, rhythm, texture, structure and notation, pupils learn to compose, refine and perform music for a range of purposes and audiences. Composition is woven throughout music learning, enabling children to develop confidence as imaginative and thoughtful musicians who can create and share original musical works.

5. Improvisation

Improvisation develops pupils' confidence in creating and exploring music spontaneously. It encourages creativity, musical expression and risk-taking as children experiment with rhythm, pitch, dynamics, tempo and timbre to generate their own musical ideas. Through progressive opportunities to listen, respond and improvise individually and collaboratively, pupils learn to make musical choices, develop their aural skills and express themselves through sound. Improvisation is woven throughout music learning, enabling children to become imaginative, reflective and independent musicians.

6. Culture and history

Culture and History develops pupils' understanding of music from different times, places and traditions. It promotes curiosity, appreciation and respect for the diverse ways music reflects culture, identity and historical events. Through progressive learning about significant musicians, composers, genres and musical traditions, pupils explore how music has changed over time and across the world. Children learn to listen to, discuss and evaluate a wide range of high-quality live and recorded music, developing a deeper understanding of music's role in shaping communities and cultures, both past and present.

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Hey you!	Nativity	In the groove	Round and round	Your imagination	Reflect, rewind and replay
Year 2	Hands, feet, heart	Nativity	I wanna play in a band	Zootime	Friendship song	Reflect, rewind and replay
Year 3 / 4 (Y4 Charanga)	Mamma Mia	Glockenspiels stage 2	Stop!	Musical theatre	Blackbird	Reflect, rewind and replay
Year 4 / 5 (Y5 Charanga)	Livin' on a prayer	Classroom jazz 1	Make you feel my love	The Fresh Prince of Bel-Air	Dancing in the street	Reflect, rewind and replay
Year 6	Happy	Classroom jazz 2	A new year carol	You've got a friend	Music and me	Musical theatre

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**Me!** **(Nursery rhymes and action songs)** Evaluate High & low singing games (pitch) Pulse Copycat/rhythm singing games	**My Stories** Build on previous learning Learn & sing relevant songs Pay attention to phrasing Performance	**Everyone!** Evaluate Build on previous learning Create own sounds (improvisation/composition	**Our World!** **Year Group Come & Praise** Evaluate As Spring/Autumn	**Big Bear Funk!** Evaluate Find pulse in different ways Explore pitch with voice/instruments	**Reflect, Rewind & Repeat** Evaluate Compose with the songs
Year 1 (hymns and songs for the church performance as part of Beaminster festival)	**Hey You! (Hip Hop)** Explore how pulse, rhythm and pitch work together	**KS1 Christmas Production** Singing - with attention to phrasing, and breathe appropriately. Sing in a round or as a partner song.	**In the Groove (Blues, Baroque, Latin, Bhangra, Folk and Funk)** Appraising/ Appreciation/reflection	**Round and round- Bossa Nova (Latin Style)** Pulse, rhythm and pitch in different styles of music	**Your imagination (Pop/Brazilian)** Using imagination and moving to the music in a variety of ways	**Reflect, rewind and replay** Consolidate previous learning Evaluate classical music
Year 2 (hymns and songs for the church performance as part of Beaminster festival)	**Hands, Feet, Heart! (South African music)** Singing – with attention to pulse, rhythm, pitch and phrasing. Sing songs with an accompaniment. Playing – use instruments to compose rhythmic phrases. (Glockenspiel)	**KS1 Christmas Production** Singing - with attention to phrasing, and breathe appropriately. Sing in a round or as a partner song.	**I wanna play in a band (Rock)** Singing and playing as an ensemble Composing and improvising to main song Appraising of different rock songs	**Zoo time** **(Reggae)** Improvising – Improvising longer phrases. Use pentatonic scale (5 notes)	**Friendship song (Contemporary)** Appraise songs around the theme of friendship Compose with instruments to build towards a final performance piece	**Reflect,** **Rewind and Replay** Bringing the dimensions together Composing ostinato to accompany a well-known song. Playing instruments, extending singing range
Year 3	**Let Your Spirit Fly (R&B)** Appraising of different R&B songs Composing using tuned/untuned instruments Exploring rhythm, dynamics and texture Performance as an ensemble to include singing and playing.	**Glockenspiel Stage 1** Learning about the language of music through playing the glockenspiel. Notes C,D,E and F; improvisation with attention to tempo and rhythm	**Three Little Birds (Reggae)** Appraising of different Reggae songs Composing using tuned/untuned instruments Exploring rhythm, dynamics and texture Performance as an ensemble to include singing and playing.	**Musical theatre** Singing and practicing for the production.	**Bringing Us Together- (Disco)** Appraising of different Disco songs Movement games to understand beat, rhythm, tempo Composing in groups Reading music from a stave Performance as an ensemble to include singing and playing.	**Reflect,** **Rewind and Replay** Consolidation of skills/dimensions Revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Music Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 (10-week music tuition if available) (I-sing pop learning songs to sing in Salisbury Cathedral Autumn 1)	**Mamma Mia** **(Pop)** ABBA's music **+ I Sing Pop**	**Glockenspiel 2** **(Mixed styles)** Exploring and developing playing skills using the glockenspiel	**Stop!** **(Grime)** Writing lyrics linked to a theme	**Musical theatre** Singing and practicing for the production.	**Blackbird** **(Pop)** The Beatles, equality and civil rights	**Reflect, Rewind & Replay** **(Classical)** The history of music, look back and consolidate your learning, learn some of the language of music
Year 5 (Primary Music Festival Songs Spring 2)	**Livin' on a Prayer** **(Rock)** Appraise a variety of rock songs, using appropriate musical language Learn and build on previous knowledge and understanding about the interrelated dimensions of music Learn, play, improvise and compose with the Song	**Classroom Jazz 1** **(Jazz)** Listen and Appraise the two tunes and other supporting tunes. Musical Activities - learn about the interrelated dimensions of music through playing instruments Perform and Share outcomes	**The Fresh Prince of Bel Air** **(Rap)** Listening -Express and justify ideas and opinions about music heard or performed. Identify different timbres and instruments heard within music. Comment on composers' intentions with reference to the dimensions of learning. Learn about the interrelated dimensions of music through Games and Singing.	**Make me feel your Love** **(Pop)** Playing - Copy back patterns and create their own on tuned/ un-tuned percussion. Play all percussion with correct technique and clear sound. Play a variety of instruments and use them creatively. Play as an ensemble or as a solo. Play in simple harmony, holding a part confidently.	**Dancing in the Streets (Motown)** Singing - Use voice to compose melodies and explore layers of voices for effect. Sing songs with attention to phrasing, breathing and clear diction. Improvising - with musical awareness of style, tempo, timing etc. Composing - to a given musical structure. Use notation to remember, develop and record creative work. Compose in a variety of groupings. e.g. class, group, pair, individual. Compose using the dimensions of music at an appropriate level.	**Reflect, Rewind & Replay** Consolidation of skills and musical understanding developed through the year. Reinforcing of genres of music and the similarities/ differences. Developing understanding of the history of music. Understanding and explaining musical theory and musical dimensions. Appraising, improvising, composing and performing, based on their own preferences and musical tastes.
Year 6 (Primary Music Festival Songs Spring 2)	**Happy** **(Pop/Neo Soul)** Singing - songs with attention to phrasing breathing and attention to clear diction Perform songs with attention to musical directions, tempo, dynamics etc. Identify structures. Playing – accompany singing with instrumental skills. Texture - know that layers can create harmony for special effect. Make decisions about performances.	**Classroom Jazz 2** **(Bacharach and Blues)** Jazz, improvisation and composition	**A New Year Carol** **(Classical/Urban Gospel)** Benjamin Britten's music and cover versions	**You've got a friend** **(70s Ballad/Pop)** Singing – use sung and spoken voice, exploring effects. (Timbre associated with beat boxing.) Composing - Structure and composers intentions Playing – a variety of instruments effectively/ appropriately	**Music and Me** **Music and Me** Create your own music inspired by your identity and women in the music industry.	**Year 6 Leavers' Production** Bringing the dimensions together Singing - Performing songs with attention to musical directions. Singing songs with attention to phrasing and breathing.

Computing at Beaminster St Mary's

EYFS

- Data and Information – Drawing lines and patterns
- Creating Media – Type my name – using a mouse
- Programming B – modelled
- Creating Media – Photographing everyday objects
- Programming A – Moving a Robot (modelled)
- Unplugged Instructions – Following and Giving

Year 1

- Hey you
- Nativity
- In the groove
- Round and round
- Your imagination
- Reflect, rewind, replay

Year 2

- Reflect, rewind, replay
- Friendship song
- Zoo time
- I wanna play in a band
- Nativity
- Hands, feet heart

Year 3/4

- Mamma Mia
- Glockenspiels stage 2
- Stop
- Musical theatre/
- Black bird
- Reflect, rewind, replay

Year 4/5

- Reflect, rewind, replay
- Dancing in the street
- Musical theatre / fresh prince of belair
- Make you feel my love
- Class room jazz 1
- Livin on a prayer

Year 6

- Happy
- Classroom jazz 2
- A new year carol
- You've got a friend
- Music and me
- Year 6 production – Musical theatre

Our second order concepts shape the questions we ask

Instrument, ensemble and orchestra

How do instruments work together to create music?

What is the difference between playing as a soloist, an ensemble and an orchestra?

How does each musician contribute to the overall performance?

Why are listening and teamwork important when performing music together?

How do different instruments create a range of sounds, moods and effects?

Singing and choral

How does singing help us communicate and express ideas and emotions?

What skills do singers need to perform confidently and accurately?

Why is listening important when singing with others?

How does a choir work together to create a successful performance?

How has singing been used in different cultures, traditions and communities?

Notation

Why do musicians use notation to record and share music?

How does notation help us read, perform and create music?

What can musical symbols tell us about pitch, rhythm and expression?

How has musical notation changed and developed over time?

How can understanding notation make us better musicians?

Composition

How do musicians create and organise their musical ideas?

How can the elements of music be used to create different moods and effects?

What makes a musical composition successful?

How do composers develop, improve and share their musical ideas?

How can composition help us express our thoughts, feelings and experiences?

Improvisation

What is improvisation and how can musicians create music in the moment?

How do musicians use their listening skills when improvising?

How can rhythm, pitch and dynamics be changed during improvisation?

What makes an improvised performance effective and expressive?

How can improvisation help musicians develop creativity and confidence?

Culture history

How does music reflect the culture, traditions and values of different communities?

How has music changed over time and why?

What can we learn about the past through music?

How have significant musicians and composers influenced music today?

How do musical styles and traditions compare across different cultures and historical periods?

Musical progression KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	**Term**	**Unit Title**	**Key**	**Easy note range (concert)**	**Medium note range (concert)**	**Melody note range (concert)**	**Easy note values**	**Medium note values**	**Melody note values**	**Easy**	**Medium**	**More difficult**	**Easy**	**Medium**	**More difficult**
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	*Singing and performing only*						*Singing and performing only*			*Singing and performing only*		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crochets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	*N/a*	Crotchets and rests	Crotchers and rests	*Not applicable*	*Not applicable*			*Not applicable*		
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quvers , Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		

Musical progression LKS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	**Term**	**Unit Title**	**Key**	**Easy note range (concert)**	**Medium note range (concert)**	**Melody note range (concert)**	**Easy note values**	**Medium note values**	**Melody note values**	**Easy**	**Medium**	**More difficult**	**Easy**	**Medium**	**More difficult**
3	**Autumn 1**	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	*N/a*	Semibreves and rests	Minims and rests	*Not applicable*	*Not applicable*			*Not applicable*		
3	**Autumn 2**	Glockenspiel 1	*Multiple songs*	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	*N/a*	*N/a*	*C, D*	C, D	*N/a*	C,D,E,F	C,D,E,F	*N/a*
3	**Spring 1**	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	**Spring 2**	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	*N/a*	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	**Summer 1**	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	**Summer 2**	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		
4	**Autumn 1**	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	**Autumn 2**	Glockenspiel 2	*Multiple songs*	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	*N/a*	*N/a*	*N/a*	C,D,E	C,D,E	C,D,E
4	**Spring 1**	Stop!	*Singing, rapping and lyric composition*							*Singing, rapping and lyric composition*			*Singing, rapping and lyric composition*		
4	**Spring 2**	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crochets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	**Summer 1**	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	**Summer 2**	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		

Musical progression UKS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	**Term**	**Unit Title**	**Key**	**Easy note range (concert)**	**Medium note range (concert)**	**Melody note range (concert)**	**Easy note values**	**Medium note values**	**Melody note values**	**Easy**	**Medium**	**More difficult**	**Easy**	**Medium**	**More difficult**
5	**Autumn 1**	Livin' On A Prayer	G	G,A,B	D,E,F#,G	D,E,F#,G,A,B, C	Minims	Crotchets and Minims	Quavers, Crotchets, Dotted Crotchets and Quavers	G,A	G,A,B	G,A,B,D,E	D,E or G,A	G,A,B or D,E, F#	G,A,B or D,E, F#,G,A
5	**Autumn 2**	Classroom Jazz 1	G	G,A,B	D,E,G,A,B	D,E,F,G,A,B	Crotchets and rests	Crotchets and rests	Crotchets and rests	G,A	G,A,B	G,A,B	*Not applicable*		
5	**Spring 1**	Make You Feel My Love	C	C,D	G,A,BC	B,C,D,E,F,G	Minims	Crotchets, Minims and Semibreves	Quavers and Crotchets	G,A	G,A,B	G,A,B,C,D	G,A,	G,A,B	G,A,B,C,D
5	**Spring 2**	The Fresh Prince Of Bel-Air	A Minor	D,A	A,G	C,D,E,F,G,A	Minims	Quavers, Crotchets	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E	D,E,F	D,E,F,G,A
5	**Summer 1**	Dancing In The Street	F Major	F	F, G	D,F,G,A	Semibreves	Quavers, Crotchets and rests	Quavers, Crotchets and rests	F	F,G	F,G,A	F,G	F,G,A	F,G,A,C,D
5	**Summer 2**	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		
6	**Autumn 1**	Happy	C Major	G,A	B,A,G	E,D,C,B,A,G,E	Minims and rests	Semibreves, Minims and rests	Quavers, Dotted Crotchets, Minims, Semibreves and rests	A	A,G	A,G,B	A,G	A,G,B	C,E,G,A,B
6	**Autumn 2**	Classroom Jazz 2	C Major	C,D,E,F,G,A,B, C	C,D,E,F,G,A,B, C	C,D,E,F,G,A,B, C	Crotchets and Quavers	Crotchets and Quavers	Crotchets and Quavers	C,D,E	C,D,E,F,G	C,D,E,F,G,A,B, C	*Not applicable*		
			C Blues	C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	*Not applicable*			C,Bb,G	C,Bb,G,F	C,Bb,G,F,C	*Not applicable*		
6	**Spring 1**	Benjamin Britten - New Year Carol	G	G,F	F,A,F	*N/A*	Minims and rests	Crotchets and Minims	Quavers, Minims and Semibreves	D,E	D,E,F	D,E,F,G,A	D,E,	D,E,F	D,E,F,G.A
6	**Spring 2**	Music And Identity	Coming soon...												
6	**Summer 1**	You've Got A Friend	C	G,A,B	C,D,E	C,D,E,F,G,A,B	Minims and rests	Crotchets, Quavers, Minims, dotted notes and rests	Quavers, Dotted Crotchets, Minims, Dotted Minims	E	E,G	E,G,A	A,G	A,G,E	E,G,A,C,D
6	**Summer 2**	Reflect, Rewind And Replay	*Consolidation and Revision*							*Consolidation and Revision*			*Consolidation and Revision*		

Activity-Based Knowledge, Skills and Learning Aims by Musical Element, by Year Group

Pulse / Beat / Metre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Watch, follow, feel and move to a steady beat with others. Find and enjoy moving to music in different ways. Respond to the pulse in recorded/live music through movement and dance.	Watch and follow a steady beat. Find a steady beat. Recognise the time signature 4/4 by ear and notation. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Recognise and move in time with the beat. Play the steady beat on percussion instruments. Recognise the 'strong' beat. Play in time with a steady beat in 2/4, 4/4 and 3/4.	Recognise and move in time with a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4. Respond to the 'offbeat' or 'backbeat'.	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 5/4 and 6/8. Respond to the 'offbeat' or 'backbeat'.	Recognise and move in time with the changing speed of a steady beat. Play in time with a steady beat and identify the metres 2/4, 4/4, 3/4, 6/8 and 5/4. Identify syncopation and swing.

Rhythm

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise and clap long sounds, short sounds and simple combinations. Perform short, copycat rhythm patterns accurately, led by the teacher. Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform your own rhythm patterns.	Recognise long and short sounds, and match them to syllables and movement. Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a starting point.	Recognise by ear and notation: minims, crotchets, quavers and their rests. Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. Alternate between a steady beat and rhythm.	Recognise by ear and notation: • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. Create rhythm patterns by ear and using simple notation, which use semibreves, minims, crotchets and quavers. Understand and explain the difference between beat and rhythm. Recall the most memorable rhythms in a song or piece of music.	Recognise by ear and notation: • Minims, dotted crotchets, crotchets, quavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, which use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.	Recognise by ear and notation: • Minims, crotchets, quavers, semiquavers and their rests Recognise by ear and notation: • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests Recognise by ear and notation: • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests Recognise dotted rhythm in melodies. Copy simple rhythm patterns using the above rhythms. Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. Recall the most memorable rhythms in a song or piece of music.

Pitch (Melody)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise, sing and play high and low-pitched notes. Explore singing and playing C, D, and E from the C major scale. Explore singing and playing F, G, and A from the F major scale.	Identify the high notes and low notes in a melody. Join in with part of a melody. Rehearse and play a simple instrumental melody as a part to go with a song. Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C. Use body percussion, untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. Identify and play by ear or notation notes in the tonality of C major.	Show the shape of a melody as rising and falling in pitch. Learn to sing a melody by ear or from notation. Learn to rehearse and play a melodic instrumental part by ear or from notation. Identify the names of the pitched notes on a stave: C, D, E, F, F♯, G, A, B, B♭, C. Identify the scales of: C major G major F major Identify if a scale is major or minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Explore and play by ear or from notation: • Five-note scale • Pentatonic scale	Identify and explain what a melody is. Learn to sing and follow a melody by ear and from notation. Understand melodic movement up and down as pitch. Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: C major, F major, G major, A minor. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them.	Identify and explain steps, jumps and leaps in the pitch of a melody. Learn to sing and follow a melody by ear and from notation. Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: C major, F major, D minor, G major, E♭ major, C minor. Copy simple melodies by ear or from reading notation.	Identify major and minor tonality by ear and from notation Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. Identify the names of the pitched notes on a stave: C, D, E, E♭, F♯, G, A, B, B♭, C, C♯, D. Identify the following scales by ear or from notation: A minor, G major, D major, D minor, F major. Identify an interval of a major triad: 3rd, 5th. Identify an octave by ear or notation. Copy simple melodies by ear or from reading notation. Create melodies by ear and notate them. Use chords C, F, G and A minor by ear or from notation. Identify the tonal centres of: A minor, G major, D major, D minor, F major. Identify and demonstrate the following scales by ear and from notation: Major scale, minor scale, pentatonic scale, blues scale.
			Identify and talk about the way vocals are used in a song. Identify and explain: • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony. Explore chords I, IV and V in instrumental accompaniments. Explore intervals of 3rd, 5th and octaves. Identify the following tonal centres by ear or from notation: C major, F major, G major, A minor. Identify and demonstrate a major and minor scale.	Create melodies by ear and notate them. Add new chords II and VI from a given tonality. Identify tone by ear or from notation. Identify intervals 3rd, 5th and 7th. Identify the tonal centres of: C major and C minor, F major, D minor and D major, E♭ major. Identify and demonstrate the following scales by ear and from notation: major scale, minor scale, pentatonic scale.	

Tempo

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles. Recognise an effective use of tempo at the end of a song.

Dynamics

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talk about loud sounds and quiet sounds, and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud or quiet. Understand the meaning of loud and quiet (forte and piano).	Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.

Texture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sing together. Listen out for combinations of instruments together.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.	Understand that singing and playing together creates a musical texture. Add body percussion accompaniments. Listen to the accompaniment to a song. Identify large numbers of people playing and singing. Listen out for solo players.	Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. Identify high and low solo voices and backing vocals, and talk about the different textures they create in the music. Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music. Explain the term 'unison' and the difference between unison and solo.	Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Identify changes in texture. Talk about the different textures created by intervals and chords.	Sing and play instruments in different-sized groups. Identify solos and instrumental breaks in songs and music. Talk about solo voices, backing vocals and different vocal textures. Refer to repeated rhythmic or melodic patterns as riffs/ostinati. Talk about the different textures created by intervals and chords. Understand how texture builds throughout a piece as voices are layered.

Timbre

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Identify different sounds in the environment, indoors and outside. Identify the sounds of the instruments played in school. Identify some of the sounds of the instruments heard when listening to music.	Know the difference between a speaking voice and a singing voice. Identify friends from the sound of their voices.	Choose particular instruments for rehearsal and performing. Identify the sound of different tuned and untuned percussion instruments.	Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesiser and electric guitar. Recognise the difference between the sound of high and low voices. Understand the importance of the vocal warm-up and its impact on the tone of the voice.	Recognise the following ensembles: • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesiser, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. Recognise the difference between the sound of high and low voices. Recognise tone colour and rapping.	Recognise the following ensembles: • Pop group • A Cappella group • Gospel choir Identify instruments that add particular colour to a song or piece of music. Identify the following instruments by ear and through a range of media: • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesiser. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.

Musical Vocabulary: Reception – Year 6

Reception

The words listed for Reception are to prepare the children for the learning in Year 1. These words will be revisited in Year 1 for consolidation.

Words you need to know: Pulse, rhythm, pitch, high and low sounds, rap, sing, instrument, melody, perform, the names of the percussion instruments regularly used in class e.g. glockenspiel, drum, bells, woodblock.

Year 1

Words you need to know: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

Year 2

Words you need to know: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5

Vocabulary: 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.

Year 6

Vocabulary: 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, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

The Interrelated Dimensions of Music (Dimensions)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.