

HC AT

HCAT



Music Curriculum

Music

Subject content

Key stage 1

Pupils should be taught to:

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

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

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

Autumn Term 1

Musicianship/Performing

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Project – Beat it! (Body Percussion)	Project – ‘Cup’ in Arms (Cup rhythms)	Project – Developing on the Keyboard (Ode to Joy)	Project – Developing on the Keyboard (Count on Me)	Project - Mastering the Keyboard (Counting Stars)	Project – Mastering the Keyboard (Surface Pressure)
<p>I know how to perform songs and rhymes with others.</p> <p>I know how to move in time with music. (e.g. dancing, and marching).</p>	<p>I know how to clap a steady beat.</p> <p>I know how to change the speed of the beat as the tempo of the music changes.</p>	<p>I know how to mark the beat of a listening piece by tapping or clapping. I know how to recognise tempo and changes in tempo.</p>	<p>I know the stave – (lines and spaces) and treble clef.</p> <p>I know how to use dot notation to show higher or lower pitch.</p>	<p>I know the differences between minims, crotchets, paired quavers and rests.</p> <p>I know how to follow and perform simple rhythmic scores to a steady beat.</p>	<p>I know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I know the differences between 2/4, 3/4 and 4/4 time signatures.</p>	<p>I know the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p>
	<p>I know how to perform short copycat rhythm patterns accurately, led by the teacher.</p>	<p>I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p>	<p>I know the difference between minims, crotchets and paired quavers.</p>	<p>I know how to copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p>	<p>I know how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.</p>	<p>I know how to make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p>
	<p>I know how to use body percussion to maintain a steady beat.</p>	<p>I know how to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>I know how to use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p>	<p>I know how to read and perform pitch notation within a defined range (e.g. C–G/do–so).</p>	<p>I know how to perform simple, chordal accompaniments to familiar songs.</p>	<p>I know how to further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p>
	<p>I know how to perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat.</p>	<p>I know how to create rhythm patterns using word phrases as a starting point.</p>	<p>I know how to copy stepwise melodic phrases with accuracy.</p>	<p>I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>	<p>I know how to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p>	<p>I know how to play a melody following staff notation written on one stave and using notes within an octave range (do–do)</p>
	<p>I know how to use untuned percussion to maintain a steady beat (e.g. shakers, sticks and blocks).</p>	<p>I know how to read and perform rhythm patterns, and represent them with stick notation including crotchets, quavers, semi quavers and crotchets rests.</p>	<p>I know how to play and perform melodies following staff notation (using a small range) as a whole class or in small groups.</p>	<p>I know how to play and perform melodies following staff notation (using a small range) as a whole-class or in small groups.</p>	<p>I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C/ do–do range.</p>	<p>I know how to accompany this same melody, and others, using block chords or a bass line.</p>
	<p>I know how to follow pictures and symbols to guide playing (e.g. 4 dots = 4 taps on the drum)</p>	<p>I know how to create and perform my own rhythm patterns with the same stick notation.</p>	<p>I know how to play and perform melodies following staff notation (using a small range) as a whole class or in small groups.</p>	<p>I know how to play and perform melodies following staff notation (using a small range) as a whole-class or in small groups.</p>	<p>I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C/ do–do range.</p>	<p>I know how to accompany this same melody, and others, using block chords or a bass line.</p>

Autumn Term 2

Singing/Listening

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Project – Sing! (Pitch & Actions)	Project – Sing it Loud! (Voice control & Actions)	Project – Sing it Together! (Developing accuracy)	Project – Sing it Together! (Rounds & Harmony)	Project – Pop Stars (Verse/Chorus Songs)	Project – Reggae, Steady, Go! (Reggae – 3 Little Birds)
I know a range of well-known nursery rhymes and songs.	I know how to sing simple songs, chants and rhymes .	I know how to sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>).	I know how to listen to music and identify forte and piano (dynamics).	I know how to sing rounds and partner songs in different time signatures (London's burning/Dynamite).	I know how to listen to music and recognise verse and chorus sections of a song.	I know how to listen to music and identify the cultural origins and historical importance of songs.
I know how to sing along to pre-recorded songs and add actions.	I know how to listen to recorded and live performances.	I know how to identify varying pitch within songs (high or low notes).	I know how to perform forte and piano (loud and soft).	I know how to listen to music and identify rounds.	I know how to identify and explain the understanding of the story.	
I know how to sing along with a backing track.	I know how to sing collectively at the same pitch and count in.	I know how to listen to music and identify the tempo (speed).	I know how to walk, move or clap a steady beat with others.	I know how to sing a broad range of unison songs with the range of eight notes/ octave . (e.g. <i>One More Day – seas shanty</i>).	I know how to sing songs with a verse and a chorus.	I know how to listen to music and identify syncopated rhythms (off-beat/reggae music).
I know how to identify simple songs and rhymes.	I know how to identify pitch .	I know how to listen to recorded and live performances.	I know how to listen to music and identify the beat .	I know how to listen to music and identify time signatures (number of beats in a bar).		I know how to sing a broad range of songs including syncopated rhythms as part of a choir.
I know how to listen to recorded and live performances of nursery rhymes and simple songs.	I know how to control vocal pitch and match pitch accurately.	I know how to identify dynamics (volume).	I know how to change the speed of the beat as the tempo of the music changes.	I know how to listen to music and identify crescendo and decrescendo (to build or decrease in volume).	I know how to sing songs with a verse and a chorus.	I know how to sing a broad range of songs including syncopated rhythms as part of a choir.
	I know how to demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.	I know how to listen to music and compare the tempo .	I know how to listen to music and compare pitch .	I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	I know how to observe phrasing, accurate pitching and style.	
I know how to sing a range of simple songs (including pentatonic songs).	I know how to demonstrate dynamics and tempo responding to the leaders directions and visual symbols.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).	I know how to sing a broad range of songs from an extended repertoire.	I know how to sing my part accurately; phrasing, pitching and style.
I know how to identify the different parts of a song.		I know how to listen to music and compare pitch .				
I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so).	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).	I know how to sing a broad range of songs from an extended repertoire.	I know how to sing my part accurately; phrasing, pitching and style.
I know how to identify stories within songs.	I know how to demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.	I know how to listen to music and compare the tempo .	I know how to listen to music and compare pitch .	I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	I know how to observe phrasing, accurate pitching and style.	
I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so).	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. <i>Barbara Ann</i>).	I know how to sing a broad range of songs from an extended repertoire.	I know how to sing my part accurately; phrasing, pitching and style.
	I know how to perform actions confidently and in time to a range of action songs (e.g. <i>Head and Shoulders</i>).	I know how to perform as a choir in school assemblies.	I know how to perform as a choir in school assemblies.	I know how to perform a range of songs in school assemblies.	I know how to perform a range of songs in school assemblies and in school performance opportunities.	I know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Spring 1

Composing

		KS1		LKS2		UKS2	
EYFS		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
		Project – Up, Up & Away (Tuned Percussion)	Project – Stop Motion (Untuned/Tuned Percussion)	Project – 12-bar Blues (Keyboards)	Project – Shosholoza (Percussion)	Project – Jingles (Tuned/Untuned Instruments)	Project – Music for Film (Keyboards)
<p>I know how to copy basic rhythm patterns of nursery rhymes.</p> <p>I know how to explore high and low using voices and characters within a song.</p> <p>I know how to invent a pattern using one pitch notes.</p>	<p>I know what a pitch pattern is.</p>	<p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p>	<p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p>	<p>I know the blues scale.</p>	<p>I know how to improvise using a range of untuned instruments.</p>	<p>I know the E minor scale.</p>	<p>I know how to use chords to compose music to evoke a specific atmosphere or mood. I know how to recognise major and minor chords.</p>
	<p>I know how to invent, retain and recall pitch patterns and perform these.</p>	<p>I know how to use graphic symbols, dot notation and stick notation as appropriate.</p>	<p>I know how to improvise using a limited range of notes (Blues Scale).</p>	<p>I know how to arrange known rhythms and note values to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p>	<p>I know how to compose melodies from pairs of phrases in E Minor (E Minor scale).</p>	<p>I know how to recognise and create dissonant (clash) chords. I know how to use chords to compose music to evoke a specific atmosphere or mood.</p>	
	<p>I know how to recognise how graphic notation can represent created sound.</p>	<p>I know how to work with a partner to improvise simple question and answer phrases.</p>	<p>I know how to structure musical ideas using question and answer or echo. I know how to invent short on-the-spot responses.</p>	<p>I know how to compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>I know how to enhance these melodies with rhythmic or chordal accompaniments.</p>	<p>I know how to use keyboards to improvise freely over a drone note/chord using the Pentatonic scale. I know how to recognise and create Ostinato melodies.</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to create music in response to a non-musical stimulus (e.g.: storm, rocket launch).</p>	<p>I know how to combine none rhythmic notation with letter names to create short melodic phrases (5 notes).</p>	<p>I know how to create music that has a beginning, middle and an end.</p>	<p>I know how to plan, compose and notate 8 or 16 beat melodic phrase incorporating rhythmic variety and interest.</p>	<p>I know how to experiment with known elements of music (pitch, tempo, rhythm, dynamics, structure).</p>	
	<p>I know how to create musical sound effects and short sequences.</p>	<p>I know how to use dynamics and tempo to enhance my composition.</p>	<p>I know how to make use of musical features including smooth (legato) and detached (staccato).</p>	<p>I know how to sing and play the rhythms I have composed.</p>	<p>I know how to plan, compose and notate 8 or 16 beat melodic phrase incorporating rhythmic variety and interest.</p>	<p>I know how to create music with multiple sections that include repetition and contrast.</p>	
	<p>I know how to experiment with dynamics and tempo.</p>	<p>I know how to play my composition.</p>	<p>I know how to make compositional decisions about the overall structure of improvisations.</p>	<p>I know how to record/evidence my compositions using: rhythm notation and time signatures.</p>	<p>I know how to play my composition on available tuned instruments.</p>	<p>I know how to record and evidence my compositions using: staff notation.</p>	

Spring 2

Musicianship/Performing

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Project – Uke Can Do It! (Ukulele – Hot Cross Buns)	Project – Uke Can Do It! (Ukulele – Mary Had a Little Lamb)	Project – Rock ‘N’ Roll! (Elvis Presley)	Project – Rock ‘N’ Roll (The Beatles)	Project – Geetaar, Cowboy! (Country Roads)	Project – Guitar Hero! (Stand By Me)
I know how to perform songs and rhymes with others. I know how to move in time with music. (e.g. dancing, and marching).	I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.	I know the <i>stave – (lines and spaces)</i> and treble <i>clef</i> . I know how to use dot <i>notation</i> to show higher or lower pitch.	I know the differences between <i>minims, crotchets, paired quavers</i> and <i>rests</i> . I know how to follow and perform simple rhythmic scores to a steady beat.	I know how <i>triads</i> are formed and play them on guitar.	I know the differences between <i>semibreves, minims, crotchets, quavers, semiquavers</i> and their <i>equivalent rests</i> .
	I know how to recognise dot notation and match it to 3-note tunes played on a <i>tuned</i> instrument.	I know how to recognise dot notation and match it to 3-note tunes played on a <i>tuned</i> instrument.	I know the difference between <i>minims, crotchets and paired quavers</i> .	I know how to copy short <i>melodic</i> phrases including those using the <i>pentatonic scale</i> (e.g. C, D, E, G, A).	I know how to follow a ‘Lead Sheet’.	I know how to further develop the skills to read and perform pitch notation within an <i>octave</i> (e.g. C–C/ do–do).
	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.	I know how to read and perform pitch <i>notation</i> within a defined range (e.g. C–G/do–so).	I know how to perform simple, <i>chordal</i> accompaniments to familiar songs.	I know how to play a <i>melody</i> on guitar following staff notation - using notes within an <i>octave</i> range (do–do)
	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to read and perform pitch patterns represented by <i>crotchets, paired quavers</i> and <i>crotchets rests</i> .	I know how to copy stepwise <i>melodic</i> phrases with accuracy.	I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.	I know how to perform simple, <i>chordal</i> accompaniments to familiar songs.	I know how to play a <i>melody</i> on guitar following staff notation - using notes within an <i>octave</i> range (do–do).
	I know how to play short phrases independently within a short song.	I know how to play short phrases independently within a short song.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole-class or in small groups.	I know how to engage with others to perform as part of a group.	I know how to engage with others through ensemble playing with pupils taking on <i>melody</i> or accompaniment roles.
	I know how to play short phrases independently within a short song.	I know how to play short phrases independently within a short song.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole class or in small groups.	I know how to play and perform <i>melodies</i> following staff notation (using a small range) as a whole-class or in small groups.	I know how to engage with others to perform as part of a group.	I know how to engage with others through ensemble playing with pupils taking on <i>melody</i> or accompaniment roles.

Summer 1

Singing/Listening/Music History

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Project – Sing! (Pitch & Actions)	Project – Sing it Loud! (Voice control & Actions)	Project – Sing it Together! (Developing accuracy)	Project – Sing it Together! (Rounds & Harmony)	Project – Through the Decades (Classical, Blues, Country)	Project – Through the Decades (Jazz, Hip Hop, Rock)
I know a range of well-known nursery rhymes and songs. I know how to sing along to pre-recorded songs and add actions.	I know how to sing simple songs, chants and rhymes. I know how to listen to recorded and live performances.	I know how to sing songs with a small pitch range (e.g. Rain, Rain Go Away). I know how to identify varying pitch within songs (high or low notes).	I know how to listen to music and identify forte and piano (dynamics). I know how to perform forte and piano (loud and soft).	I know how to sing rounds and partner songs in different time signatures (London's burning/Dynamite). I know how to listen to music and identify rounds.	I know how to identify the features of Classical music. I know how to identify the instruments used within Classical music. I know how to accurately identify the time period a piece of music is from.	I know how to identify the features of Jazz music. I know how to identify the instruments used within Jazz music. I know how to accurately identify the time period a piece of music is from.
I know how to sing along with a backing track. I know how to identify simple songs and rhymes.	I know how to sing collectively at the same pitch and count in. I know how to identify pitch.	I know how to listen to music and identify the tempo (speed). I know how to listen to recorded and live performances.	I know how to walk, move or clap a steady beat with others. I know how to listen to music and identify the beat.	I know how to sing a broad range of unison songs with the range of eight notes/octave. (e.g. One More Day – seas shanty). I know how to listen to music and identify time signatures (number of beats in a bar).	I know how critically listen to recorded and live performances. I know how to identify key compositions from the classical period.	I know how critically listen to recorded and live performances. I know how to identify key songs from the Jazz genre.
I know how to listen to recorded and live performances of nursery rhymes and simple songs.	I know how to control vocal pitch and match pitch accurately.	I know how to listen to music and identify dynamics (volume). I know how to demonstrate dynamics (loud/quiet) and tempo (fast/slow) when singing.	I know how to change the speed of the beat as the tempo of the music changes. I know how to listen to music and compare the tempo.	I know how to listen to music and identify crescendo and decrescendo (to build or decrease in volume). I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).	I know how to identify the features of Blues music. I know how to identify the instruments used within Blues music. I know how to accurately identify the time period a piece of music is from.	I know how to identify the features of Hip Hop music. I know how to identify the instruments used within Hip Hop music. I know how to accurately identify the time period a piece of music is from.
	I know how to sing a range of simple songs (including pentatonic songs). I know how to identify the different parts of a song.	I know how to demonstrate dynamics and tempo responding to the leaders directions and visual symbols.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression. I know how to listen to music and compare pitch.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. Barbara Ann).	I know how critically listen to recorded and live performances. I know how to identify key songs from the Blues genre.	I know how critically listen to recorded and live performances. I know how to identify key songs from the Hip Hop genre.
	I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so). I know how to identify stories within songs.	I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.	I know how to begin to sing songs with small and large leaps to introduce vocal harmony (e.g. Barbara Ann).	I know how to identify the features of Country music. I know how to identify the instruments used within Country music. I know how to accurately identify the time period a piece of music is from.	I know how to identify the features of Rock music. I know how to identify the instruments used within Rock music. I know how to accurately identify the time period a piece of music is from.
	I know how to sing a range of call and response songs. (Boom Chicka Boom)	I know how to sing songs with a pitch range of no more than five notes (do-so). I know how to perform actions confidently and in time to a range of action songs (e.g. Head and Shoulders).	I know how to perform as a choir in school assemblies.	I know how to perform a range of songs in school assemblies.	I know how critically listen to recorded and live performances. I know how to identify key songs from the country genre.	I know how critically listen to recorded and live performances. I know how to identify key songs from the Rock genre.

Summer 2

Composing

EYFS	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
	Project – Story effects (Untuned Percussion)	Project – Stomp! (Untuned/Tuned Percussion)	Project – Sequencing (Music Software)	Project – Sequencing (Music Software)	Project – Leavers Song (Tuned instruments)	Project – Leavers Song (Tuned instruments)
I know how to copy basic rhythm patterns of nursery rhymes. I know how to explore high and low using voices and characters within a song. I know how to invent a pattern using one pitch notes.	I know the difference between creating a rhythm pattern and a pitch pattern .	I know how to invent, retain and recall rhythm and pitch patterns and perform these.	I know that software technology can be used to create music.	I know that software technology can be used to create music.	I know how to compose melodies from pairs of phrases in G major (G Major scale) .	I know how to compose melodies from pairs of phrases in G major (G Major scale) .
	I know how to invent, retain and recall rhythm and pitch patterns and perform these.	I know how to use graphic symbols, dot notation and stick notation as appropriate.	I know how to navigate software to create arrangements.	I know how to navigate software to create arrangements.	I know how to compose melodies from pairs of phrases in G major (G Major scale) .	I know how to compose melodies from pairs of phrases in G major (G Major scale) .
	I know how to recognise how graphic notation can represent created sound.	I know how to work with a partner to improvise simple question and answer phrases .	I know how to arrange pre-recorded melodic phrases.	I know how to arrange pre-recorded melodic phrases.	I know how to enhance melodies with rhythmic or chordal accompaniments .	I know how to enhance melodies with rhythmic or chordal accompaniments .
	I know how to create musical sound effects and short sequences.	I know how to create music in response to a non-musical stimulus (e.g.: storm, rocket launch).	I know how to enhance melodic phrases with rhythmic accompaniments.	I know how to enhance melodic phrases with rhythmic accompaniments.	I know how to create music with multiple sections that include repetition and contrast . I know how to discuss how musical contrasts are achieved.	I know how to create music with multiple sections that include repetition and contrast . I know how to discuss how musical contrasts are achieved.
	I know how to create musical sound effects and short sequences.	I know how to use dynamics and tempo to enhance my composition.	I know how to use music software to compose a ternary piece.	I know how to use music software to compose a ternary piece.	I know how to work in a pair to create a ternary piece.	I know how to work in a pair to create a ternary piece.
	I know how to experiment with dynamics and tempo .	I know how to work together as a group to perform my composition.	I know how to dynamically balance my composition so that each instrument is clear.	I know how to dynamically balance my composition so that each instrument is clear.	I know how to play my composition on available tuned instruments .	I know how to play my composition on available tuned instruments .

Glossary

accent – where the music is emphasised

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat - unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

duet – two vocalists or instruments

dynamics – how loud or quiet a piece of music is

key signature – the flats and sharps at the beginning of each line, to be played throughout the piece music

major – a happy sounding piece of **measure** – a bar in a piece of music

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

pulse – the constant beat in a piece of music

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

staccato – short, sharp notes

staff – five horizontal lines on which notes are written

tempo – speed of a piece

time signature – how many beats to a bar

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

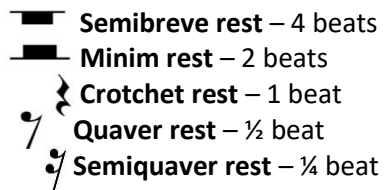
harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

Note lengths



Rest lengths



unison – playing or singing the same notes simultaneously

vibrato – quickly alternating between two notes – a wobbly sound

Common Tempo words

adagio – slow and calm

allegro – quick and lively

andante – relaxed and flowing

largo – slow and broad

lento – slow

moderato – a reasonable pace

rit. (ritardando) – slowing the tempo (also **ral. (rallentissez)**)

presto – quick and lively

prestissimo – extremely quick