

Music – Progression of Knowledge, Understanding and Skills

Introduction:

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At New Monument and Broadmere Primary Academies we use the Charanga scheme of work which provides teachers with weekly lessons which include interactive whiteboard resources, assessments, progression of skills with the aim of meeting the requirements of the national curriculum. The scheme provides an integrated, practical, exploratory and child-led approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, a range of musical activities (including creating and exploring) and performing.

Charanga lessons are 30 minutes in length with a further 30 minutes spent on exploring different styles of music from Rap to Reggae or Ska , Bangra to Salsa or Tango, Hip Hop to Pop, Jazz to Classical and World Music. Cross curricular links are exploited, for example, identifying on a map of the world where the artist or music originated. Placing artists and/or styles on a Musical Periods in History Timeline is included in lessons with the children encouraged to identify the origins of music by listening. When appropriate the children listen to music from films. The children are taught to research the original artist/songwriter to appreciate the poetry, vocabulary, grammar and use of language. The children understand and discuss the ways in which the lyrics communicate thoughts, views and feelings.

How the scheme is structured:

Each Unit of Work comprises strands of musical learning which correspond with the national curriculum for music.

The children learn to:

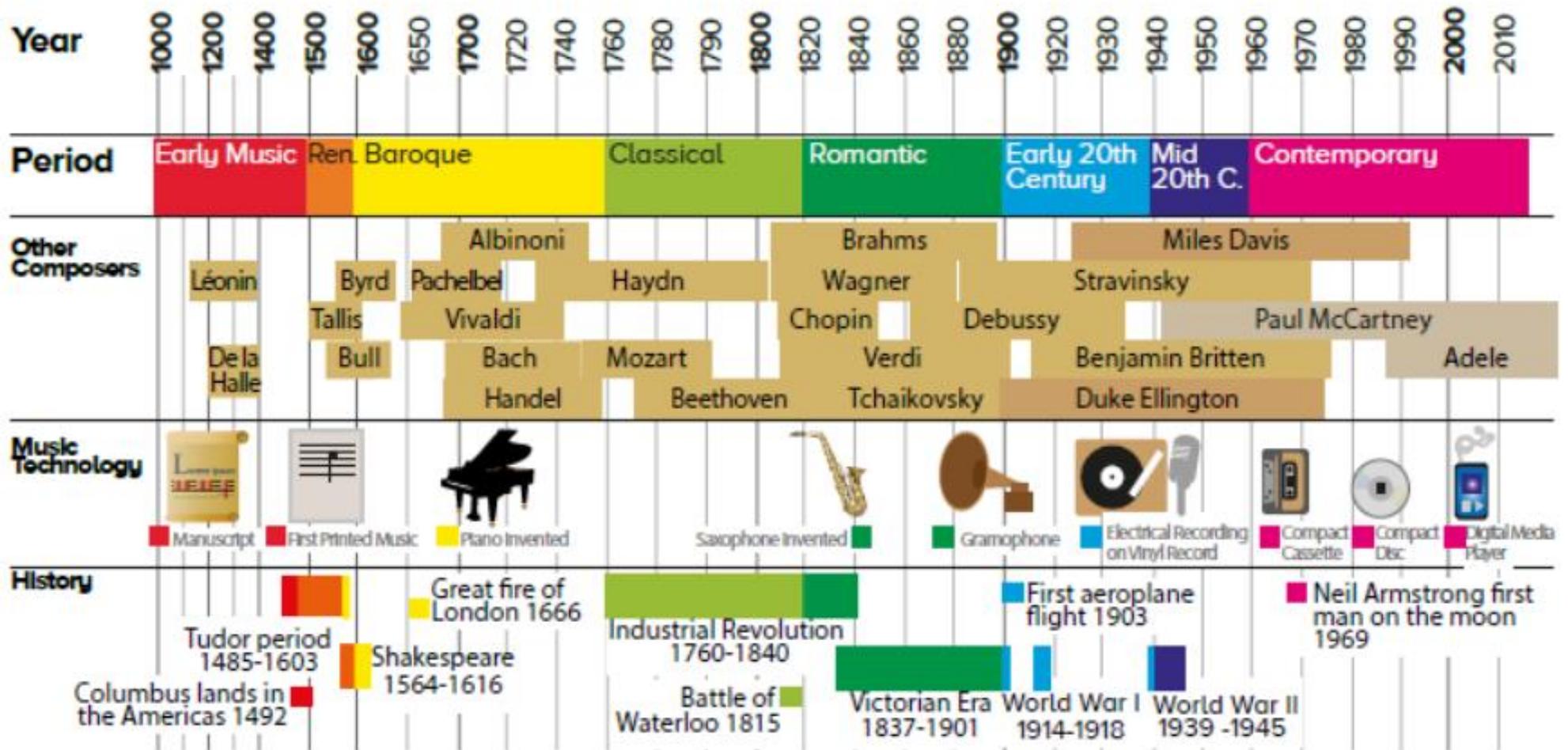
Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and tradition, including the works of the great composers and musicians.

They learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

They need to understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

To extend our pupils' development we also use a BBC programme entitled '10 Pieces', which focuses on 10 artists each year to promote a love of music and understanding of the history in which each composer lived and wrote their music, influenced by world events of the time.

The music timeline below demonstrates some of the composers the children will study - linked to their history topics - using the BBC resources.



Being imaginative

Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.

Pupils are given opportunities to;

- Develop ideas and interests
- Have specific foci for creative designs/purpose
- Combine and change their creation purposefully reflecting and reviewing their work
- Talk about the ideas and processes they have used in their own and others work
- Recognise the strengths of their own work and others

The children are provided with an environment which is set up in such a way that promotes these opportunities and focuses on representing their own ideas

Expected - Pupils experiment with design, sometimes adult led but not making 'everyone the same'.

Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created.

Charanga: Listen & Respond (Listen & Appraise)

The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. They will consider simple questions. In each step there is the option to listen and respond to a different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

Topics:**Autumn****Spring****Summer**

Charanga: Me

Everyone

Big Bear Funk

My Stories

Our World

Reflect, Rewind, Replay

Music of current day - e.g. Adele, Harvest, Christmas, Spring, special days, for example, World Book Day, Sport and Comic Relief, Leaving songs.

KS1 Subject content

KS1: Pupils are 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 interrelated dimensions of music.

Charanga

Listen & Appraise

All musical learning happens around the main unit song and children are appraised using other related songs. Within each Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies.

The questions on-screen, for each activity are:

Do you like the song?

What can you hear?

What is the style of the music?

How is the song put together?

The children's answers will be discussed and Bloom's higher order questions used to deepen their thinking.

Year 1	<p><u>Performing</u></p> <p>To use their voices to speak/sing/chant. To join in with singing. To use instruments to Perform. To look at their audience when they are performing. To clap short rhythmic Patterns. To copy sounds.</p> <p>Challenge: Pupils make loud and quiet sounds. They know that the chorus keeps repeating sounds. They can give a reason for choosing an instrument.</p>	<p><u>Composing</u> (including notation)</p> <p>To make different sounds with their voices. To make different sounds with instruments. To identify changes in sounds. To change the sound. To repeat (short rhythmic and melodic) patterns. To make a sequence of sounds. To show sounds by using pictures.</p> <p>Challenge: Pupils can tell the difference between long and short sounds. They identify two types of sound happening at the same time.</p>	<p><u>Appraising</u></p> <p>To respond to different moods in music. To say how a piece of music makes them feel. To say whether they like or dislike a piece of music. To choose sounds to represent different things. To recognise repeated patterns. To follow instructions about when to play or sing.</p> <p>Challenge: Pupils are able to tell the difference between a fast and slow tempo. They can tell the difference between loud and quiet sounds. They identify two types of sound happening at the same time.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Hey You Rhythm in the way we walk (The Banana Rap)</p> <p><u>Spring</u> Charanga: In the Groove Round and Round</p> <p><u>Summer</u> Charanga: Your imagination Reflect, Rewind, Replay</p> <p>Composers: History link - Romantic Period - Victorians e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u> Supporting introductions to the different styles of music: Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin American and Western cultural that link to history, geography, countries and cultures. Playing clapping sounds and developing rhythms and patterns, pace and tempo and awareness of loud and soft.</p>
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Year 2	<p><u>Performing</u></p> <p>To sing and follow the melody (tune). To sing accurately at a given pitch. To perform simple patterns and accompaniments keeping a steady pulse. To perform with others. To play simple rhythmic patterns on an instrument. To sing/clap a pulse increasing or decreasing in tempo.</p> <p>Challenge: Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p>	<p><u>Composing</u> (including notation)</p> <p>To order sounds to create a beginning, middle and end. To create music in response to different starting points. To choose sounds which create an effect. To use symbols to represent sounds. To make connections between notations and musical sounds.</p> <p>Challenge: Pupils can use simple structures in a piece of music. They know that phrases are where we breathe in a song.</p>	<p><u>Appraising</u></p> <p>To improve their own work. To listen out for particular things when listening to music.</p> <p>Challenge: Pupils recognise sounds that move by steps and by leaps.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Hands Feet Heart. Productions songs</p> <p><u>Spring</u> Charanga: I wanna play in a band Zootime</p> <p><u>Summer</u> Charanga: Friendship song Reflect, Rewind, Replay</p> <p>Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivaldi</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u> Exploring more sounds: Reggae, Motown, Rock and South African music and freedom songs. Dancing to a beat and practicing pulse and tempo, walking, marching and running. Keeping own song steady and in tune whilst another sings an alternative: e.g. Three blind mice and London's Burning – sung simultaneously.</p>
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KS2 Subject content (1)	<p>Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils are taught to:</p> <p>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music;</p> <p>Listen with attention to detail and recall sounds with increasing aural memory;</p> <p>Use and understand staff and other musical notations;</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>Develop an understanding of the history of music.</p> <p>Charanga:</p> <p>Listen & Appraise</p> <p>All musical learning happens around the main unit song and children are appraised using other related songs. Within each Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun!</p> <p>The questions on-screen, for each activity are:</p> <p>Do you like the song?</p> <p>What can you hear?</p> <p>What is the style of the music?</p> <p>How is the song put together?</p>
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KS2 Subject content (2)	<p>On-screen questions are used:</p> <ul style="list-style-type: none">● How does this song make you feel?● Does this song tell a story?● What does the song make you think of?● How old do you think this piece of music is? <p>Appraisal, for example, using Pharrell Williams' song Happy:</p> <ul style="list-style-type: none">● Did the tempo stay the same all the way through the song?● In music, dynamics means how loud or quiet the music is. What are the dynamics in this song?● Can you identify the different instruments/voices that you heard?● Did all the instruments and voices play or sing throughout the song?● What is the style of this music? <p>Children are encouraged to think deeply through the use of Bloom's questions.</p>
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Year Three	<p><u>Performing</u></p> <p>To sing in tune with Expression. To control the voice when singing. To play clear notes on Instruments.</p> <p>Challenge: Pupils work with a partner to create a piece of music using more than one Instrument.</p>	<p><u>Composing</u> (including notation)</p> <p>To use different elements in their composition. To create repeated patterns with different instruments. To compose melodies and songs. To create accompaniments for tunes. To combine different sounds to create a specific mood or feeling.</p> <p>Challenge: Pupils understand metre in 2 and 3 beats; then 4 and 5 beats. They understand how the use of tempo can provide contrast within a piece of music.</p>	<p><u>Appraising</u></p> <p>To improve their work explaining how it has improved. To use musical words (the elements of music) to describe a piece of music. To use musical words to describe what they like and dislike. To recognise the work of at least one famous composer.</p> <p>Challenge: Pupils can tell whether a change is gradual or sudden. They identify repetition, contrasts and variations.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Let your spirit fly Glockenspiel (Stage 1)</p> <p><u>Spring</u> Charanga: Three little birds The dragon song</p> <p><u>Summer</u> Charanga: Bringing us together Reflect, Rewind, Replay</p> <p>Composers: History - Early Music e.g. Leonin, De La Halle</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u> Helping research historical context. Devising simple notation to represent a musical score. Listening to a range of Western classical music to attune young ears to classical musical styles.</p>
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Year Four	<p><u>Performing</u></p> <p>To perform a simple part rhythmically.</p> <p>To sing songs from memory with accurate pitch.</p> <p>To improvise using repeated patterns.</p> <p>Challenge:</p> <p>Pupils can use selected pitches simultaneously to produce simple harmony.</p>	<p><u>Composing</u></p> <p>(including notation)</p> <p>To use notations to record and interpret sequences of pitches.</p> <p>To use standard notation.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>Challenge:</p> <p>Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales.</p> <p>They can show how they can use dynamics to provide contrast.</p>	<p><u>Appraising</u></p> <p>To explain the place of silence and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To begin to identify with the style of work of Beethoven, Mozart and Elgar.</p> <p>Challenge:</p> <p>Pupils can identify how a change in timbre can change the effect of a piece of music.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u></p> <p>Charanga: Mamma Mia Glockenspiel (Stage 2)</p> <p><u>Spring</u></p> <p>Charanga: Stop Lean on Me</p> <p><u>Summer</u></p> <p>Charanga: Blackbird Reflect, Rewind, Replay</p> <p>Composers:</p> <p>History link - Early/ Mid 20th Century America – Miles Davis, Duke Ellington</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u></p> <p>Listening to different styles of music - from Abba 1970s and 80s, Bhangra, Tango, Latin Fusion, Jazz, Gospel and Beatles and discussing how they sound different and why - what was happening in the world at the time?</p>
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Year Five	<p><u>Performing</u></p> <p>To breathe in the correct place when singing.</p> <p>To sing and use their understanding of meaning to add expression.</p> <p>To maintain their part whilst others are performing their part.</p> <p>To perform 'by ear' and from simple notations.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>Challenge:</p> <p>Pupils use pitches simultaneously to produce harmony by building up simple chords.</p> <p>They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</p>	<p><u>Composing</u></p> <p>(including notation)</p> <p>To change sounds or organise them differently to change the effect.</p> <p>To compose music which meets specific criteria.</p> <p>To use their notations to record groups of pitches (chords).</p> <p>To use a music diary to record aspects of the composition process.</p> <p>To choose the most appropriate tempos for a piece of music.</p> <p>Challenge:</p> <p>Pupils understand the relation between pulse and syncopated patterns.</p> <p>They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</p>	<p><u>Appraising</u></p> <p>To describe, compare and evaluate music using musical vocabulary.</p> <p>To explain why they think their music is successful or unsuccessful.</p> <p>To suggest improvements to their own or others' work.</p> <p>To choose the most appropriate tempo for a piece of music.</p> <p>To contrast the work of famous composers and show preferences.</p> <p>Challenge:</p> <p>Pupils can explain how tempo changes the character of music</p> <p>They identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p><u>Topics:</u></p> <p><u>Autumn</u></p> <p>Charanga: Livin' on a prayer Classroom Jazz 1</p> <p><u>Spring</u></p> <p>Charanga: Make you feel my love (preview) Fresh Prince of Bel Air (preview)</p> <p><u>Summer</u></p> <p>Charanga: Dancin' in the street (preview) Reflect, Rewind, Replay</p> <p>Composers:</p> <p>History link - Early/Mid 20th Century Europe - Debussy, Stravinsky, Benjamin Britten</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u></p> <p>Sharing and discussing modern styles of music: rock, jazz, pop, hip-hop, Motown, and discussing how this is different to the classics of the early and mid 20th century.</p>
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Year Six	<p><u>Performing</u></p> <p>To sing a harmony part confidently and accurately. To perform parts from memory. To perform using notations. To take the lead in a performance. To take on a solo part. To provide rhythmic support.</p> <p>Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together.</p>	<p><u>Composing</u> (including notation)</p> <p>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords). To recognise that different forms of notation serve different purposes. To use different forms of notation. To be able to combine groups of beats.</p> <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective. They use the full range of chromatic pitches to build up chords, melodic lines and bass lines.</p>	<p><u>Appraising</u></p> <p>To be able to refine and improve their work. To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created. To be able to analyse features within different pieces of music. To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>Challenge: Pupils can appraise the introductions, interludes and endings for songs and compositions they have created.</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: I'll be there Classroom Jazz 2</p> <p><u>Spring</u> Charanga: Don't stop believing (previous scheme) Happy</p> <p><u>Summer</u> Charanga: You've got a friend (preview) Reflect, Rewind, Replay</p> <p>Composers: History link - Classical Period - Haydn, Mozart, Elgar and Beethoven</p>	<p><u>Ways parents can help:</u></p> <p><u>Autumn</u> Sharing a medley of music, broadening the range explored across the school: Michael Jackson, Jazz, Latin, Blues, Gospel, Bhangra, Pop, Motown, music of Carole King and western classical music of the 20th century. Understanding how history has shaped our music and tastes have changed and been influenced by war and migration.</p>
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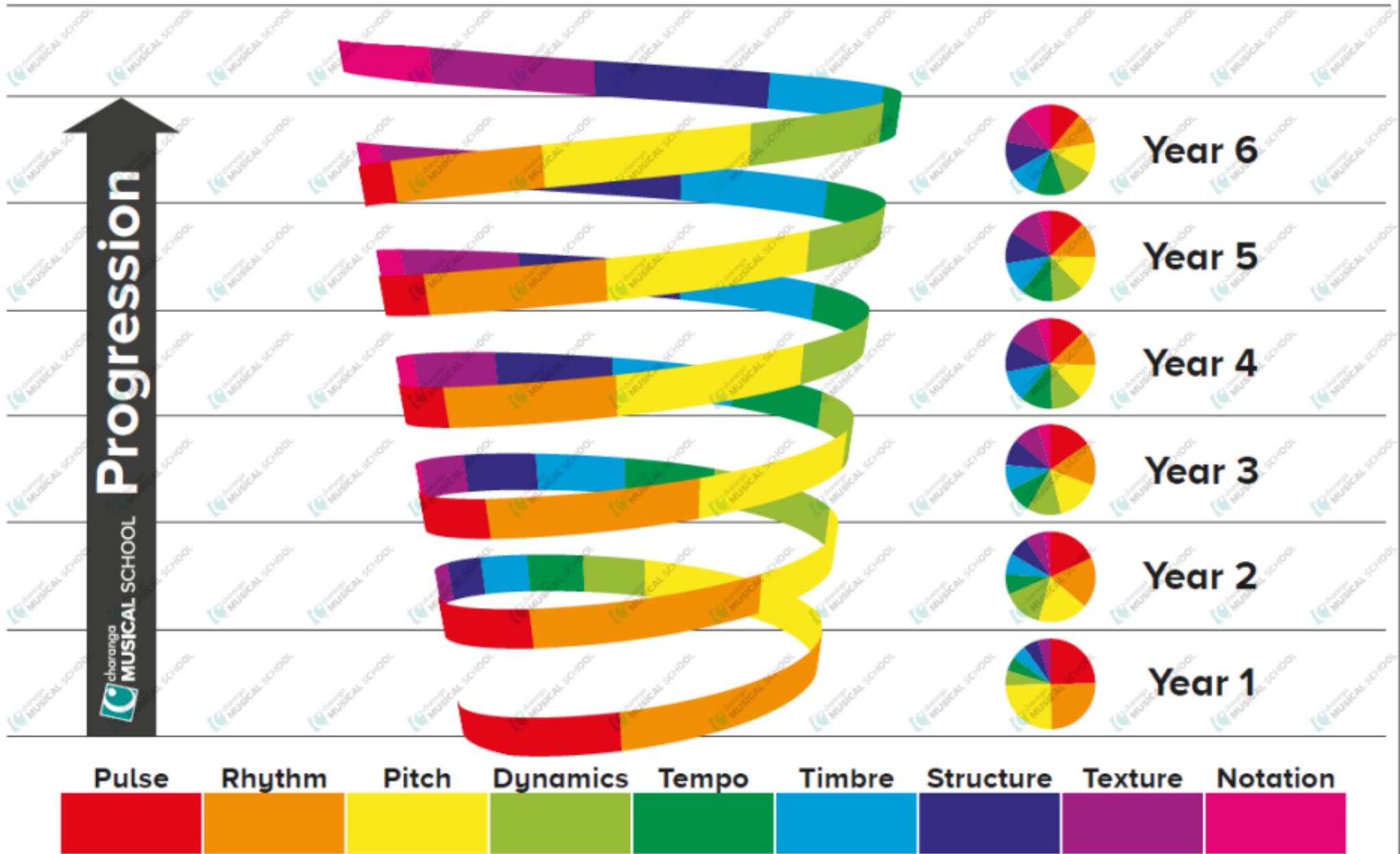
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



What can you hear?



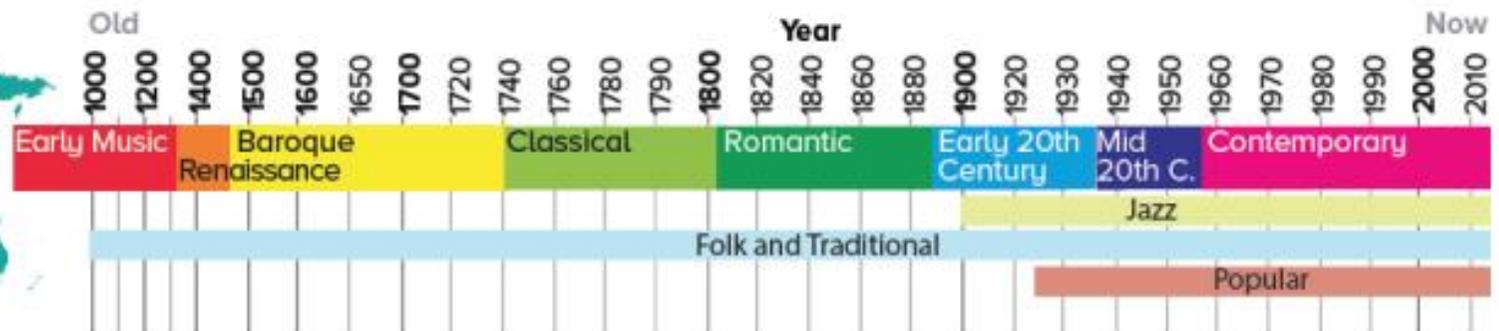
What is the style of the music?



Where in the world is the music from?



When do you think the music was written?

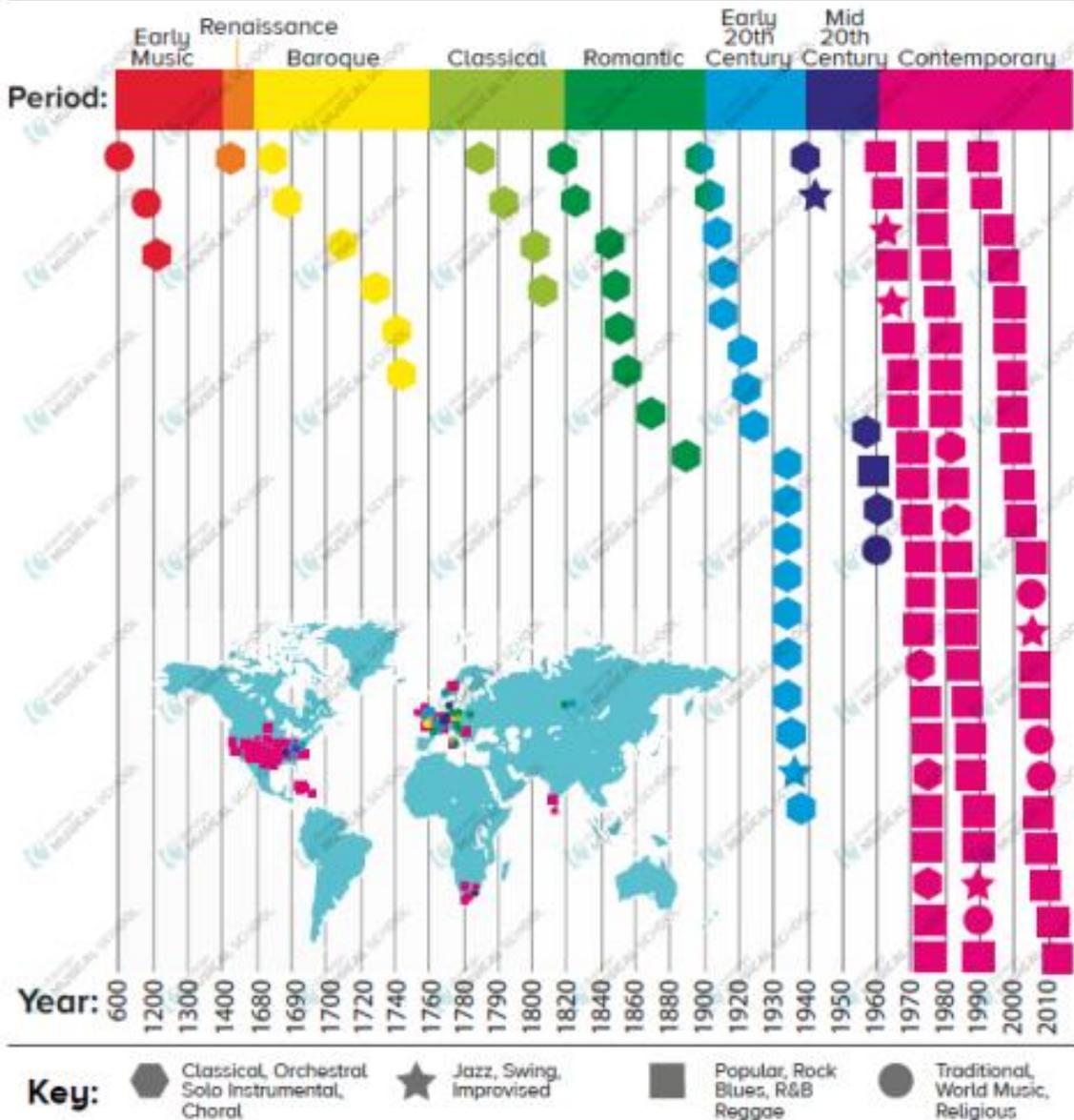


Listening and appraising

Charanga Musical School listening material

National Curriculum 2014:

"...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians"



Musical School Listening Material

- Music from *Compline* by Anon
- *La Quinta Estampie Real* (anon 13th C.) by Anon
- *L'aubrier Pastoure-Scot* (The Other Day a Shepherdess Was Sitting) by Anon
- *L'Hon Arme* by Anon
- *Arride Overture* by Lully
- *Dido and Aeneas: Overture* by Purcell
- *Brandenburg Concerto No 1* by Bach
- *Les Tricoleuses* (The Knitters) by Couperin
- *Let the Bright Seraphim* by Handel
- *Arrival of the Queen Of Sheba* by Handel
- *The Marriage of Figaro: Overture* by Mozart
- *The Clock: Il Andante* by Haydn
- *Moonlight Sonata* (adagio) by Beethoven
- *Symphony no 5 in C Minor* (allegro con brio) by Beethoven
- *Erlkönig D.328 Op 1 Wer Reitet so Spät* by Schubert
- *Ode to Joy* by Beethoven
- *Minute Waltz in D-flat* by Chopin
- *Radeletsky March* by Johann Straus
- *Bridal Chorus* (Wedding March) by Wagner
- *Piano Concerto: Allegro Maestoso* (tempo giusto) by Liszt
- *Grand March from Aida* by Verdi
- *Sugar Plum Fairy* by Tchaikovsky
- *Prelude A L'apres-Midi D'Un Faune* by Debussy
- *Peer Gynt Suite: Anitra's Dance* by Grieg
- *Central Park in the Dark* by Ives
- *The Firebird* by Stravinsky
- *The Planets: Mars* by Gustav Holst
- *Song Before Sunrise* by Defius
- *Rhapsody in Blue* by Gershwin
- *Bolero* by Ravel
- *Fantasia on Greensleeves* by Vaughan Williams
- *There Was a Man of Newington* by Benjamin Britten
- *There Was a Monkey* by Benjamin Britten
- *Begone Dull Care* by Benjamin Britten
- *Fishing Song* by Benjamin Britten
- *A New Year Carol* by Benjamin Britten
- *From the Diary of a Fly* by Bartok
- *The Bird* by Sergei Prokofiev
- *One O'Clock Jump* by Count Basie
- *Sonata for Horn in F* by Paul Hindemith
- *No 4 Hoe-Down* by Aaron Copland
- *Take the 'A' Train* by Duke Ellington
- *Bridge Over the River Kwai* by Malcolm Arnold
- *Johnny B Goode* by Chuck Berry
- *Consider Yourself* from the musical *Oliver* by Lionel Bart
- *The Click Song* by Miriam Makeba
- *The Way You Look Tonight* by Tony Bennett
- *I Saw Her Standing There* by The Beatles
- ★ *Desafinado* by Stan Getz
- *How Blue Can You Get* by B.B. King
- ★ *Fly Me to the Moon* by Frank Sinatra
- *Ain't No Mountain High Enough* by Marvin Gaye & Tammi Terrell
- *When I'm 64* by The Beatles
- *54-45 That's My Number* by Toots and the Maytals
- *All Right Now* by Free
- *Oye Como Va* by Santana
- *Amazing Grace* by Elvis Presley
- *Smoke on the Water* by Deep Purple
- *Lean On Me* by Bill Withers
- *Suspicious Minds* by Elvis Presley
- *Love Me Tender* by Elvis Presley
- *Clapping Music* by Steve Reich
- *Waterloo* by ABBA
- *Tubular Bells* by Mike Oldfield
- *Libertango* by Astor Piazzola
- *Ram Goat Liver* by Pluto Sherwington
- *My First, My Last, My Everything* by Barry White
- *Rockin' All Over the World* by Status Quo / John Fogerty
- *Mamma Mia* by ABBA
- *Einstein on the Beach* by Philip Glass
- *Dancing Queen* by ABBA
- *Sir Duke* by Stevie Wonder
- *We Will Rock You* by Queen
- *Three Little Birds* by Bob Marley and the Wailers
- *Jammin'* by Bob Marley and the Wailers
- *Thank You for the Music* by ABBA
- *Blame It on the Boogie* by The Jackson 5
- *The Robots* (Die Roboter) by Kraftwerk
- *Rappers Delight* by The Sugarhill Gang
- *The Winner Takes it All* by ABBA
- *Super Trouper* by ABBA
- *Imperial March* by John Williams
- *Don't Stop Believin'* by Journey
- *The Lamb* by John Tavener
- *Eye of the Tiger* by Survivor
- *Hello* by Lionel Richie
- *It's Like That* by Run D.M.C.
- *Livin' on a Prayer* by Bon Jovi
- *So Amazing* by Luther Vandross
- *You Can Call Me Al* by Paul Simon
- *Bring Him Back Home* by Hugh Masekela
- *Me, Myself and I* by De La Soul
- ★ *Music for Large and Small Ensembles - opening* by Kenny Wheeler
- *Lord of the Dance* by Ronan Hardiman
- *The Fresh Prince of Bel Air* by DJ Jazzy Jeff & The Fresh Prince
- *U Can't Touch This* by MC Hammer
- *Heal the World* by Michael Jackson
- *Small People* by Ziggy Marley and the Melody Makers
- *Diggin' On* by James Brown
- *Ready or Not* by The Fugees
- *Make You Feel My Love* by Bob Dylan
- *Homelands* by Nitin Sawhney
- *Livin' La Vida Loca* by Ricky Martin
- *Shackles* (Praise You) by Mary Mary
- *Our Day Will Come* by Amy Winehouse
- *He Still Loves Me* by Beyonce ft. W. Williams
- *Ho Gaya Sharabi* by Panjabi MC
- *Mbube* by Soweto Gospel Choir
- *Mag Que Noda* by Sergio Mendes and the Black Eyed Peas
- ★ *It Had Better Be Tonight* by Michael Buble
- *Don't Stop Believin'* by Petra Haden
- *Make You Feel My Love* by Adele
- *Jai Ho* by A. R. Rahman
- *Lean On Me* by ACM Gospel Choir
- *Dance Wiv' Me* by Dizzee Rascal
- *Don't Stop Believin'* by The Cast of Glee
- *Why Don't You* by Gramophonezle
- *Hlakalazi* by Arthur Mofokate
- *Happy* by Pharrell Williams

Keywords

A capella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song.

back beat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song.

Balance - The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad - A gentle love song.

Band - Playing/singing/performing together.

Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing - Creating and developing musical ideas and 'mixing' these.

Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance.

Harmony - Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.
Melodic - Melody or tune.
Notation - Ways to visually represent music.
Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.
Original - The first ever version of a song.
Ostinato - A short repeated pattern.
Outro - Short section which brings the song or piece to an end.
Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano.
Performing - Singing and playing instruments.
Phrase - A musical sentence.
Pitch - The range of high and low sounds.
Pre-chorus - A short section in a song, before the chorus.
Pulse/beat - The heartbeat or steady beat of a song/piece of music.
Recurring theme - A tune that repeats again and again in a piece of music.
Rhythm - The combination of long and short sounds to make patterns.
Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.
Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.
Secular - Non religious
Solo - An Italian word used to describe playing/singing/performing on our own.
Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.
Style - The type of music e.g. blues or rock.
Style indicators - Identifiers that show us the genre of the music.
Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.
Tag - (Usually) a short ending, tagged on to the main part of the song.
Tempo - An Italian word used to describe how fast/slow the music goes.
Texture - Layers of sound in music.
Timbre - The quality and character of the sound.
urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.
Verse - A section in a song which has the same tune but different words.