



SOUND & DISTRICT PRIMARY SCHOOL

Whole School Music Progression Map
Substantive Knowledge & Disciplinary Concepts 2024-2025

Scheme Followed: Kapow



Who is this document for?

This progression has been made to help both Class Teachers and the Music Subject Lead.

For Class Teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how key areas are developed over time and built on, as well as exact key knowledge that children must know in each unit and each class.

In addition to the above, it also allows the Music Subject Lead to know when key areas are being taught, which resources may be needed across the school at a particular time and also help with monitoring of key knowledge and coverage for triangulation.

Long Term Plan

Cycle C 2024-2025

Transitioning to Kapow including catch-up units

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION Diamond Class	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
YEAR 1 Emerald Class	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)

<p>YEAR 2 Ruby Class</p>	<p>Catch up unit Year 1 unit Vocal and body sounds: (Theme: By the sea)</p>	<p>West African call and response song (Theme: Animals)</p>	<p>Orchestral instruments (Theme: Traditional stories)</p>	<p>Musical me</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p>	<p>Myths and legends</p>
<p>YEAR 3/4 Opal Class (Year 3 Planning)</p>	<p>Catch up unit 1 Year 2 unit West African call and response song (Theme: Animals)</p>	<p>Catch up unit 2 Year 2 unit Dynamics, timbre, tempo and motifs (Theme: Space)</p>	<p>Creating compositions in response to an animation (Theme: Mountains)</p>	<p>Developing singing technique (Theme: The Vikings)</p>	<p>Jazz</p>	<p>Pentatonic melodies and composition (Theme: Chinese New)</p>
<p>YEAR 4/5 Topaz Class (Year 4 Planning)</p>	<p>Catch up unit 1 Year 3 unit Ballads</p>	<p>Catch up unit 2 Year 3 unit Developing singing technique (Theme: The Vikings)</p>	<p>Body and tuned percussion (Theme: Rainforests)</p>	<p>Rock and roll</p>	<p>Samba and carnival sounds and instruments</p>	<p>Instrumental Scheme Unit 1 South Africa</p>

YEAR 6 Onyx Class	Catch up unit 1 Year 5 unit Composition to represent the festival of colour (Theme: Holi festival)	Catch up unit 2 Year 5 unit Blues	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' Song
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Musical Progression

Please see individual year group knowledge and skills progression documents on the Kapow Website using the school login for EYFS and Years 1-6.

EYFS	✦ <u>Exploring sound</u>	<u>Celebration music</u>	✦ <u>Music and movement</u>	<u>Musical stories</u>	✦ <u>Transport</u>	✦ <u>Big band</u>
Key knowledge from the unit	To understand how to listen carefully and talk about what I hear.	To know that there are special songs we can sing to celebrate events.	To know that the beat is the steady pulse of a song.	To understand that a piece of music can tell a story with sounds.	To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).	To know that an orchestra is a big group of people playing a variety of instruments together.
	To know that sounds can be copied by my voice, body percussion and instruments.	To understand that my voice or an instrument can match an action in a song.	To recognise music that is 'fast' or 'slow.'	To know that different instruments can sound like a particular character.	To know that the beat is the steady pulse of a song.	To know that music often has more than one instrument being played at a time.
	To understand that instruments can be played loudly or softly.	To know that moving to music can be part of a celebration.	To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To understand what 'high' and 'low' notes are.	To recognise music that is 'fast' or 'slow.'	To understand that performing means playing a finished piece of music for an audience.
	To know that music often has more than one instrument being played at a time.	To recognise that different sounds can be long or short.	To know that signals can tell us when to start or stop playing.			
		To recognise music that is 'fast' or 'slow.'				

Year 1	♦ <u>Pulse and rhythm</u> (All about me)	<u>Tempo (Snail and mouse)</u>	♦ <u>Musical vocabulary</u> (Under the sea)	♦ <u>Timbre and rhythmic patterns</u> (Fairytale)	♦ <u>Pitch and tempo</u> (Superheroes)	<u>Vocal and body sounds (By the sea)</u>
	To know that rhythm means a pattern of long and short notes.	To understand that the pulse of the music can change.	To understand that pitch means how high or low a note sounds.	To know that an instrument or rhythm pattern can represent a character in a story.	To understand that tempo can be used to represent mood or help tell a story.	To know that dynamics can change how someone listening feels about music.
	To know that pulse is the regular beat that goes through music.	To know that sounds can help tell a story.	To know that 'timbre' means the quality of a sound; on that different	To know that my voice can create different timbres to help tell a story.	To understand that 'tuned' instruments play more than one pitch of notes.	To know that your voice can be used as a musical instrument to tell a story.

Key knowledge from the unit

To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.

To understand that music can be represented by pictures or symbols.

To understand that the pulse of music can get faster or slower.

To know that a piece of music can have more than one section, eg a versed and a chorus.

To know that my voice, body and instruments can show fast and slow beats.

To know that music has layers called 'texture'.

To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.

To know that following a lead helps everyone together accurately.

Year 2	♦ <u>African call and response song (Animals)</u>	♦ <u>Orchestral instruments (Traditional Western stories)</u>	♦ <u>Musical me</u>	<u>Dynamics, timbre, tempo and motifs (Space)</u>	<u>On this island: British songs and sounds</u>	♦ <u>Myths and legends</u>
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that musical instruments can be used to create 'real life' sound effects.	To understand that 'melody' means a tune.	To know that a 'soundscape' is a landscape created using only sounds.	To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.	I know that a graphic score can show a picture of the structure of music.
	To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.	To know that 'notation' means writing music down so that someone else can play it.	To know that a composer is someone who creates music and writes it down.	To know that 'duration' means how long a note, phrase or whole piece of music lasts.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	To know that stringed instruments, like violins, make a sound when their strings vibrate.	To understand that 'accompaniment' can mean playing instruments along with a song.	To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.	To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.	To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
	To understand that the tempo of a musical phrase can be changed to achieve a different effect.	To know that a brass instrument is played by vibrating your lips against the mouthpiece.	To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.			
	To understand that an instrument can be matched to an animal noise based on its timbre.	To know that some tuned instruments have a lower range of pitches and some have a higher range of				

Year 3	♦ <u>Ballads</u>	<u>Creating compositions in response to an animation (Mountains)</u>	♦ <u>Developing singing technique (Vikings)</u>	♦ <u>Pentatonic melodies and composition (Chinese New Year)</u>	<u>Jazz</u>	♦ <u>Traditional instruments and improvisation (India)</u>
Key knowledge from the unit	To know that a ballad tells a story through song.	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.	To know that the word 'crescendo' means a sound getting gradually louder.	To understand that 'syncopation' means a rhythm that is played off the natural beat.	To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
	To know that lyrics are the words of a song.	To know that an ensemble is a group of musicians who perform together.	To know that different notes have different durations, and that crotchets are worth one whole beat.	To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.	To know that Ragtime is piano music that uses syncopation and a fast tempo.	To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
	To know that in a ballad, a 'stanza' is a verse.	To know that to perform well, it is important to listen to the other members of your ensemble.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To understand that a pentatonic melody uses only the five notes C D E G A.	To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.	To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'
			To know that written music tells you how long to play a note for.		To know that 'scat singing' is using made-up words to create the sound of an instrument playing.	To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
						To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.

Year 4

♦ Body and tuned percussion (Rainforests)

Rock and roll

♦ Changes in pitch, tempo and dynamics (Rivers)

Haiku music and performance (Hanami)

♦ Samba and carnival sounds and instruments (South America)

♦ Adapting and transposing motifs (Romans)

To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.

To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.

To know that when you sing without accompaniment it is called 'A Capella'.

To know that a glissando in music means a sliding effect played on instruments or made by your voice.

To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.

To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).

To know that

To know that a bass

To understand that

To know that

To understand that the

To know that

combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.

line is the lowest pitch of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.

harmony means playing two notes at the same time, which usually sound good together.

expressive language (like a poem) can be used as inspiration for composing music.

'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.

'transp' means key, m; lower ;

Key knowledge from the unit

To know that a 'loop' in music is a repeated melody or rhythm.

To know that playing in time means all performers playing together at the same speed.

An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.

To understand that both instruments and voices can create audio effects that describe something you can see.

To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

To know can be change rhythmic notes.

To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

To know that 'performance directions' are words added to music notation to tell the performers how to play.

To know that grouping instruments according to their timbre can create contrasting 'textures' in music.

Year 5	♦ <u>Composition notation (Ancient Egypt)</u>	♦ <u>Blues</u>	♦ <u>South and West Africa</u>	♦ <u>Composition to represent the festival of colour (Holi)</u>	<u>Looping and remixing</u>	<u>Musical theatre</u>
Key knowledge from the unit	To know that simple pictures can be used to represent the structure (organisation) of music.	To understand that a chord is the layering of several pitches played at the same time.	To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.	To know that a vocal composition is a piece of music created only using voices.	To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
	To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.	To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a loop is a repeated rhythm or melody, and is another word for ostinato.	To know that choreography means the organisation of steps or moves in a dance.
	To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.	To understand that major chords create a bright, happy sound.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that remix is music that has been changed, usually so it is suitable for dancing to.	To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
		To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.	To know that poly-rhythms means many rhythms played at once.	To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.		

Year 6	♦ Dynamics, pitch and texture (Coast- Fingal's Cave)	Songs of World War 2	Film music	♦ Theme and variations (Pop Art)	♦ Baroque	♦ Composing and performing a Leavers' song
Key knowledge from the unit	To know that the conductor beats time to help the performers work well together.	To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2	To know that a film soundtrack includes the background music and any songs in a film.	To know that a 'theme' is a main melody in a piece of music.	To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon.	To know that a chord progression is a sequence of chords that repeats throughout a song.
	To understand that improvisation means making up music 'on the spot'.	To know that the Solfa syllables represent the pitches in an octave.	To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.	To know that 'variations' in music are when a main melody is changed in some way throughout the piece.	To know that music in which very similar parts are introduced one by one to overlap is called a canon.	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
	To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.	A 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.	To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.	To know that ground bass is a repeating melody played on a bass instrument in Baroque music.	To know that chord progressions are represented in music by Roman numerals.
	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.	To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.	To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.	To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.	To understand that all types of music notation show note duration.
					To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.	
				To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.		
♦ NB. Unit appears in the condensed curriculum						

Music Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring sound</p> <p>voice, voice sounds, sound, instrument, loud, quiet, high, low, squeaky, soft, deep, body sounds, body percussion, sound, tempo, fast, slow, rhythm, beat, instrumental sounds, tempo, fast, quickly, slowly, dynamic, loudly, quietly, environmental sounds, pitch, middle, nature sounds</p> <p>Celebration music</p> <p>music, dance, tempo, move, Diwali, celebration, traditional, Hanukkah, Hora, kinnor, harp, flute, Jewish, trumpet, cymbals, tambourine, shofar, Kwanzaa, Africa, culture, call, response, drum, rhythm, beat,</p> <p>instrument, Christmas, Christian, sleigh bells, actions, action songs, voice sounds, body percussion actions, action songs, sign language, Makaton, deaf,</p>	<p>Pulse and rhythm (Theme: All about me)</p> <p>body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables</p> <p>Tempo (Theme: Snail and mouse)</p> <p>Beat, fast, singing voice, slow, speaking voice, warm up.</p> <p>Musical vocabulary</p> <p>actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse</p> <p>Timbre and rhythmic patterns (Theme: Fairy Tales)</p> <p>bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings,</p>	<p>African call and response song (Theme: Animals)</p> <p>actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume</p> <p>Orchestral instruments (Theme: Traditional Western stories)</p> <p>actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p> <p>Musical me</p> <p>beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>	<p>Ballads</p> <p>ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p> <p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, melodic pattern, melody, opinion, notation, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, timbre, tuned percussion, untuned percussion,</p> <p>Developing singing technique (Theme: The Vikings)</p> <p>accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation,</p>	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p> <p>Rock and Roll</p> <p>bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, sharp notes, style, tempo, untuned percussion, verse, vocals, walking bass line</p> <p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p>Composition notation (Theme: Ancient Egypt)</p> <p>accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> <p>Blues</p> <p>12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p> <p>South and West Africa</p> <p>a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome,</p>	<p>Dynamics, pitch and texture</p> <p>classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p> <p>Songs of World War 2</p> <p>accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p> <p>Film music</p> <p>accelerando, Body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, melody, military, minor, modulate, musical, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</p>

<p>communication, communicating, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, fast, moderate, medium, slow, dance, pitch, high, low, sound, whistle, triangle, siren, cello, perform, performance, audience</p> <p>Musical stories</p> <p>classical music, pitch, high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, lyrics, melody, character, instrument, song, actions, percussion, compose, perform, performance</p> <p>Transport,</p> <p>car, boat, train, beat, fast, slow, speed, cruise, rowing, water, symbols, slower, faster, stopping, journey, score</p> <p>Big band</p> <p>music, musical instrument, band, sound, shake, tap, bang, strum, jingle, tempo, dynamic, pitch, beat, orchestra, sound,</p>	<p>syllables, timbre, timpani, voice</p> <p>Pitch and tempo (Theme: Superheroes)</p> <p>accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p> <p>Vocal and Body sounds (Theme: By the sea)</p> <p>body percussion, brass, conductor, dynamics, fast, inspire, instruments, layer, loud, mood, percussion, performance, pitch, quiet, represent, slow, sounds, speed, strings, vocal sounds, volume, woodwind</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Accuracy, arrange, atmosphere, brass, compare, composer, contrast, dynamics, effect, emotion, improvise, inspiration, interpretation, mood, motif, notate, orchestra, percussion, rhythm, sequence, soundscape, strings, symbols, timbre, visual interpretation, woodwind</p> <p>On this island: British songs and sounds</p> <p>accurately, body percussion, compose, composition, duration, dynamics, folk song, inspired, inspiration, inter-related dimensions of music, layered effect, lyrics, performing, pitch, representing, soundscape, structure, tempo, texture, timbre, voice percussion</p> <p>Myths and legends</p> <p>beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola</p>	<p>part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up,</p> <p>Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p>accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion,</p> <p>Jazz</p> <p>call and response, traditional jazz, improvisation, jazz, off-beat, motif, pitch, ragtime, rhythm, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation, tune,</p> <p>Traditional instruments and improvisation (Theme: India)</p> <p>Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm,</p>	<p>Haiku, music and performance (Theme: Hanami festival)</p> <p>composing, col legno, descriptive, dynamics, duration, effect, forte, glissando, haiku, inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary</p> <p>Samba and carnival sounds and instruments (Theme: South America)</p> <p>agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p> <p>Adapting and transposing motifs (Theme: Romans)</p> <p>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch,</p>	<p>performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p> <p>Composition to represent the festival of colour (Theme: Holi festival)</p> <p>dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p> <p>Looping and remixing</p> <p>accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</p> <p>Musical theatre</p> <p>action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera,</p>	<p>Theme and variations (Theme: Pop Art)</p> <p>3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p> <p>Baroque</p> <p>Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p> <p>Composing and performing a Leavers' song</p> <p>allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>
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rhythm, beat,
conductor, wind,
strings, percussion,
brass

rhythm, rag, sarangi, sitar,
tabla, tala, tempo,

quavers, repeating
patterns, repetition,
rhythm, rhythmic notation,
riff, semibreve, sharps,
tempo, transpose, tuned
instrument, vocal warm-
ups

operetta, performers,
props, rock musical,
scene, solo, tempo,
timbre, transitions