



SOUND & DISTRICT PRIMARY SCHOOL

Whole School Music Progression Map
Substantive Knowledge & Disciplinary Concepts 2025-2026

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 A 2025-2026

	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	Keeping the Pulse (My Favourite Things)	Tempo (Theme: Snail and mouse)	Dynamics (Seaside)	Sound Patterns (Fairytale)	Pitch (Theme: Superheroes)	Musical Symbols (Theme: Under the Sea)

<p>YEAR 2 Ruby Class</p>	<p>Call and response song (Theme: Animals)</p>	<p>Instruments (Musical Storytelling)</p>	<p>Singing (On this Island)</p>	<p>Contrasting Dynamics (Theme: Space)</p>	<p>Structure (Myths and Legends)</p>	<p>Pitch (Musical Me)</p>
<p>YEAR 3/4 Opal Class (Year 4 Planning)</p> <p>At least 2 of the units in this years planning need to be changed for the first 2 units of the Instrumental Scheme (South Africa and Caribbean) The choice of swap and when does not matter.</p>	<p>Body and Tuned Percussion (Theme: Rainforests)</p>	<p>Rock and Roll</p>	<p>Changes in Pitch, Tempo & Dynamics (Theme: Rivers)</p>	<p>Haiku, music and performance (Theme Hanami)</p>	<p>Samba and Carnival Sounds and Instruments</p>	<p>Adapting and transposing motifs (Theme: Romans)</p>
<p>YEAR 4/5 Topaz Class (Year 5 Planning)</p>	<p>Composition notation (Theme: Ancient Egypt)</p>	<p>Blues</p>	<p>South and West Africa</p>	<p>Composition to represent the festival of colour (Theme: Holi festival)</p>	<p>Looping and remixing</p>	<p>Instrumental Scheme Unit 1 South Africa</p>

YEAR 6 Onyx Class	Dynamics, Pitch and Tempo (Theme: Fingal's Cave)	Songs of WWII	Film Music	Theme and variations (Theme: Pop Art)	Baroque	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>Keeping the pulse (My favourite things)</u>	<u>Tempo (Snail and mouse)</u>	<u>Dynamics (Seaside)</u>	◆ <u>Sound patterns (Fairytale)</u>	◆ <u>Pitch (Superheroes)</u>	◆ <u>Musical symbols (Under the sea)</u>
Key knowledge from the unit	To know that pulse is the regular heartbeat within music.	To understand that the pulse of the music can change.	To know that dynamics can change how someone listening feels about music.	To know that an instrument or rhythm pattern can represent a character in a story.	To know that sounds within music can be described as high or low sounds and the meaning of these terms.	To know that sounds within music can be described as high or low sounds and the meaning of these terms.
	To know that notation is read from left to right.	To know that sections of music can be described as fast or slow and the meaning of these terms.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know that the voice can whisper and shout to help tell a story.	To understand that music can be represented by pictures or symbols.	To recognise and name the following instruments: up to three instruments from Group A and B.
	To recognise and name the following instruments: up to three instruments from Group A and B.	To know that my voice, body and instruments can show fast and slow beats.	To understand that music can be represented by pictures or symbols.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.		To know that notation is read from left to right.

Year 2	♦ <u>Call and response (Animals)</u>	♦ <u>Instruments (Musical storytelling)</u>	<u>Contrasting dynamics (Space)</u>	<u>Singing (On this island)</u>	♦ <u>Structure (Myths and legends)</u>	♦ <u>Pitch (Musical Me)</u>
Key knowledge from the unit	To know that dynamics can change the effect a sound has on the audience.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know that sections of music can be described as fast or slow and the meaning of these terms.	To know sections of music can be described as fast or slow and the meaning of these terms.	To know pictorial representations of rhythm show sounds and rests.	To know notation is read from left to right.
	To be able to recognise and name up to three instruments from Group A and B.	To know that sections of music can be described as fast or slow and the meaning of these terms.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.	To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.		To know sounds within music can be described as high or low sounds and the meaning of these terms.
		To know that sounds within music can be described as high or low sounds and the meaning of these terms.	To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	To know sounds within music can be described as high or low sounds and the meaning of these terms.		To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.

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)

At least 2 of the units in this years planning need to be changed for the first 2 units of the Instrumental Scheme (South Africa and Caribbean)
The choice of swap and when does not matter.

Key knowledge from the unit

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

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

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

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

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

To know that 'transposing' a melody means changing its key, making it higher or lower pitched.

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 that a motif can be adapted by changing the notes, the rhythm or the order of 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	◆ <u>Dynamics, pitch and texture</u> (Coast- Fingal's Cave)	<u>Songs of World War 2</u>	<u>Film music</u>	◆ <u>Theme and variations</u> (Pop Art)	◆ <u>Baroque</u>	◆ <u>Composing and performing a Leavers' song</u>
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

Instrumental scheme	◆ South Africa	◆ Caribbean	South America	Indonesia	India	North America
Key knowledge from the unit	To know the key features of South African Gumboot music.	To know the key features of Calypso music.	To know the history and key features of salsa music.	To know the history and key features of gamelan music.	To know the history and key features of Bollywood music.	To know the history and key features of minimalist music.
	To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown.	To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.	To understand how to play pitches and rhythms from staff notation without prompts.	To understand the concept of an octave, recognise this on staff notation, and play it at the correct pitch.	To understand how to play melodies in three parts from staff notation without prompts.	To understand how to play complex melodies in two parts from staff notation without prompts.
	To know the correct technique for playing tuned percussion instruments.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.	To be able to play tuned percussion with the correct technique.

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