

	Music Progression			
	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Musicianship: Understanding Music	<p>I can talk about the sounds that I hear in different parts of my learning environment.</p> <p>I can copy a sound that I hear.</p> <p>I know that sounds can be combined to make music.</p>	<p>I can use body percussion, instruments and voices. Unit songs in the key centres of: C major, G major and A minor.</p> <p>I can find and keep a steady beat.</p> <p>I can copy back simple rhythmic patterns using long and short.</p> <p>I can copy back simple melodic patterns using high and low.</p> <p>I can complete vocal warm-ups with a copy back option to use</p> <p>I can sing short phrases independently in the context of the unit songs.</p>	<p>I can use body percussion, instruments and voices. Unit songs in the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>I can find and keep a steady beat.</p> <p>I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>I can copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>	<p>Barnsley Music Service</p> <p>Year 5 – Brass</p> <p>Year 6 - Percussion</p>

	<i>By the end of Reception</i>	<i>By the end of Year 2</i>	<i>By the end of Year 4</i>	<i>By the end of Year 6</i>
Listen and Appraise	<p>I know that music can touch my feelings (make me feel happy or sad).</p> <p>I can enjoy moving to music by dancing, marching, being animals or Pop stars.</p> <p>I know the difference between loud and quite.</p> <p>I know the difference between fast and slow.</p> <p>I can say if I like or dislike a sound or piece of music.</p>	<p>I can mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>I can walk in time to the beat of a piece of music.</p> <p>I can identify the beat groupings in the music you sing and listen to, e.g. 2-time, 3-time etc.</p> <p>I can move and dance with the music confidently.</p> <p>I can talk about how the music makes me feel.</p> <p>I can find different steady beats.</p> <p>I can describe tempo as fast or slow.</p> <p>I can describe dynamics as loud or quiet.</p> <p>I can join in sections of the song, eg call and response.</p> <p>I can start to talk about the style of a piece of music.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I can start to talk about where music might fit into the world.</p>	<p>I can talk about the words of a song.</p> <p>I can think about why the song or piece of music was written.</p> <p>I can find and demonstrate the steady beat.</p> <p>I can identify 2/4, 3/4, and 4/4 metre.</p> <p>I can identify the tempo as fast, slow or steady.</p> <p>I can recognise the style of music I am listening to.</p> <p>I can discuss the structures of songs.</p> <p>I can identify: call and response; a solo vocal or instrumental line and the rest of the ensemble; a change in texture; articulation on certain words.</p> <p>I can explain what a main theme is and identify when it is repeated.</p> <p>I know and understand what a musical introduction is and its purpose.</p> <p>I can recall by ear memorable phrases heard in the music.</p> <p>I can identify major and minor tonality.</p> <p>I can describe legato and staccato.</p> <p>I can recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>I can identify and move to the pulse with ease.</p> <p>I can find and demonstrate the steady beat and talk about the time signature.</p> <p>I can identify and talk about the style of the music that I am listening to.</p> <p>I can compare two songs/pieces in the same style talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can listen carefully and respectfully to other people's thoughts about the music.</p> <p>I can use musical words correctly.</p> <p>I can talk about the musical dimensions working together in music that I hear. (pulse, rhythm, pitch, dynamics, tempo, structure, texture).</p> <p>I can talk about the music and how it makes me feel, using musical language to describe the music</p>

Singing

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
	<p>I can use my voice to express myself.</p> <p>I can sing along with a pre-recorded song and add actions.</p> <p>I can use my voice to make different sounds.</p> <p>I can experiment with my voice e.g. loud/quiet, high/low sounds.</p>	<p>I can sing as part of a choir.</p> <p>I can demonstrate good singing posture.</p> <p>I can sing songs from memory and/or from notation.</p> <p>I can sing to communicate the meaning of the words.</p> <p>I can sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>I can understand and follow the leader or conductor.</p> <p>I can add actions to a song.</p> <p>I can move confidently to a steady beat.</p> <p>I can talk about feelings created by the music/song.</p> <p>I can recognise some band and orchestral instruments.</p> <p>I can describe tempo as fast or slow.</p> <p>I can join in sections of the song, eg chorus.</p> <p>I can begin to understand where the music fits in the world.</p> <p>I can begin to talk about and understand the style of the music.</p> <p>I know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>I can rehearse and learn songs from memory and/or with notation.</p> <p>I can sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>I can sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>I can demonstrate good singing posture.</p> <p>I can demonstrate vowel sounds, blended sounds and consonants.</p> <p>I can sing 'on pitch' and 'in time'.</p> <p>I can sing expressively, with attention to breathing and phrasing.</p> <p>I can sing expressively, with attention to staccato and legato.</p> <p>I can talk about the different styles of singing used for different styles of song.</p> <p>I can talk about how the songs and their styles connect to the world</p>	<p>I can sing in unison and sing backing vocals.</p> <p>I can demonstrate a good singing posture.</p> <p>I can follow a leader when singing.</p> <p>I can experience rapping and solo singing.</p> <p>I can listen to other singers and be aware of how I fit into the group.</p> <p>I can sing with awareness of being 'in tune' and 'in time'.</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
Playing	<p>I can begin to play a classroom instrument purposefully.</p>	<p>I can treat instruments carefully and with respect.</p> <p>I can learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>I can play the part in time with the steady pulse.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>	<p>I can treat instruments carefully and with respect.</p> <p>I can play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>I can rehearse and perform my part within the context of the songs from the unit.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I can experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p>	<p>I can play a musical instrument with the correct technique as shown by my teacher.</p> <p>I can select and play an instrumental part that matches my musical challenge from memory or using notation.</p> <p>I can rehearse and perform as part of a group.</p> <p>I can listen to and follow musical instructions from a leader.</p> <p>I can lead a rehearsal session.</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
Improvisation	<p>I can express myself musically.</p>	<p>I can improvise my own response by clapping.</p> <p>I can improvise my own rhythms using a choice of up to three notes.</p> <p>I can explore improvisation within a major scale using a choice of up to three notes from the notes: C, D, E C, G, A G, A, B F, G,</p> <p>I can work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on un-tuned percussion, creating a musical conversation.</p>	<p>I can improvise my own clapping response rhythm using a combination of long and short notes.</p> <p>I can improvise my own rhythms using a choice of up to three notes in time to the beat.</p> <p>I can explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>I can improvise on a limited range of pitches on the instrument I am learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>I can improvise over a simple chord progression.</p> <p>I can improvise over a groove.</p>	<p>I can improvise using a selection of notes (when playing a tuned instrument) and rhythms in time to the pulse on my instrument.</p> <p>I can improvise in response to a given theme or stimulus.</p> <p>I can combine my musical knowledge to improvise effectively.</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
Performance	<p>I can perform any of the nursery rhymes I know by singing and adding actions or dance.</p> <p>I can perform any nursery rhymes or songs adding a simple instrumental part.</p>	<p>I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>I can talk about what the song means and why it was chosen to share.</p> <p>I can talk about the difference between rehearsing a song and performing it.</p>	<p>I can rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>I can perform, with confidence, a song from memory or using notation.</p> <p>I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>I can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>I can explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>I can communicate the meaning of the words and articulate them clearly.</p> <p>I can use the structure of the song to communicate its mood and meaning in the performance.</p> <p>I can talk about what the rehearsal and performance has taught the student.</p> <p>I can understand how the individual fits within the larger group ensemble.</p> <p>I can reflect on the performance and how well it suited the occasion.</p> <p>I can discuss and respond to any feedback; consider how future performances might be different</p>	<p>I can choose what to perform and create a programme.</p> <p>I can communicate the feeling of the piece when performing.</p> <p>I can show an awareness of audience in the way I perform.</p> <p>I can talk about the venue and how to use it to best effect.</p> <p>I can record the performance and compare it to a previous performance.</p> <p>I can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
Notation		<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <p>I can identify hand signals as notation, and recognise music notation on a stave of five lines.</p>	<p>I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>I can explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>I can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>I can identify: stave; treble clef; time signature.</p> <p>I can identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>I can read and perform pitch notation within a range.</p> <p>I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>I can follow simple musical notation when playing my instrument.</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
Composition		<p>I can explore and create graphic scores: create musical sound effects and short sequences of sounds in response to music and video stimulus. (This is also covered in a computing unit).</p> <p>I can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>I can create a story, choosing and playing classroom instruments.</p> <p>I can create and perform my own rhythm patterns with different length notes.</p>	<p>I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>I can compose over a simple chord progression.</p> <p>I can compose over a groove.</p> <p>I can create music in response to music and video stimulus.</p> <p>I can start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.</p> <p>I can use simple dynamics.</p> <p>I can compose song accompaniments on tuned and un-tuned percussion, using known rhythms and note values.</p> <p>I can create a melody using crotchets, minims, quavers and their rests.</p> <p>I can use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p>	<p>I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit songs.</p> <p>I can explain the keynote or home note and the structure of the melody.</p> <p>I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>

	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
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Music Cycle 1

Music and awareness of sound is linked into many aspects of the EYFS curriculum. Here are some of the ways in which it is present and applicable to both cycles:

Exploring sounds

Voice sounds, body sounds, environmental sounds and instrumental sounds.

Celebration Music

Diwali music, traditional Christmas music and songs. Learn Christmas action songs, Easter songs.

Traditional songs

Learning nursery rhymes and traditional songs relating to learning being taught.

Playing together

Playing sound and music games together.

Sound stories

Listening to music, songs and sounds linked to stories.

Introducing Beat – How can we make friends when we sing together?

Find the beat. **L1**
1-2-3-4-5. **L2**
Head, shoulders, knees and toes. **L3**
Shapes. **L4**
We talk to animals. **L5**
Assessment checkpoint. **L6**

Adding Rhythm and Pitch – How does music tell stories about the past?

Twinkle, twinkle little star **L1**
In the orchestra **L2**
Daisy Bell (Bicycle made for two) **L3**
Dancing dinosaurs **L4**
Rock-a-bye baby **L5**
Assessment checkpoint. **L6**

Introducing Tempo and Dynamics – How does music make the world a better place?

If you're happy and you know it **L1**
Sing me a song **L2**
Sparkle **L3**
Rhythm in the way we walk **L4**
Big bear funk **L5**
Assessment checkpoint. **L6**

Combining pulse, rhythm and pitch – How does music help us to understand our neighbours?

Days of the week **L1**
Name song **L2**
Cuckoo **L3**
Upside down **L4**
Hush little baby **L5**
Assessment checkpoint. **L6**

Having fun with improvisation – What songs can we sing to help us through the day?

Getting dressed **L1**
Dress up **L2**
Brush our teeth **L3**
Get ready **L4**
Up and down **L5**

Developing Notation Skills – How does music bring us closer together?

Home is where the heart is pt 1 **L1**
Home is where the heart is pt 2 **L2**
Let's work it out together pt 1 **L3**
Let's work it out together pt 2 **L4**
Please be kind **L5**
Assessment checkpoint. **L6**

Enjoy improvisation – What stories does music tell us about the past?

Love what we do pt 1 **L1**
Love what we do pt 2 **L2**
When the saints go marchin' in pt 1 **L3**
When the saints go marchin' in pt 2 **L4**
My bonnie lies over the ocean **L5**
Assessment checkpoint. **L6**

Composing using your imagination – How does music make the world a better place?

Your imagination pt 1 **L1**
Your imagination pt 2 **L2**
You're a shining star pt 1 **L3**
You're a shining star pt 2 **L4**
Music makes the world go round **L5**
Assessment checkpoint. **L6**

Sharing musical experiences – How does music help us to get to know our community?

Friendship song pt 1 **L1**
Friendship song pt 2 **L2**
Family pt 1 **L3**
Family pt 2 **L4**
Come on over **L5**
Assessment checkpoint. **L6**

Learning more about musical styles – How does music shape our way of life?

He's got the whole world in his hands pt 1 **L1**

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		<p>Assessment checkpoint. L6</p> <p>Explore sound and create a story – How can music connect us with the environment?</p> <p>The bear went over the mountain L1</p> <p>In the sea L2</p> <p>Alive the camel L3</p> <p>Ten green bottles L4</p> <p>Zootime L5</p> <p>Assessment checkpoint. L6</p>	<p>He's got the whole world in his hands pt 12 L2</p> <p>Why does music make a difference pt 1 L3</p> <p>Why does music make a difference pt 2 L4</p> <p>Panda extravaganza L5</p> <p>Assessment checkpoint. L6</p> <p>Recognising different sounds – How does music connect us with the environment?</p> <p>Michael row the boat ashore pt 1 L1</p> <p>Michael row the boat ashore pt 2 L2</p> <p>The dragon song pt 1 L3</p> <p>The dragon song pt 2 L4</p> <p>Follow me L5</p> <p>Assessment checkpoint. L6</p>	
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	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
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Music Cycle 2

Exploring simple patterns – How does music help us to make friends?

Music is in my soul pt 1 **L1**
 Music is in my soul pt 2 **L2**
 Hey friends pt1 **L3**
 Hey friends pt2 **L4**
 Hello **L5**
 Assessment checkpoint **L6**

Focus on dynamics and tempo – How does music teach us about the past?

Sparkle in the sun pt 1 **L1**
 Sparkle in the sun pt 2 **L2**
 Listen pt 1 **L3**
 Listen pt 2 **L4**
 The orchestra song **L5**
 Assessment checkpoint **L6**

Exploring feelings through music – How does music make the world a better place?

Rainbows pt 1 **L1**
 Rainbows pt 2 **L2**
 Hands, feet, heart pt 1 **L3**
 Hands, feet, heart pt 2 **L4**
 All around the world **L5**
 Assessment checkpoint **L6**

Inventing a musical story – How does music teach us about our neighbour?

Helping each other pt 1 **L1**
 Helping each other pt 2 **L2**
 The music man pt 1 **L3**
 The music man pt 2 **L4**
 Let's sing together **L5**
 Assessment checkpoint **L6**

Music that makes you dance – How does music shape our way of life?

I wanna play in a band pt 1 **L1**
 I wanna play in a band pt 2 **L2**
 Music is all around pt 1 **L3**
 Music is all around pt 2 **L4**

Interesting time signatures – How does music bring us together?

Hoedown pt 1 **L1**
 Hoedown pt 2 **L2**
 I'm always there pt 1 **L3**
 I'm always there pt 2 **L4**
 Martin Luther King **L5**
 Assessment checkpoint **L6**

Combining elements of music – How does music connect us with our past?

Looking in the mirror pt 1 **L1**
 Looking in the mirror pt 2 **L2**
 Take time in life pt 1 **L3**
 Take time in life pt 2 **L4**
 Scarborough Fair **L5**
 Assessment checkpoint **L6**

Developing pulse and groove through improvisation – How does music improve our world?

Bringing us together pt 1 **L1**
 Bringing us together pt 2 **L2**
 Old Joe Clark pt 1 **L3**
 Old Joe Clark pt 2 **L4**
 Dance with me **L5**
 Assessment checkpoint **L6**

Creating simple melodies together – How does music teach us about our community?

Let your spirit fly pt 1 **L1**
 Let your spirit fly pt 2 **L2**
 Frere Jacques pt 1 **L3**
 Frere Jacques pt 3 **L4**
 The other side of the moon **L5**
 Assessment checkpoint **L6**

Connecting notes and feelings – How does music shape our way of life?

Train is A-Comin' pt 1 **L1**
 Train is A-Comin' pt 2 **L2**
 Oh happy day pt1 **L3**

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 Year 6 – Brass
 Year 5 - Percussion

		<p>Saying sorry L5 Assessment checkpoint L6</p> <p>Exploring improvisation – How does music connect us with the environment? The sunshine song pt 1 L1 The sunshine song pt 2 L2 Four white horses pt 1 L3 Four white horses pt 2 L4 Down by the bay L5 Assessment checkpoint L6</p>	<p>A world full of sound L5 Assessment checkpoint L6</p> <p>Purpose, identity and expression in music - How does music connect us with the environment? You can see it through pt 1 L1 You can see it through pt 2 L2 The octopus slide pt 1 L3 The octopus slide pt 2 L4 Connect L5 Assessment checkpoint L6</p>	
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	By the end of Reception	By the end of KS1	By the end of LKS2	By the end of UKS2
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Music Vocabulary

Style:
Nursery rhymes

Pulse:
beat, start, stop

Rhythm:
long, short (note)

Pitch: high, low, going up, going down, music

Dynamics:
loud, quiet, volume

Tempo:
Fast, slow

Timbre:
Words relating to sound production: hitting, shaking, scraping , happy, sad

Structure:
beginning, end

Instrumentation:
instrument, sound, voice, sing, speak

Process:
create, rhyme

Introduction of Interrelated Dimensions of music terminology is denoted in **bold**, continued teaching around Interrelated Dimensions of Music terminology is underlined.

Style (cycle 1):
Hip Hop, Jazz, Pop, Reggae, Orchestral, Lullaby, Waltz, Funk, Swing, Marching band, Country

Style (cycle 2):
Gospel, Jazz, Pop, Orchestral, Kwela, Marching Band, Rock, Calypso, Reggae

Pulse:
beat, start, stop, **pulse**

Rhythm:
Long/longer, short/shorter (note), sustained, **rhythm**

Pitch:
High, low, going up, going down, music
Pitch, getting higher, getting lower, melody, steps, jumps, slides

Dynamics:
loud, quiet, volume, (getting) louder, (getting) quieter, **dynamics**

Tempo:
Fast, slow, fast, (getting faster, slow, (getting slower) **tempo**

Timbre:
descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm

Structure:
beginning, end, middle, chorus, verse, phrase, Question and answer

Texture:

Style (cycle 1):
Country, Pop, Disco, New Orleans Jazz, Folk, Sea shanty, Ballad, Musicals, Rock, Soul, Gospel, Hip Hop.

Style (cycle 2):
Orchestral, Soul, Ballad, R&B, Pop, Folk, Disco, Jazz, Rock, Gospel, EDM (Electronic Dance Music), Funk,

Pulse: beat, start, stop
pulse

Rhythm:
Long/longer, short/shorter (note), sustained, staccato, syllables, rhythmic patterns, backbeat, rhythm

Pitch:
High, low, going up, going down, music, pitch, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern.

Dynamics:
loud, quiet, volume, getting louder - crescendo getting quieter – diminuendo, dynamics

Tempo:
Fast, slow, fast, (getting faster, slow, (getting slower) tempo

Timbre:
words relating to sound production: hitting, shaking, scraping , happy, sad

descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth

Style:
Reference to a range of styles in music provided by Barnsley Music Service.

Pulse:
beat, start, stop, pulse

Rhythm:
Long/longer, short/shorter (note), sustained, staccato, syllables, rhythmic patterns, backbeat syncopation, lick, rhythm

Pitch:
High, low, going up, going down, music, pitch, getting higher, getting lower, melody, steps, jumps, slides, pentatonic scale, melodic phrase, pattern.
harmony

Dynamics:
Loud – forte,
Quiet - piano,
volume
getting louder - crescendo getting quieter - diminuendo
dynamics

Tempo:
Fast, slow, fast, (getting faster, slow, (getting slower) tempo, different speeds

Timbre:
words relating to sound production: hitting, shaking, scraping , happy, sad, attack accent

descriptive words in relation to sound: scratchy, chiming, rattling, tinkling, click, smooth

descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm
timbre

		<p>layers, solo, duet, few, many</p> <p>Notation: Symbol, crotchet, quaver, minim, semibreve, rest.</p> <p>Instrumentation: instrument, sound, voice, sing, speak Guitar, bass drums, singers, keyboard, piano, trumpet, saxophone, drums, percussion, decks, drums, singers, electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles</p> <p>Process: create, rhyme improvise, compose, perform, audience, imagination, perform/performance,</p>	<p>descriptive words for sound: light, heavy, bright, hollow, dull, cold, warm</p> <p>Structure: beginning, end, middle, chorus, verse, phrase, Question and answer, Structure, intro-introduction, chorus, hook, riff, ballad</p> <p>Texture: layers, solo, duet, few, many, unison, combined, texture</p> <p>Notation: symbol, notation, note values, note names, crotchet rest, quaver rest, semibreve, minim, dotted crotchet, crotchet, quaver and semiquaver</p> <p>Instrumentation: guitar, drums, singers, keyboard, piano trumpet saxophone, drums, percussion, decks Electric guitar, bass guitar, glockenspiel, chime bars, tambourines, wood blocks, cymbals, triangles choir, vocals, synthesizer, organ, backing vocals, acoustic guitar, digital/electronic sounds, turntables, brass section</p> <p>Process: improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear</p>	<p>Structure: beginning, end, middle, chorus, verse, phrase, Question and answer, <u>Structure</u>, intro-introduction, chorus, hook, riff, ballad, bridge, bass line, verse, interlude, tag ending, phrases, ostinato</p> <p>Texture: layers, solo, duet, few, many, unison, combined, ensemble, <u>texture</u></p> <p>Notation: symbol, <u>notation</u>, note values, note names, crotchet rest, quaver rest, dotted notes (half the note value is added), semibreve, minim, dotted crotchet, crotchet, quaver and semiquaver</p> <p>Instrumentation: Reference to a range of instruments in music provided by Barnsley Music Service.</p> <p>Process: improvise, compose, perform, audience, imagination, perform/performance, composition, leader, conductor musical style, lyrics, by ear cover, appraising, producer</p>
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Additional granular detail can be found in the corresponding planning and Charanga overviews.