



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PERFORM (Singing/ Playing) Active learning	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song</li> <li>• Play a single pitched note to accompany a song (drone)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing a variety of songs with more accuracy of pitch</li> <li>• Sing words clearly and breathing at the end of phrases</li> <li>• Convey the mood or meaning of the song</li> <li>• Sing with a sense of control of dynamics(volume) and tempo (speed)</li> <li>• Echo sing a short melodic phrases</li> <li>• Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>• Follow a leader (teacher)starting and stopping together</li> </ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>• Perform a repeated two note melodic ostinato to accompany a song</li> <li>• Perform a rhythm accompaniment to a song</li> <li>• Perform a sequence of sounds using a graphic score</li> <li>• Work and perform in smaller groups</li> <li>• Follow a leader (teacher)starting and stopping together</li> <li>• Demonstrate some confidence in performing as a group and as an individual</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>• Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>• Imitate increasingly longer phrases with accuracy</li> <li>• With an awareness of the phrases in a song</li> <li>• Understand that posture, breathing and diction are important.</li> <li>• Demonstrate an awareness of character or style in performance.</li> <li>• Chant or sing a round in two parts</li> <li>• Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Keep a steady beat on an instrument in a group or individually</li> <li>• Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>• Use tuned percussion with increasing confidence</li> <li>• Copy a short melodic phrase by ear on a pitched instrument</li> <li>• Play using symbols including graphic and / or simple traditional notation</li> <li>• Follow simple hand directions from a leader</li> <li>• Perform with an awareness of others</li> <li>• Combine musical sounds with narrative and movement</li> <li>• Perform a composed piece to a friendly audience, as a member of a group or class</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li> <li>• Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li> <li>• Sing two/three part rounds with more confidence and increasing pitch accuracy</li> <li>• Sing confidently as part of a small group or solo being aware of posture and good diction.</li> <li>• Copy short phrases and be able to sing up and down in step independently.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li> <li>• Play music that includes RESTS</li> <li>• Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li> <li>• Play by ear – find known phrases or short melodies using tuned instruments</li> <li>• Play music in a metre of two or three time</li> <li>• Read and play from some conventional music symbols</li> <li>• Combine instrumental playing with narrative and movement</li> <li>• Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li> <li>• Perform to an audience of adults, an assembly or other classes with increasing confidence.</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing songs in a wide variety of styles, showing accuracy and expression</li> <li>• Sing as part of a three part round</li> <li>• Sing a second part of a two part song with increasing confidence</li> <li>• Sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)</li> <li>• Perform a song showing an awareness of phrasing and the shape of the melody</li> <li>• Sing independently with increasing confidence and accuracy.</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Play a range of percussion and orchestral instruments with increasing confidence and ability.</li> <li>• Play and improvise as part of a group and as a solo performer.</li> <li>• Maintain own part in a small instrumental group</li> <li>• Play with a sense of pulse in a variety of metres</li> <li>• Perform a piece of music using notation (graphic or conventional)</li> <li>• Play by ear – copy back; finding phrases or melodies on instruments with increasing confidence</li> <li>• Sustain a melodic ostinato or drone to accompany singing/other instruments</li> <li>• Perform expressively showing an understanding of the music and its context.</li> <li>• Perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly.</li> </ul>	<p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Sing confidently in a wide variety of styles with expression</li> <li>• Communicate the meaning and mood of the song</li> <li>• Sing a simple second part of a two part song with confidence</li> <li>• Maintain own part in a round</li> <li>• Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>• Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>• Read and play with confidence from conventional or graphic notation</li> <li>• Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>• Perform with sensitivity to different dynamics, tempi</li> <li>• Lead/conduct a group of instrumental performers</li> <li>• Maintain a rhythmic or melodic accompaniment to a song</li> <li>• Maintain own part on a pitched instrument in a small ensemble</li> <li>• Perform own compositions to an audience</li> <li>• Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. Know what makes a good performance</li> </ul>

<p><b>EXPLORE and COMPOSE</b> Playing and exploring</p>	<p><b>Exploring:</b> • Different sounds made by the voice, hands, found objects and conventional instruments (timbre)</p> <ul style="list-style-type: none"> <li>• High and low sounds (pitch)</li> <li>• Long and short sounds (duration)</li> <li>• Loud and quiet sounds (dynamics)</li> <li>• Fast and slow sounds (tempo)</li> </ul> <p>• Begin to be aware of the effect that different sounds have to convey mood or meaning <b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul>	<p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (timbre)</li> <li>• High and low sounds (pitch)</li> <li>• Long and short sounds (duration)</li> <li>• Loud and quiet sounds (dynamics)</li> <li>• Fast and slow sounds (tempo)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns <b>Composing:</b></li> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (score)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed</li> <li>• Long and short sounds (rhythm – duration)</li> <li>• The rhythm patterns of words and sentences</li> <li>• Changes in pitch (higher and lower)</li> <li>• Sequences of sound (structure)</li> <li>• Sounds in response to a stimulus (visual or aural)</li> <li>• How sounds can be manipulated to convey different effects and moods <b>Compose:</b></li> <li>• Short melodic phrases</li> <li>• Short repeated rhythmic patterns (ostinati)</li> <li>• Rhythm patterns from words</li> <li>• A piece of music that has a beginning, middle and end (structure)</li> <li>• Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>• Music that conveys different moods</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>• Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>• Symbols to represent sound (graphic scores / traditional notation)</li> <li>• The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>• The different sounds (timbres) that one instrument can make</li> <li>• How the musical elements can be combined to compose descriptive music <b>Compose:</b></li> <li>• Words and actions to go with songs</li> <li>• A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>• Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>• Music that tells a story, paints a picture or creates a mood</li> <li>• Music that uses repetition / echo</li> <li>• Music that begins to use layers of sound either to describe a picture or as an accompaniment (a drone to go with a melody, for example)</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Sounds to create particular effects (timbre)</li> <li>• Rhythm patterns in music from different times and places (duration)</li> <li>• The pentatonic scale</li> <li>• Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li> <li>• Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc.</li> <li>• Combining and controlling sounds to achieve a desired effect</li> <li>• Music that incorporates effective silences (rests)</li> <li>• Different groupings of beats (metre of 2/3) <b>Compose:</b></li> <li>• A simple rhythmic accompaniment to a song using ostinato patterns and drones</li> <li>• A simple melody from a selected group of notes (i.e. a pentatonic scale)</li> <li>• Music that has a recognisable structure</li> <li>• A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li> <li>• Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li> <li>• Use a range of ICT to sequence, compose, record and share work</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• The different sounds and timbres that can be made on certain orchestral instruments and use them to effect in compositions</li> <li>• Conventional and graphic notation to record simple rhythmic/melodic compositions</li> <li>• Short rhythmic and melodic ostinatos on tuned and untuned instruments through improvisation</li> <li>• Layering rhythmic and melodic ostinatos</li> <li>• Different metres, syncopation and how to swing the beat</li> <li>• Improvising over a drone</li> <li>• Chords / note clusters</li> <li>• Different computer programmes for sampling, sequencing, and composing music</li> <li>• Techniques for recording and sharing music <b>Compose / Arrange:</b></li> <li>• Music for a special occasion (i.e.: a fanfare)</li> <li>• Lyrics to match a melody</li> <li>• Descriptive music in groups, using the musical elements and musical devices such as repetition, ostinatos, drones, combining musical phrases and effects.</li> <li>• A group / class arrangement of a song using voices and instruments</li> <li>• Refine and record compositions either graphically or using ICT</li> </ul>	<p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>• Chords / harmony – concord and discord</li> <li>• Scales, such as PENTATONIC, RAG, BLUES</li> <li>• Texture created by layering rhythmic and/or melodic ostinatos</li> <li>• Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>• Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc.</li> <li>• Improvising in a variety of styles <b>Compose / Arrange:</b> (Always considering the musical elements)</li> <li>• Create own simple songs reflecting the meaning of the words</li> <li>• Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>• Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>• Refine own compositions after discussion</li> <li>• Use a range of symbols (conventional or graphic) to record compositions.</li> <li>• Use ICT (computers/iPad/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul>
<p><b>LISTEN, REFLECT and APPRAISE</b> Creating and thinking critically</p>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs,</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments</li> </ul>	<p><b>Listening and appraising</b></p> <ul style="list-style-type: none"> <li>• Listen with increased concentration</li> <li>• Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> </ul>	<p><b>Listening, reflecting and appraising:</b></p> <ul style="list-style-type: none"> <li>• Listen with concentration to longer pieces / extracts of music</li> <li>• Listen to live/recorded extracts of different kinds of music and identify where appropriate - a steady beat / no steady beat - a specific rhythm pattern or event -</li> </ul>	<p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"> <li>• Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li> <li>• Recognise and talk about some contrasting styles of music in broad terms, using</li> </ul>	<p><b>Listening and Appraising:</b></p> <ul style="list-style-type: none"> <li>• Recognise aurally the range of instruments (percussion and orchestral) taught in the school.</li> <li>• Recognise and talk about specific styles/traditions of music with a growing awareness of the musical differences and similarities</li> </ul>	<p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>• Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>• Identify and discuss 'what happens when' within simple musical structures</li> </ul>

	<p>e.g. tidy up songs, circle time songs, and line up songs.</p> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul>	<p>used in the classroom and identify and name them</p> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise how sounds are made – tapping, rattling, scraping, blowing etc.</li> <li>• Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</li> <li>• Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch</li> <li>• Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc.)</li> <li>• Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>	<p>the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody using appropriate musical terms/language</p> <ul style="list-style-type: none"> <li>• Identify common characteristics</li> <li>• Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc.)</li> <li>• Identify repetition in music i.e. a song with a chorus</li> <li>• Recognise aurally wooden, metal, skin percussion instruments and know their names</li> <li>• Listen to their own compositions and use musical language to describe what happens in them</li> </ul>	<p>appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p> <ul style="list-style-type: none"> <li>• Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>• Identify repeated rhythmic or melodic phrases in live or recorded music</li> <li>• Identify whether a song has a verse/chorus or call and response structure</li> <li>• Identify the use of metre in 2 or 3 in a piece of recorded or live music</li> <li>• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise music from different times and countries identifying key elements that give it its unique sound.</li> <li>• Recognise and identify features of expression (phrasing, dynamics, different tempi) in an extract of live or recorded music</li> <li>• Recognise relationships between lyrics and melody</li> <li>• Recognise chords / clusters</li> </ul> <p><b>Reflecting:</b></p> <ul style="list-style-type: none"> <li>• Talk about music they hear using musical terms</li> <li>• Talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect</li> <li>• Talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>• Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>• Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</li> <li>• Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul>
KEY WORDS	<p><b>FOUND OBJECTS</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p><b>SINGING VOICE</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p>	<p><b>OSTINATO</b> Repeated rhythmic pattern or melodic shape</p> <p><b>DRONE</b> Pitched note played continuously throughout a piece of music</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> <p><b>SCORE</b> A written form of musical composition</p>	<p><b>PHRASE</b> Short section of a melody</p> <p><b>SEQUENCE</b> One after another</p> <p><b>OSTINATO</b> Short repeated rhythmic pattern or melodic shapes</p> <p><b>DRONE</b> Continuous or repeated pitch or pitches</p> <p><b>GRAPHIC SCORE</b> Notation using pictures or symbols</p> <p><b>STEADY BEAT</b> Regular pulse</p> <p><b>RHYTHM PATTERN</b> A group of long and short sounds</p>	<p><b>STEADY BEAT</b></p> <p><b>RHYTHM</b></p> <p><b>OSTINATO</b></p> <p><b>PITCH</b></p> <p><b>PHRASE</b></p> <p><b>REPETITION</b></p> <p><b>MUSICAL SYMBOLS</b></p>	<p><b>OSTINATO</b></p> <p><b>DRONE</b></p> <p><b>REPETITION</b></p> <p><b>METRE</b></p> <p><b>REST</b></p> <p><b>STEP</b></p> <p><b>LEAP</b></p> <p><b>PHRASE</b></p> <p><b>MELODY</b></p> <p><b>PENTATONIC TUNED</b></p> <p><b>PERCUSSION</b></p> <p><b>UNTUNED</b></p> <p><b>PERCUSSION</b></p>	<p><b>PULSE</b></p> <p><b>RHYTHM</b></p> <p><b>METRE</b></p> <p><b>PHRASE</b></p> <p><b>MELODY</b></p> <p><b>SCALE</b></p> <p><b>CHORD</b></p> <p><b>CLUSTER</b></p> <p><b>DRONE</b></p> <p><b>OSTINATO</b></p> <p><b>REPETITION</b></p> <p><b>NOTATION</b></p> <p><b>ACCOMPANIMENT</b></p> <p><b>ARRANGE</b></p> <p><b>RECORD</b></p> <p><b>ICT</b></p>	<p><b>RHYTHM</b></p> <p><b>PHRASE</b></p> <p><b>MELODY</b></p> <p><b>HARMONY</b></p> <p><b>OSTINATO</b></p> <p><b>METRE</b></p> <p><b>REPETITION</b></p> <p><b>SCALE</b></p> <p><b>ACCOMPANIMENT</b></p> <p><b>STYLE</b></p> <p><b>EXPRESSION</b></p> <p><b>RECORD</b></p> <p><b>ICT</b></p>
MUSICAL ELEMENTS	<p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc.</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p>	<p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc.</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p>	<p><b>PITCH</b> High, low, getting higher, getting lower</p> <p><b>DYNAMICS</b> Loud, quiet, getting louder or quieter</p> <p><b>TEMPO</b> Fast, slow, getting faster or slower</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece of music</p> <p><b>TIMBRE</b> The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</p> <p><b>DURATION</b> Long and short sounds, beat, rhythm</p>	<p><b>DURATION</b> Beat (pulse), rhythm, longer, shorter, sustained</p> <p><b>TEXTURE</b> Layering of sounds</p> <p><b>TEMPO</b> Steady, faster, slower</p> <p><b>DYNAMICS</b> Louder, quieter</p> <p><b>STRUCTURE</b> Beginning, middle, end, repetition</p> <p><b>PITCH</b> Notes moving by step/leap</p> <p><b>TIMBRE</b> Sound quality of individual instruments</p>	<p><b>DURATION</b> Metre – the organisation of beats</p> <p><b>TEXTURE</b> Layers of sound</p> <p><b>TIMBRE</b> Different instruments/ tone quality</p> <p><b>PITCH</b> Pentatonic scales</p> <p><b>STRUCTURE</b> Repetition, verse chorus / call and response, plan</p> <p><b>METRE</b> The organisation of beats into groups</p> <p><b>TEMPO</b> The speed of the music</p>	<p><b>DURATION</b> PITCH TEXTURE</p> <p><b>TIMBRE</b> TEMPO DYNAMICS</p> <p><b>STRUCTURE</b></p>	<p><b>DURATION</b> (beat, rhythm, metre)</p> <p><b>PITCH</b>(melody, harmony),</p> <p><b>TEXTURE</b>,</p> <p><b>TIMBRE</b>, <b>DYNAMICS</b>,</p> <p><b>STRUCTURE</b>, <b>TEMPO</b></p>