

Knowledge and Skill Progression in Music (following Charanga scheme of work)

Progression in Music: Listen and Appraise

National Curriculum - Pupils should be taught to:

KS1

- listen with concentration and understanding to a range of high-quality live and recorded music

KS2

- listen with attention to detail and recall sounds with increasing aural memory
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Expectations	
EYFS	<p>22-36 months Shows an interest in the way musical instruments sound.</p> <p>30-50 months Beginning to move rhythmically. Imitates movement in response to music.</p> <p>40-60+ months Explores the different sounds of instruments.</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none">To know 5 songs and what they are aboutTo know and recognise the sound and names of some of the instruments they useTo recognise how they can enjoy moving to musicTo know that music has a steady pulse, like a heartbeat.To recognise rhythms
Y2	<ul style="list-style-type: none">To know five more songs and what they are aboutTo know some songs, have a chorus or a response/answer partTo know that songs have a musical styleTo recognise how they can enjoy moving to music



	<ul style="list-style-type: none"> • To learn how songs can tell a story or describe an idea • To know that music has a steady pulse, like a heartbeat. • To recognise rhythms and recognise that rhythms are different from the steady pulse • To recognise high and low sounds - pitch
Y3	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them • To know the style of the five songs • To be able to identify and describe: <ul style="list-style-type: none"> - lyrics: what the song is about - musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) - the main sections of the song (introduction, verse, chorus etc.) - name some of the instruments they heard in the song • To confidently identify and move to the pulse. • To know that every piece of music has a pulse/steady beat. To know the difference between pulse and rhythm. • To know how pulse, rhythm and pitch work together to create a song • To think about what the words of a song mean • To take it in turn to discuss how the song makes them feel • To listen carefully and respectfully to other people's thoughts about the music
Y4	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs • To be able to identify and describe: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style) - lyrics: what the song is about - musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) - the main sections of the song (introduction, verse, chorus etc.) - name some of the instruments they heard in the song • To confidently identify and move to the pulse • To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics) • Talk about the music and how it makes them feel • Listen carefully and respectfully to other people's thoughts about the music • To use musical vocabulary in listening/appraising discussions
Y5	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about:



	<ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style) - lyrics: what the song is about - musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) - the main sections of the song (introduction, verse, chorus etc.) - name some of the instruments they heard in the song - the historical context of the songs. What else was going on at this time? <ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● To listen carefully and respectfully to other people's thoughts about the music. ● To use musical vocabulary in listening/appraising discussions ● To talk about the musical dimensions working together in the Unit songs. ● To Talk about the music and how it makes you feel.
Y6	<ul style="list-style-type: none"> ● To know five songs from memory, who sang or wrote them, when they were written and why? ● To know the style of the songs and to name other songs from the units in those styles ● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of that song (musical characteristics that give the song its style) - lyrics: what the song is about - musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - the structure of the songs (introduction, verse, chorus etc.) - name some of the instruments they heard in the song - the historical context of the songs: what else was going on at this time, musically/ historically ● To know and talk about that fact that we each have a musical identity ● To identify and move to the pulse with ease. ● To think about the message of songs ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities/differences. ● Listen carefully and respectfully to other people's thoughts about the music ● To use musical vocabulary in listening/appraising discussions ● To talk about the musical dimensions working together in the unit songs ● Talk about the music and how it makes you feel, using musical language to describe the music



Progression in Music: Singing

National Curriculum - Pupils should be taught to:

KS1

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

KS2

- play and perform in solo and ensemble contexts, using their voices...

Expectations	
EYFS	<p>22-36 months Joins in singing favourite songs.</p> <p>30-50 months Sings a few familiar songs.</p> <p>40-60+ months Begins to build a repertoire of songs</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none">• To confidently sing or rap five songs from memory and sing them in unison• To recognise different voices• To sing notes of different pitches (high and low)• To recognise that they can make different types of sounds with their voices – you can rap or say words in rhythm• To be able to start and stop singing when following a leader
Y2	<ul style="list-style-type: none">• To confidently know and sing five songs from memory.• To know that unison is everyone singing at the same time.• To recognise different ways of using the voice e.g. rapping (spoken word)• To recognise why we need to warm up our voices• To sing notes of different pitches (high and low)• To recognise that they can make different types of sounds with their voices – you can rap or say words in rhythm• To learn to find a comfortable singing position• To be able to start and stop singing when following a leader



Y3	<ul style="list-style-type: none"> • To recognise that singing in a group can be called a choir • To follow a leader or conductor • To recognise that songs can make you feel different things e.g. happy, energetic or sad • To enjoy singing as part of an ensemble or large group • To know why you must warm up your voice • To sing in unison and in simple two-parts • To demonstrate a good singing posture • To enjoy exploring singing solo. • To sing with awareness of being 'in tune' • To have an awareness of the pulse internally when singing.
Y4	<ul style="list-style-type: none"> • To recognise that singing in a group can be called a choir • To follow a leader or conductor • To recognise that songs can make you feel different things e.g. happy, energetic or sad • To enjoy singing as part of an ensemble or large group • To recognise the importance of listening to each other as part of an ensemble • To know why you must warm up your voice • To know that a solo singer makes a thinner texture than a larger group • To sing in unison and in simple two-parts • To demonstrate a good singing posture • To enjoy exploring singing solo. • To sing with awareness of being 'in tune' • To re join the song if lost. • To have an awareness of the pulse internally when singing.
Y5	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice • To sing in unison and to sing backing vocals • To enjoy exploring singing solo • To listen to the group when singing • To demonstrate a good singing posture



	<ul style="list-style-type: none"> • To follow a leader when singing • To experience rapping and solo singing • To listen to each other and be aware of how you fit into the group • To sing with awareness of being 'in tune'
Y6	<ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice • To sing in unison and to sing backing vocals. • To demonstrate a good singing posture. • To follow a leader when singing. • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'.



Progression in Music: Playing

National Curriculum - Pupils should be taught to:

KS1

- play tuned and untuned instruments musically

KS2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations

Expectations	
EYFS	<p>8-20 months and 16-26 months Begins to move to music, listen to or join in rhymes or songs</p> <p>22-36 months Shows an interest in the way musical instruments sound.</p> <p>30-50 months Taps out simple repeated rhythms.</p> <p>40-60+ months Explores the different sounds of instruments.</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none">• To recognise that notes have names• To learn the names of the notes in their instrumental part from memory or when written down• To learn the names of the instruments they are playing (including untuned percussion instruments and glockenspiels)• To treat instruments carefully and with respect• To play a tuned instrumental part (glockenspiel) with the song they perform• To listen to and follow musical instructions from a leader



Y2	<ul style="list-style-type: none"> • To recognise that notes have names • To learn the names of the notes in their instrumental part from memory or when written down • To learn the names of the instruments they are playing (including percussion instruments, glockenspiel and recorder) • To treat instruments carefully and with respect • To play a tuned instrumental part (glockenspiel) in time with the steady pulse • To listen to and follow musical instructions from a leader • To be able to describe playing techniques when playing the recorder
Y3	<ul style="list-style-type: none"> • To play any one, or all of four, differentiated parts on a tuned instrument (glockenspiel) from memory or using notation • To rehearse and perform their part within the context of the unit song • To play a tuned instrumental part (glockenspiel) in time with the steady pulse • To treat instruments carefully and with respect • To listen to and follow musical instructions from a leader • To be able to describe playing techniques when playing the glockenspiel
Y4	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class (e.g. glockenspiel) - Other instruments they might play or be played in a band or orchestra or by their friends • To treat instruments carefully and with respect • To play any one, or all of four, differentiated parts on a tuned instrument (glockenspiel) from memory or using notation • To rehearse and perform their part within the context of the unit song • To listen to and follow musical instructions from a leader • To experience leading the playing by making sure everyone plays in the playing section of the song
Y5	<ul style="list-style-type: none"> • To know and be able to talk about: <ul style="list-style-type: none"> - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble staff - The instruments they might play or be played in a band or orchestra or by their friends • To learn to play a musical instrument with the correct technique (ukulele) • To select and learn an instrumental part a one-note, simple or medium part or the melody of the song from memory or using notation • To rehearse and perform their part within the context of the unit song • To listen to and follow musical instructions from a leader • To lead a rehearsal session



Y6

- To know and be able to talk about:
 - Different ways of writing music down – e.g. staff notation, symbols
 - The notes C, D, E, F, G, A, B + C on the treble stave
 - The instruments they might play or be played in a band or orchestra or by their friends
- To learn to play a musical instrument with the correct technique (glockenspiel)
- To select and learn an instrumental part a one-note, simple or medium part or the melody of the song from memory or using notation
- To rehearse and perform their part within the context of the unit song
- To listen to and follow musical instructions from a leader
- To lead a rehearsal session



Progression in Music: Improvisation

National Curriculum - Pupils should be taught to:

KS1

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

- improvise and compose music for a range of purposes using the inter-related dimensions of music

Expectations	
EYFS	<p>22-36 months Creates sounds by banging, shaking, tapping or blowing.</p> <p>30-50 months Explores and learns how sounds can be changed.</p> <p>40-60+ months Explores the different sounds of instruments.</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none"> • To know that improvisation is about making up your own tunes on the spot • To know that when someone improvises, they make up their own tune that has never been heard before - it is not written down and belongs to them • To know that everyone can improvise • To improvise by clapping, singing and playing using one or two notes
Y2	<ul style="list-style-type: none"> • To know that improvisation is about making up your own tunes on the spot • To know that when someone improvises, they make up their own tune that has never been heard before - it is not written down and belongs to them • To know that everyone can improvise • To improvise by clapping, singing and playing using one or two notes • To respond through improvisation (clapping, singing or playing back)
Y3	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. - It is not written down and belongs to them • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake



	<ul style="list-style-type: none"> • To improvise by clapping, singing and playing using one, two or three notes • To respond through improvisation (clapping, singing or playing back)
Y4	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. - It is not written down and belongs to them • To know that using two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To use some riffs heard in their own improvisations • To improvise by clapping, singing and playing using three notes • To respond through improvisation (clapping, singing or playing back)
Y5	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. - It is not written down and belongs to them • To know that using two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To use some riffs heard in their own improvisations • To improvise by clapping, singing and playing using three notes • To respond through improvisation (clapping, singing or playing back) • To know three well-known improvising musicians • To improvise with a feeling for the style of Bossa Nova and swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Y6	<ul style="list-style-type: none"> • To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. - It is not written down and belongs to them • To know that using one, two or three notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To use some of the riffs and licks heard in their own improvisations • To improvise by clapping, singing and playing using three notes • To respond through improvisation (clapping, singing or playing back) • To know three well-known improvising musicians • To improvise with a feeling for the style of Bossa Nova and swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)



Progression in Music: Composition

National Curriculum - Pupils should be taught to:

KS1

- experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- use and understand staff and other musical notations

Expectations	
EYFS	<p>22-36 months Creates sounds by banging, shaking, tapping or blowing.</p> <p>30-50 months Explores and learns how sounds can be changed.</p> <p>40-60+ months Explores the different sounds of instruments.</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none">• To know that composing is like writing a story with music• To know that everyone can compose• To create a simple melody using one, two or three notes as part of a whole class or group• To recognise that the notes of the composition can be written down and changed if necessary
Y2	<ul style="list-style-type: none">• To know that composing is like writing a story with music• To know that everyone can compose• To create a simple melody using two, three or five notes as part of a whole class or group• To be able to write down the notes of the composition (graphic notation) and change if necessary



Y3	<ul style="list-style-type: none"> • To know and be able to talk about composition: <ul style="list-style-type: none"> - composition: music that is created by you and kept in some way - composition is like writing a story that can be played or performed again - there are different ways of recording compositions letter names, symbols, audio etc. • To help create at least one simple melody using one, three or five different notes • To plan and create a section of music that can be performed within the context of the unit song • To be able to discuss how a composition has been created. • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Y4	<ul style="list-style-type: none"> • To know and be able to talk about composition: <ul style="list-style-type: none"> - composition: music that is created by you and kept in some way - composition is like writing a story that can be played or performed again - there are different ways of recording compositions letter names, symbols, audio etc • To help create at least one simple melody using one, three or five different notes • To plan and create a section of music that can be performed within the context of the unit song • To be able to discuss how a composition has been created • To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Y5	<ul style="list-style-type: none"> • To know and be able to talk about composition: <ul style="list-style-type: none"> - composition: music that is created by you and kept in some way - composition is like writing a story that can be played or performed again - a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - notation: recognise the connection between sound and symbol • To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song • To explain the keynote or home note and the structure of the melody • To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song • To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)
Y6	<ul style="list-style-type: none"> • To know and be able to talk about composition: <ul style="list-style-type: none"> - composition: music that is created by you and kept in some way - composition is like writing a story that can be played or performed again - a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure



- notation: recognise the connection between sound and symbol

- To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the unit song
- To explain the keynote or home note and the structure of the melody
- To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
- To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)



Progression in Music: Performing/sharing

National Curriculum - Pupils should be taught to:

KS2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Expectations	
EYFS	<p>22-36 months Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing.</p> <p>30-50 months Sings a few familiar songs</p> <p>40-60+ months Begins to build a repertoire of songs</p> <p>Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them.</p>
Y1	<ul style="list-style-type: none"> • To know that a performance is sharing music with other people, called an audience • To participate in a performance • To add ideas for a performance • To listen to a recording of their own performance and say how they feel about it
Y2	<ul style="list-style-type: none"> • To know that a performance is sharing music with an audience • To know that a performance can be a special occasion and involve a class, a year group or a whole school. • To recognise that an audience can include your parents and friends. • To participate in a performance • To add ideas for a performance • To listen to a recording of their own performance and say how they feel about it
Y3	<ul style="list-style-type: none"> • To know and be able to talk about performance: <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance can be just one person to another or can be a special occasion and involve an audience including of people you don't know - Performances need to be planned and rehearsed - Performing involves communicating feelings, thoughts and ideas about the song/music • To choose what to perform and create a programme



	<ul style="list-style-type: none"> • To communicate the meaning of the words and clearly articulate them • To talk about the best place to be when performing and how to stand or sit • To record the performance and say how they were feeling, what they were pleased with what they would change and why
Y4	<ul style="list-style-type: none"> • To know and be able to talk about performance: <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance can be just one person to another or can be a special occasion and involve an audience including of people you don't know - Performances need to be planned and rehearsed - Performing involves communicating feelings, thoughts and ideas about the song/music - Confidence is importance during performance • To choose what to perform and create a programme • To communicate the meaning of the words and clearly articulate them • To present a musical performance designed to capture the audience • To talk about the best place to be when performing and how to stand or sit • To record the performance and say how they were feeling, what they were pleased with what they would change and why
Y5	<ul style="list-style-type: none"> • To know and be able to talk about performance: <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance can be just one person to another or can be a special occasion and involve an audience including of people you don't know - Performances need to be planned and rehearsed - Performing involves communicating feelings, thoughts and ideas about the song/music - Confidence is importance during performance • To choose what to perform and create a programme • To communicate the meaning of the words and clearly articulate them • To present a musical performance designed to capture the audience • To talk about the venue and how to use it to best effect • To record the performance and compare it to a previous performance • To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Y6	<ul style="list-style-type: none"> • To know and be able to talk about performance: <ul style="list-style-type: none"> - Performing is sharing music with other people, an audience - A performance can be just one person to another or can be a special occasion and involve an audience including of people you don't know - Performances need to be planned and rehearsed - Performing involves communicating feelings, thoughts and ideas about the song/music



- Confidence is importance during performance

- To choose what to perform and create a programme
- To communicate the meaning of the words and clearly articulate them
- To present a musical performance designed to capture the audience
- To talk about the venue and how to use it to best effect
- To record the performance and compare it to a previous performance
- To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”



Vocabulary

Year 1

Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.

Year 2

Vocabulary: Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel, recorder

Year 3

Vocabulary: Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco

Year 4

Vocabulary: Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality

Year 5

Vocabulary: Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, ukelele

Year 6

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony



The inter-related dimensions of music (definitions to be used across the school)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus/ending.
- Notation – the link between sound and symbol.

