

Long term Plan Year 1/2 Music

Music Aims	The national curriculum for Music aims to ensure that all pupils: ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
NC objectives KS2	End of KS1 Objectives: Pupils should be taught to: ♣ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> ♣ <i>play tuned and untuned instruments musically</i> ♣ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> ♣ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music</i> Cycle A Singing: Sing simple songs, chants, and rhymes from memory. (Y1) Sing collectively and at the same pitch. (Y1) Start with a very small range > mi-so (3rd) > slightly wider range. Include pentatonic songs. (Y1) Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. (Y1) Respond to simple visual directions and counting in. (Y1) Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control (Y2) Sing songs with a small pitch range, pitching accurately (Y2) Know the meaning of dynamics and tempo. Be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause) (Y2) Listening: Find the steady beat: Internalise and feel the music by marching, tapping, or clapping in time with a steady pulse, often described to children as the "heartbeat" of the music. (Y1) Copycat rhythm patterns: Listen to and accurately replicate short, simple rhythm patterns back to the teacher using body percussion or untuned instruments.(Y1) Differentiate beat from rhythm: Begin to notice the difference between a continuous steady pulse and the changing rhythm of words in a song. (Y1) Instrument and Sound Recognition Identify instruments by ear: Listen to a piece of music and recognize, name, or mimic the sound of 2 or more standard instruments (e.g., drums, trumpet, violin, or glockenspiel). (Y1) Differentiate vocal styles: Hear and understand the explicit difference between a singing voice and a speaking voice. (Y1) Explore environmental sounds: Listen closely to immediate sounds in the classroom or outdoor environment to compare their qualities. (Y1) The Inter-related Dimensions of Music Identify contrasting musical elements (Y1) Pitch: Listen for and identify whether a sound or melody is high or low. (Y1) Tempo: Recognize when a piece of music changes from fast to slow. (Y2) Dynamics: Listen for and describe changes in volume, specifically identifying loud and quiet (or soft) sounds. (Y1) Duration: Notice the contrast between long and short sounds. (Y1) Responding and Appraising Expressive movement: Respond physically to changes in the music through imaginative movement, storytelling, or structured dance (e.g., jumping to fast tempos, tiptoeing to quiet dynamics). (Y1) Share basic opinions: Talk about a piece of music after listening, using simple vocabulary to explain what they liked, what they disliked, or how the music made them feel. (Y1) Follow basic visual cues: Listen and respond to basic conductor directions, such as immediately stopping or starting when a visual signal is given (Y1) Maintain the beat independently: Keep a steady pulse moving at different speeds without relying on teacher guidance. (Y2) Identify tempo changes: Recognize when a piece of music speeds up (accelerando) or slows down (ritardando). (Y2) Internalise rhythm patterns: Listen to a rhythm, remember it silently, and then accurately clap it back on a cue. (Y2) Group instrument families: Listen to a track and classify instruments into broad families like strings, percussion, brass, or woodwind. (Y2)

Recognize structural shifts: Notice and signal when a piece of music changes sections, such as moving from a verse to a chorus. (Y2)

Identify combined textures: Listen to and describe layers of sound, noticing when multiple instruments play together versus a solo instrument. (Y2)

Pitch direction: Track the movement of a melody to identify if the pitch is **getting higher, getting lower, or staying the same**. (Y2)

Dynamic variation: Listen for gradual changes in volume, identifying when music gets **gradually louder** or **gradually quieter**. (Y2)

Timbre description: Use descriptive words to explain sound quality, such as identifying a sound as **wooden, metallic, smooth, or scratchy**. (Y2)

Connect music to mood: Listen to a piece and describe the mood or story it tells, explaining *why* it feels that way (e.g., "It feels spooky because the notes are low and slow"). (Y2)

Use musical vocabulary: Review and appraise music using specific terms like **tempo, pitch, dynamics, and pulse** instead of just "fast" or "loud". (Y2)

Graphically represent sound: Draw simple shapes or lines on paper to represent what they hear (e.g., wavy lines for high, smooth sounds or dots for short, sharp sounds). (Y2)

Composing

Improvise simple vocal chants, using question and answer phrases. (Y1)

Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. (Y1)

Understand the difference between creating a rhythm pattern and a pitch pattern (Y1)

Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.m(Y1)

Use music technology, to capture, change and combine sounds. (Y1)

Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols (Y1)

Create music in response to a non-musical stimulus. (Y2)

Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. (Y2)

Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (Y2)

Use music technology, to capture, change and combine sounds. (Y2)

Musicianship

Pulse/Beat

Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Y1)

Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. (Y1)

Respond to the pulse in recorded/live music through movement and dance. (Y1)

Understand that the speed of the beat can change, creating a faster or slower pace (tempo) (Y2)

Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo (Y2)

Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.(Y2)

Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats (Y2)

Identify the beat groupings in familiar music that they sing regularly and listen to (Y2)

Rhythm

Perform short copycat rhythm patterns accurately, led by the teacher. (Y1)

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.(Y1)

Perform word-pattern chants; create, retain, and perform their own rhythm patterns. (Y1)

Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion (Y2)

Create rhythms using word phrases as a starting point. (Y2)

Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. (Y2)

Create and perform their own chanted rhythm patterns with the same stick notation. (Y2)

Pitch

Sing familiar songs in both low and high voices and talk about the difference in sound. (Y1)

Explore percussion sounds to enhance storytelling. (Y1)

Follow pictures and symbols to guide singing and playing. (Y1)

Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. (Y2)

Sing short phrases independently within a singing game or short song. (Y2)

Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). (Y2)

Recognise dot notation and match it to 3-note tunes played on tuned percussion. (Y2)

Cycle B

Singing

Sing simple songs, chants, and rhymes from memory. (Y1)

Sing collectively and at the same pitch. (Y1)

Start with a very small range > mi-so (3rd) > slightly wider range. Include pentatonic songs. (Y1)

Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. (Y1)

Respond to simple visual directions and counting in. (Y1)

Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control (Y2)

Sing songs with a small pitch range, pitching accurately (Y2)

Know the meaning of dynamics and tempo. Be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause) (Y2)

Listening:

Find the steady beat: Internalise and feel the music by marching, tapping, or clapping in time with a steady pulse, often described to children as the "heartbeat" of the music. (Y1)

Copycat rhythm patterns: Listen to and accurately replicate short, simple rhythm patterns back to the teacher using body percussion or untuned instruments.(Y1)

Differentiate beat from rhythm: Begin to notice the difference between a continuous steady pulse and the changing rhythm of words in a song. (Y1)

Instrument and Sound Recognition

Identify instruments by ear: Listen to a piece of music and recognize, name, or mimic the sound of 2 or more standard instruments (e.g., drums, trumpet, violin, or glockenspiel). (Y1)

Differentiate vocal styles: Hear and understand the explicit difference between a singing voice and a speaking voice. (Y1)

Explore environmental sounds: Listen closely to immediate sounds in the classroom or outdoor environment to compare their qualities. (Y1)

The Inter-related Dimensions of Music

Identify contrasting musical elements (Y1)

Pitch: Listen for and identify whether a sound or melody is **high** or **low**. (Y1)

Tempo: Recognize when a piece of music changes from **fast** to **slow**. (Y2)

Dynamics: Listen for and describe changes in volume, specifically identifying **loud** and **quiet** (or soft) sounds. (Y1)

Duration: Notice the contrast between **long** and **short** sounds. (Y1)

Responding and Appraising

Expressive movement: Respond physically to changes in the music through imaginative movement, storytelling, or structured dance (e.g., jumping to fast tempos, tiptoeing to quiet dynamics). (Y1)

Share basic opinions: Talk about a piece of music after listening, using simple vocabulary to explain what they liked, what they disliked, or how the music made them feel. (Y1)

Follow basic visual cues: Listen and respond to basic conductor directions, such as immediately stopping or starting when a visual signal is given (Y1)

Maintain the beat independently: Keep a steady pulse moving at different speeds without relying on teacher guidance. (Y2)

Identify tempo changes: Recognize when a piece of music speeds up (**accelerando**) or slows down (**ritardando**). (Y2)

Internalise rhythm patterns: Listen to a rhythm, remember it silently, and then accurately clap it back on a cue. (Y2)

Group instrument families: Listen to a track and classify instruments into broad families like **strings, percussion, brass, or woodwind**. (Y2)

Recognize structural shifts: Notice and signal when a piece of music changes sections, such as moving from a verse to a chorus. (Y2)

Identify combined textures: Listen to and describe layers of sound, noticing when multiple instruments play together versus a solo instrument. (Y2)

Pitch direction: Track the movement of a melody to identify if the pitch is **getting higher, getting lower, or staying the same**. (Y2)

Dynamic variation: Listen for gradual changes in volume, identifying when music gets **gradually louder** or **gradually quieter**. (Y2)

Timbre description: Use descriptive words to explain sound quality, such as identifying a sound as **wooden, metallic, smooth, or scratchy**. (Y2)

Connect music to mood: Listen to a piece and describe the mood or story it tells, explaining *why* it feels that way (e.g., "It feels spooky because the notes are low and slow"). (Y2)

Use musical vocabulary: Review and appraise music using specific terms like **tempo, pitch, dynamics, and pulse** instead of just "fast" or "loud". (Y2)

Graphically represent sound: Draw simple shapes or lines on paper to represent what they hear (e.g., wavy lines for high, smooth sounds or dots for short, sharp sounds). (Y2)

Composing

Improvise simple vocal chants, using question and answer phrases. (Y1)

Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. (Y1)

Understand the difference between creating a rhythm pattern and a pitch pattern (Y1)

Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.m(Y1)

Use music technology, to capture, change and combine sounds. (Y1)

Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols (Y1)

Create music in response to a non-musical stimulus. (Y2)

	Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. (Y2) Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (Y2) Use music technology, to capture, change and combine sounds. (Y2) <u>Musicianship</u> Pulse/Beat Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. (Y1) Use body percussion and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. (Y1) Respond to the pulse in recorded/live music through movement and dance. (Y1) Understand that the speed of the beat can change, creating a faster or slower pace (tempo) (Y2) Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo (Y2) Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.(Y2) Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats (Y2) Identify the beat groupings in familiar music that they sing regularly and listen to (Y2) Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. (Y1) Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.(Y1) Perform word-pattern chants; create, retain, and perform their own rhythm patterns. (Y1) Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion (Y2) Create rhythms using word phrases as a starting point. (Y2) Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. (Y2) Create and perform their own chanted rhythm patterns with the same stick notation. (Y2) Pitch Sing familiar songs in both low and high voices and talk about the difference in sound. (Y1) Explore percussion sounds to enhance storytelling. (Y1) Follow pictures and symbols to guide singing and playing. (Y1) Listen to sounds in the local school environment, comparing high and low sounds. (Y1) Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. (Y2) Sing short phrases independently within a singing game or short song. (Y2) Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). (Y2) Recognise dot notation and match it to 3-note tunes played on tuned percussion. (Y2)
Curriculum links	Reading: Traditional tales Science: Animals Including Humans: Living Things and Their Habitats R.E: Incarnation – Why does Christmas matter to Christians? Salvation – Why does Easter matter to Christians? Geography: What can you see at the coast? Computing: Digital music

	PSHE: Me and my relationships Valuing difference Being my Best PE: Dance fitness	
Context	Where they have been: • Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” • Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” • Associates genres of music with characters and stories. Accurately anticipates changes in music, eg when music is going to get faster, louder, slower. • Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. • Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. • Sings entire songs. May enjoy performing, solo and or in groups. Internalises music, eg sings songs inside his or her head. • Moves to the sound of instruments, eg walks, jumps, hops to the sound of a beating drum. • Combines moving, singing and playing instruments, eg marching, tapping a drum whilst singing. • Moves in time to the pulse of the music being listened to and physically responds to changes in the music, eg jumps in response to loud/sudden changes in the music. • Replicates familiar choreographed dances eg imitates dance and movements associated with pop songs. • Choreographs his or her own dances to familiar music, individually, in pairs/small groups. • Creates music based on a theme eg creates the sounds of the seaside. • Finds and records sounds using recording devices. • Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. • Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making • Taps rhythms to accompany words, eg tapping the syllables of names/objects/animals/lyrics of a song. • Creates rhythms using instruments and body percussion. • May play along to the beat of the song they are singing or music being listened to. • May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to	Where they will go next: • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. • Perform forte and piano. • Perform actions confidently and in time to a range of action songs. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. • Become more skilled in improvising (in a range of contexts) inventing short ‘on-the-spot’ responses using a limited note-range. • Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. • Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. • Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi: • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. • Crotchets, Paired quavers, Minims, Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Exploring Pulse rhythm and composition Tony Chestnut (including music technology)	Unit: Exploring the combined musical elements Musical stories (Bear Hunt): (and Christmas nativity)	Unit: Exploring timbre Sea interludes	Unit: Exploring pulse, rhythm, composition and pitch Football	Unit: High and Low: Exploring Pitch through singing games	Unit: Summer concert: During this term children will recap prior learning through instrumental work, singing, actions to culminate in a whole school end of year concert.
NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	NC Objective/s: - Use their voices expressively and creatively by singing songs and speaking chants and rhymes - Play tuned and untuned instruments musically - Listen with concentration and understanding to a range of high-quality live and recorded music - Experiment with, create, select and combine sounds using the inter-related dimensions of music.
Vocabulary: Rhythm Pulse Beat Pitch Tempo Dynamics Timbre High	Vocabulary: Rhythm Pulse Beat Pitch Tempo Dynamics Timbre High	Vocabulary: Rhythm Pulse Beat Pitch Tempo Dynamics Timbre Theme	Vocabulary: Rhythm Pulse Beat rest Pitch Tempo Dynamics Timbre	Vocabulary: Rhythm Pulse Beat rest Pitch Tempo Dynamics Timbre	Vocabulary: Rhythm Pulse Beat rest Pitch Tempo Dynamics Timbre

Low Fast Slow Loud Quiet Pattern Echo Call and response Tuned Percussion Untuned Percussion Diction Improvise Singing voice Speaking voice melody	Low Fast Slow Loud Quiet Pattern Echo Call and response Tuned Percussion Untuned Percussion Diction Improvise Compose Perform Audience Singing voice Speaking voice Ensemble Texture Graphic notation	Spiky Smooth Flute Violin Harp Viola Clarinet orchestra High Low Fast Slow Loud Quiet Tuned Percussion Untuned Percussion Improvise compose movement crescendo diminuendo accelerando ritenuto texture	High Low Fast Slow Loud Quiet Pattern/ostinato Echo Call and response Tuned Percussion Untuned Percussion Diction Improvise Compose Perform Audience Singing voice Speaking voice Rap Chant Graphic notation	High Low Fast Slow Loud Quiet Echo Call and response Diction lyrics Improvise Compose Singing voice Speaking voice Rap Chant Melody Unison solo	High Low Fast Slow Loud Quiet Pattern/ostinato Echo Call and response Tuned Percussion Untuned Percussion Diction Improvise Compose Perform Audience Singing voice Speaking voice Rap Chant Solo Unison Melody crescendo diminuendo accelerando ritenuto texture solo unison duet introduction
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Cycle B 2027-2028

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Exploring Pulse, Rhythm and composition No Place Like	Unit: Exploring the combined musical elements Exploring composition from a non-	Unit: Exploring timbre: Trains	Unit: Exploring pulse, rhythm, composition and pitch Musical conversations	Unit: High and Low: Exploring Pitch through singing games	Unit: Summer concert: During this term children will recap prior learning through instrumental work, singing, actions to culminate

	musical starting point and Christmas performance		(Call and response – including music technology))		in a whole school end of year concert
NC Objective/s:	NC Objective/s:	NC Objective/s:	NC Objective/s:	NC Objective/s:	NC Objective/s:
• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • (Weekly music worship)	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.	• Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and untuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music • Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
Rhythm	Rhythm	Rhythm	Rhythm	Rhythm	Rhythm
Pulse	Pulse	Pulse	Pulse	Pulse	Pulse
Beat	Beat	Beat	Beat	Beat	Beat
Pitch	Pitch	Pitch	Pitch	rest	rest
Tempo	Tempo	Tempo	Tempo	Pitch	Pitch
Dynamics	Dynamics	Dynamics	Dynamics	Tempo	Tempo
Timbre	Timbre	Timbre	Timbre	Dynamics	Dynamics
High	High	Theme	Theme	Timbre	Timbre
Low	Low	Spiky	Spiky	High	High
Fast	Fast	Smooth	Smooth	Low	Low
Slow	Slow	High	High	Fast	Fast
Loud	Loud	Low	Low	Slow	Slow
Quiet	Quiet	Fast	Fast	Loud	Loud
Pattern/ostinato	Pattern	Slow	Slow	Quiet	Quiet
Echo	Echo	Loud	Loud	Echo	Pattern/ostinato
Call and response	Call and response	Quiet	Quiet	Call and response	Echo
Diction	Tuned Percussion	Tuned Percussion	Echo	Diction	Call and response
Improvise	Untuned Percussion	Untuned Percussion	Call and response	lyrics	Tuned Percussion
Compose	Diction	Body percussion	Tuned Percussion	Improvise	Untuned Percussion
Perform	Improvise	Improvise	Untuned Percussion	Compose	Diction
Singing voice	Compose	compose	Body percussion	Singing voice	Improvise
Speaking voice	Perform	crescendo	Improvise	Speaking voice	Compose
Chant	Audience	diminuendo	compose	Rap	Perform
Action	Singing voice	accelerando	crescendo	Chant	Audience
Environment	Speaking voice	ritenuto	diminuendo	Melody	Singing voice
Layer	Graphic notation	conductor	accelerando	Unison	Speaking voice
Unison	Ensemble	structure	ritenuto	Solo	Rap
Structure	texture	texture	conductor	Conductor	Chant
Body percussion	crescendo	conductor	structure		Solo
Ensemble	diminuendo		texture		Unison
texture	accelerando		Graphic notation		Melody
crescendo	ritenuto		conductor		crescendo
diminuendo	texture				diminuendo
accelerando	conductor				accelerando
ritenuto					ritenuto
texture					texture
conductor					solo
					unison
					duet
					introduction

