

Long term Plan Year 5/6 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	KS2 Objectives: <i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</i> ♣ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ♣ <i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> ♣ <i>listen with attention to detail and recall sounds with increasing aural memory</i> ♣ <i>use and understand staff and other musical notations</i> ♣ <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> ♣ <i>develop an understanding of the history of music.</i> Cycle A <u>Singing:</u> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. (Y5) Include observing phrasing, accurate pitching and appropriate style. (Y5) Sing three-part rounds, partner songs, and songs with a verse and a chorus. (Y5) Perform a range of songs in school assemblies and in school performance opportunities. (Y5) <u>Listening:</u> Identify dimensions: Track changes in pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure. (Y5) Follow notation: Connect heard pitches and rhythms directly to basic staff notation or dot notation. (Y5) Appraise pieces: Compare contrasting versions of the same song or piece of music. (Y6) Aurally trace pitch: Follow step-wise melodic phrases and moving musical patterns up or down in pitch. (Y5) Identify texture: Distinguish between basic textures, specifically identifying melody with accompaniment, solo parts, and unison singing. (Y5) Differentiate arrangements: Recognize variations in instrumentation and tempo between live and recorded pieces (Y5) Analyze dynamics: Apply standard terminology to identify volume shifts, including piano (quiet) and forte (loud). (Y6) Describe texture: Use terms like monophonic, homophonic, polyphonic, unison, and counter-melody. (Y6) <u>Composing</u> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. (Y5) Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. (Y5) These melodies can be enhanced with rhythmic or chordal accompaniment. Use chords to compose music to evoke a specific atmosphere, mood or environment. (Y5) Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. (Y5) Use chord changes as part of an improvised sequence. (Y6) Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. (Y6) Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. (Y6) <u>Instrumental Performance</u> Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. (Y5) Perform simple, chordal accompaniments to familiar songs (Y5) Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies (Y5) Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. (Y6) Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This

Reading Notation

Understand the differences between 2/4, 3/4 and 4/4 time signatures (Y5)

Read and perform pitch notation within an octave (e.g., C–C'/do–do) (Y5)

Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (Y6)

Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). (Y6)

Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

Read and play from notation a four-bar phrase, confidently identifying note names and durations (Y6)

Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4, 3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).

Cycle B

Singing

Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. (Y6)

Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. (Y6)

Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. (Y5/6)

Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments.

Notate this melody. (Y6)

Listening:

Identify dimensions: Detect pulse, rhythm, pitch, tempo, dynamics, timbre, texture, and structure.

Recognize traditions: Listen and evaluate music across a broad range of historical periods, genres, styles, and cultures. (Y5)

Recognize structures: Identify structures including call-and-response, question-and-answer phrasing, echoes, and foundational loop patterns or ostinatos. (Y5)

Identify structure: Recognize rondo form, ternary form, theme and variations, ostinato, and canon. (Y6)

Understand history: Contextualize music from different eras, traditions, cultures, and historical periods. (Y6)

Notate aural patterns: Transcribe simple melodic or rhythmic dictation into basic staff notation. (Y6)

Recognize instruments: Aurally identify Western Classical instruments, orchestral families, and vocal ranges. (Y6)

Appraise pieces: Compare contrasting versions of the same song or piece of music. (Y6)

Evaluate changes: Describe how alterations in tempo, instrumentation, or style change the mood. (Y6)

Analyze dynamics: Apply Italian terms like *crescendo*, *diminuendo*, *fortissimo*, and *pianissimo*. (Y6)

Composing

Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). (Y5)

Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. (Y5) These melodies can be enhanced with rhythmic or chordal accompaniment.

Working in pairs, compose a short ternary piece.(Y5)

Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. (Y5)

Create music with multiple sections that include repetition and contrast (Y6)

Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. (Y6)

Either of these melodies can be enhanced with rhythmic or chordal accompaniment. (Y6)

Performing

Instrumental Performance

Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. (Y5)

Perform simple, chordal accompaniments to familiar songs (Y5)

Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra (Y5)

Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP) (Y6)

Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. (Y6)

	Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. (Y6) Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (Y6) Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). (Y6) Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations (Y6) Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4, 3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo).	
Curriculum links	Computing – Creating media RE – Incarnation, Universal (what can be done to reduce racism) PSHE – Valuing difference, rights and respect Reading – Brilliant Black British History, Writing – The extraordinary life of Rosa Parks	
Context	Where they have been: - Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunelessly 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. - Continue to sing a broad range of unison songs with the range of an octave (do–do pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). - Sing rounds and partner songs in different time signatures (2, 3 and 4 time) - Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. - Perform a range of songs in school assemblies.) - Recognise and Respond to the Pulse: Clapping, walking, jumping, or marching to a steady beat. - Identify Changes in Tempo: Distinguishing between fast and slow music. - Identify Differences in Pitch: Distinguishing between high and low sounds. - Explore Dynamics: Describing music as loud or quiet. - Describe Musical Character: Talking about how a piece of music makes them feel. - Aural Memory: Accurately repeating short rhythmic or pitch patterns. <u>Improvise</u> - 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 compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. - Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). - Begin to make compositional decisions about the overall structure of improvisations. <u>Compose</u>	Where they will go next: - Sing regularly from an extended repertoire with a sense of ensemble and performance. - This should include observing phrasing, accurate pitching, and dynamic contrast - Sing three- and four-part rounds, transposing music according to the needs of the class. - Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms. - Appraise Core Musical Elements: Identifying texture, instrumentation, metre, rhythm, tempo, pitch, tonality, harmony, and dynamics. - Recognize Instrument Families: Aurally identifying individual instruments within orchestras and global traditions. - Aural Discrimination: Developing musical hearing to self-correct pitch, balance, and vocal independence. - Analyse Intent and Impact: Evaluating how a piece communicates meaning and triggers emotional responses. - Identify Contexts: Recognizing characteristic features of different musical genres, traditions, and historical eras. - Contrast Traditions: Listening to diverse soundscapes to track how disparate musical elements blend. ‘Song’ Writing (with or without lyrics) - Play chord sequences from a range of familiar songs as compositional models. - Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. - Compose bass lines using the root note of each chord. - Create melodic song-lines shaped by lyrics and/or harmonic intention. - Programme Music Play given chord sequences as examples of harmonic effect. - Compose chord sequences on the keyboard or guitar in C major or A minor. - Explore melodic line and simple structural ideas, e.g., ABA. Keyboard - Learn to find notes on the keyboards. - Play rhythmically simple melodies on keyboard instruments, following staff notation written on one stave. - Use notes within a range of a 5th transposed into C major or A minor.

	- 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. - Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. - Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4 beat phrases, arranged into bars. - Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. - Introduce major and minor chords. - Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. - Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation and technology.	Class Brass Band - Play melodies on brass instruments learnt aurally or using staff notation on one stave. - Develop lip flexibility and tonguing, and increase range from a 5th to a 9th using the keys of Bb major and C minor. Reading Notation - Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. - Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step. - Semibreves, Minims, Crotchets, Quavers, Semiquavers, Dotted crotchets/quavers, Dotted quavers/semiquavers, Treble clef Middle C to F, Bass clef G to Middle C, 3/4 and 4/4, C major/A minor, forte & piano, Crescendo and Decrescendo.

Cycle A

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Rhythm and Pulse – Exploring South American music (Samba)	Unit: Singing and performing together – composing a Christmas song	Unit: Music technology – Composing music using Bandlab for a video game	Unit: Musical Effects and Moods: Hall of the Mountain King	Unit: Learning an instrument - ukulele	Unit: Performing together – end of year show. Ensemble playing and singing
NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with	NC Objective/s: - improvise and compose music for a range of purposes using the inter-related dimensions of music - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with	NC Objective/s: - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - 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 (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	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 (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	musicians (Weekly music worship) • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (Weekly music worship)	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 (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	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 (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)	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 (Weekly music worship) • develop an understanding of the history of music (Weekly music worship)
Vocabulary: Percussion Rhythm Pulse Beat Cyclic rhythm Ostinato Simple time Compound time Syncopation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Crotchets Paired quavers	Vocabulary: Rhythm Metre Tempo Pitch and Melody Diatonic scale Major scale Pentatonic scale Composition Major chords Minor chords Ternary form, Verse and chorus form music with multiple sections Harmony Triads Chord progressions Texture Music in 3 parts Music in 4 parts Dynamics	Vocabulary: Rhythm Pulse Beat Tempo Timbre Music technology Electronic music Composition Texture Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures	Vocabulary: Staff notation Crotchets Paired quavers Minims Rests Semi-quavers Rhythmic notation Stave Melody Harmony Chord Motif/ostinato Notate Orchestrate Form Structure Dynamics Forte Fortissimo Piano	Vocabulary: Stringed instruments Ukulele Fret Strings Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Triads chord progressions Articulation Dynamics Forte	Vocabulary: Stringed instruments Ukulele Fret Strings Glockenspiel Ensemble Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Triads chord progressions Articulation

Minims	Articulation	Contrast	Pianissimo	Fortissimo	Dynamics
Rests	Dynamics	Tracks	Mezzo forte	Piano	Forte
Time signature	Forte	Layers	Mezzo piano	Pianissimo	Fortissimo
Accelerando	Fortissimo	Slice	Crescendo	Mezzo forte	Piano
Rallentando	Piano	Cut	Decrescendo	Mezzo piano	Pianissimo
Allegro	Pianissimo	Copy Paste	Tempo	Crescendo	Mezzo forte
Adagio	Mezzo forte	Bars	Accelerando	Decrescendo	Mezzo piano
Texture	Mezzo piano	Riser	Rallantando	Time signatures	Crescendo
Brazil	Crescendo	Multitracking	Contrast	Contrast	Decrescendo
South America	Decrescendo	Loops	Orchdstral	Major chords	Time signatures
Carnival	Crotchets	Samples	Timbre	Minor chords	Contrast
Surdo	Paired quavers	Timing	Rhythm	Accompaniment	Major chords
Repinique	Minims	Contrast	Pulse	Compose	Minor chords
Caixa	Rests		Duration		Accompaniment
Cuica	Semibreves		Presto		Crotchets
Apito	Semiquavers		Adagio		Paired quavers
Agogo	Time signatures		Andante		Minims
Tambourim	2/4, 3/4 and 4/4		Moderato		Rests
Reco-Reco	Stave		Allegro		Semibreves
Chocalho	lines and spaces		Compose		Semiquavers
Ganza	clef				Time signatures
Fridgideira	Ensemble				2/4, 3/4 and 4/4
					Stave
					lines and spaces
					clef

Cycle B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Rhythm and Pulse – exploring music from African Nations	Unit: Singing and performing together – composing a Christmas song	Unit: Music technology – Composing music using Bandlab to create mood	Unit: Learning an instrument - ukulele	Unit: Exploring blues music and the pentatonic scale, improvisation and composing a blues song – ukulele and glockenspiels	Unit: Performing together – end of year show. Ensemble playing and singing
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develop an understanding of the history of music (Weekly music worship)	musicians (Weekly music worship)		(Weekly music worship)	musicians (Weekly music worship)	musicians (Weekly music worship)
Vocabulary: Rhythm Pulse Beat Cyclic rhythm Ostinato Simple time Compound time Syncopation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Crotchets Paired quavers Minims Rests Time signature Accelerando Rallentando Allegro Adagio Texture Djembe drum Bongo Djun Djun Miam Ghana Ghanaian Akan Ashanti	Vocabulary: Rhythm Metre Tempo Pitch and Melody Diatonic scale Major scale Pentatonic scale Composition Major chords Minor chords Ternary form, Verse and chorus form music with multiple sections Harmony Triads Chord progressions Texture Music in 3 parts Music in 4 parts Dynamics Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Crotchets Paired quavers Minims Rests Semibreves	Vocabulary: Rhythm Pulse Beat Tempo Timbre Music technology Electronic music Composition Ternary form, music with multiple sections Texture Dynamics Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Tracks Layers Slice Cut Copy Paste Bars Riser Multitracking Loops Samples	Vocabulary: Stringed instruments Ukulele Fret Strings Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Triads chord progressions Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Major chords Minor chords Accompaniment	Vocabulary: Stringed instruments Ukulele Fret Strings Glockenspiel Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Triads chord progressions Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Major chords Minor chords Accompaniment Scale Pentatonic scale	Vocabulary: Stringed instruments Ukulele Fret Strings Glockenspiel Ensemble Rhythm Pulse Beat Timbre Metre Tempo Simple time compound time syncopation Pitch Harmony Triads chord progressions Articulation Dynamics Forte Fortissimo Piano Pianissimo Mezzo forte Mezzo piano Crescendo Decrescendo Time signatures Contrast Major chords Minor chords Accompaniment Crotchets

Atumpan Fontomfrom	Semiquavers Time signatures 2/4, 3/4 and 4/4 Stave lines and spaces clef			Blues scale 12 Bar blues Work songs Prison songs Slavery Improvise Compose	Paired quavers Minims Rests Semibreves Semiquavers Time signatures 2/4, 3/4 and 4/4 Stave lines and spaces clef
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