



## **Music – Progression of Knowledge, Understanding and Skills – Colmers Farm Primary School**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education engages and inspires pupils to develop a love of music and their talent as musicians, and so increases their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

At Colmers Farm Primary School we use two musical schemes: Bring the Noise in EYFS and Charanga in KS1 and 2 which provides teachers with weekly lessons, assessment, progression, and engaging and exciting whiteboard resources to support all the requirements of the national curriculum.

In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.

Ofsted have stated that “We will not always know the learning outcomes” so segregated learning objectives at the start of each lesson are not appropriate. Instead, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

Within Year 1, Year 2 and Year 4, Birmingham Music Service lead musical instrumental sessions (recorders in Year 1 and Year 2 and guitars in Year 5).

### **How the Scheme is structured**

Each Unit of Work comprises strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition and Performing 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 tradition, 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

# EYFS

## Expressive Arts and Design

### Development Matters:

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Pupils are given opportunities to;

- Develop ideas and interests
- Have specific foci for creative designs/purpose
- Combine and change their creation purposefully reflecting and reviewing their work
- Talk about the ideas and processes they have used in their own and others work
- Recognise the strengths of their own work and others

Bring the Noise Scheme

Performing	Composing	Appraising	Topics
<ul style="list-style-type: none"> <li>• To use instruments/body percussion to create sounds</li> <li>• To listen carefully and respond appropriately through co-ordinated movements (including in rhythm)</li> <li>• To perform solo or in groups</li> <li>• To engage in call and response</li> <li>• To look at their audience when they are performing</li> <li>• To use their voices to sing</li> </ul>	<ul style="list-style-type: none"> <li>• To invent body percussion sounds</li> <li>• To identify instruments</li> <li>• To create their own music</li> </ul>	<ul style="list-style-type: none"> <li>• To listen carefully/attentively and distinguish, compare and evaluate sounds and understand silence</li> <li>• To compare and evaluate sounds in the environment and music</li> </ul>	<p><u>Autumn</u> Unit 1 Bring the Noise Singing and Nativity</p> <p><u>Spring</u> Unit 2 – When the Cold Wind Blows</p> <p><u>Summer</u> Unit 3 – Hands in the Air</p>

<b>KS1</b> Subject content	<b>KS1: Pupils are taught to:</b> <ul style="list-style-type: none"><li>• Use their voices expressively and creatively by singing songs and speaking chants and thymes</li><li>• Play tuned and untuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the interrelated dimensions of music</li></ul>
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	<p>Charanga - Key Stage 1</p> <p>Listen &amp; Appraise</p> <p>All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each Listen &amp; Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun!</p> <p>The questions on-screen, for each activity are:</p> <p><i>Do you like the song?</i></p> <p><i>What can you hear?</i></p> <p><i>What is the style of the music?</i></p> <p><i>How is the song put together?</i></p>
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<p><b>Year One</b></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>To use their voices to speak/sing/chant</li> <li>To join in with singing</li> <li>To use instruments to perform</li> <li>To look at their audience when they are performing</li> <li>To clap short rhythmic patterns</li> <li>To copy sounds</li> </ul> <p><u>Challenge:</u> Pupils make loud and quiet sounds They know that the chorus keeps repeating</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>To make different sounds with their voice</li> <li>To make different sounds with instruments</li> <li>To identify changes in sounds</li> <li>To change the sound</li> <li>To repeat (short rhythmic and melodic) patterns</li> <li>To make a sequence of sounds</li> <li>To show sounds by using pictures</li> </ul> <p><u>Challenge:</u> Pupils can tell the difference between long and short sounds They can tell the difference between high and low sounds They can give a reason for choosing an instrument</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>To respond to different moods in music</li> <li>To say how a piece of music makes them feel</li> <li>To say whether they like or dislike a piece of music</li> <li>To choose sounds to represent different things</li> <li>To recognise repeated patterns</li> <li>To follow instructions about when to play or sing</li> </ul> <p><u>Challenge:</u> Pupils are able to tell the difference between a fast and slow tempo They can tell the difference between loud and quiet sounds They identify two types of sound happening at the same time</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Hey You Rhythm in the way we walk (The Banana Rap)</p> <p><u>Spring</u> Charanga: In the Groove Round and Round</p> <p><u>Summer</u> Birmingham Music Service Recorders</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> Supporting introductions to the different styles of music: Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin American and Western cultural that link to history, geography, countries and cultures. Playing clapping sounds and developing rhythms and patterns, pace and tempo and awareness of loud and soft.</p>
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<p><b>Year Two</b></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>To sing and follow the melody (tune)</li> <li>To sing accurately at a given pitch</li> <li>To perform simple patterns and accompaniments keeping a steady pulse</li> <li>To perform with others</li> <li>To play simple rhythmic patterns on an instrument</li> <li>To sing/ clap a pulse increasing or decreasing in tempo</li> </ul> <p><u>Challenge:</u> Pupils can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>To order sounds to create a beginning, middle and end</li> <li>To create music in response to &lt;different starting points&gt;</li> <li>To choose sounds which create an effect</li> <li>To use symbols to represent sounds</li> <li>To make connections between notations and musical sounds</li> </ul> <p><u>Challenge:</u> Pupils can use simple structures in a piece of music They know that phrases are where we breathe in a song</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>To improve their own work</li> <li>To listen out for particular things when listening to music</li> </ul> <p><u>Challenge:</u> Pupils recognise sounds that move by steps and by leaps</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Birmingham Music Service Recorders</p> <p><u>Spring</u> Charanga: Hands Feet Heart Ho, ho, ho</p> <p><u>Summer</u> Charanga: I wanna play in a band Zootime</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> Exploring more sounds: Reggae, Motown, Rock and South African music and freedom songs. Dancing to a beat and practicing pulse and tempo, walking, marching and running. Keeping own song steady and in tune whilst another sings an alternative: e.g. Three blind mice and London's Burning - sung simultaneously.</p>
<p><b>KS2 Subject content</b></p>	<p>Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory Pupils are taught to:</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and</li> </ul>				

musicians

- develop an understanding of the history of music.

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

Charanga: Lower Key Stage 2 (Year 4 Birmingham Music Service – Guitars), Year 5: Autumn and Spring

Listen & Appraise

All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun!

The questions on-screen, for each activity are:

*Do you like the song?*

*What can you hear?*

*What is the style of the music?*

*How is the song put together?*

Year 5 Summer and Year 6

Listen & Appraise

Again, each step has a Listen & Appraise section. All the pupils stand to listen to the song and move to the pulse On-screen questions are used:

- How does this song make you feel?
- Does this song tell a story?
- What does the song make you think of?
- How old do you think this piece of music is? Appraisal:

After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear.

These questions are for example from Pharrell Williams' song Happy:

- Did the tempo stay the same all the way through the song? *Yes, the tempo stayed the same.*
- In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? *The music is louder in the chorus when all the instruments are playing together.*

	<ul style="list-style-type: none"> <li>• Can you identify the different instruments/voices that you heard? <i>A solo male voice and backing vocals. Keyboard, bass and drums. The clapping in this song behaves like another instrument.</i></li> <li>• Did all the instruments and voices play or sing throughout the song? <i>No. Pharrell, the male vocalist, sings throughout the song but the backing vocalists don't. The instrumentalists, apart from the bass player, drop out of the bridge sections.</i></li> </ul> <p>What is the style of this music? <i>Pop music with a Soul influence.</i></p>
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<h2>Year Three</h2>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• To sing in tune with expression</li> <li>• To control their voice when singing</li> <li>• To play clear notes on instruments</li> <li>• To improvise using the notes given</li> </ul> <p><u>Challenge:</u> Pupils work with a partner to create a piece of music using more than one instrument</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>• To use different elements in their composition</li> <li>• To create repeated patterns with different instruments</li> <li>• To compose melodies and songs</li> <li>• To create accompaniments for tunes</li> <li>• To combine different sounds to create a specific mood or feeling</li> </ul> <p><u>Challenge:</u> Pupils understand metre in 2 and 3 beats; then 4 and 5 beats They understand how the use of tempo can provide contrast within a piece of music</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>• To improve their work explaining how it has improved</li> <li>• To use musical words (the elements of music) to describe a piece of music and compositions</li> <li>• To use musical words to describe what they like and dislike</li> <li>• To identify the difference between a pulse and rhythm</li> </ul> <p><u>Challenge:</u> Pupils can tell whether a change is gradual or sudden They identify repetition, contrasts and variations</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Let your spirit fly Glockenspiel (Stage 1)</p> <p><u>Spring</u> Charanga: Three little birds The dragon song</p> <p><u>Summer</u> Charanga: We are family Reflect, Rewind, Replay</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> Helping research historical context. Devising simple notation to represent a musical score. Listening to a range of western classical music to attune young ears to classical musical styles.</p>
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<p><b>Year Four</b></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>• To perform a simple part rhythmically</li> <li>• To sing songs from memory with accurate pitch</li> <li>• To improvise using repeated patterns</li> <li>• To play a music instrument with increasing accuracy, fluency, control and expression.</li> </ul>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>• To use notations to record and interpret sequences of pitches</li> <li>• To use standard notation</li> <li>• To use notations to record compositions in a small group or on their own</li> <li>• To use their notation in a performance</li> </ul>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>• To explain the place of silence and say what effect it has</li> <li>• To start to identify the character of a piece of music</li> <li>• To describe and identify the different purposes of music</li> </ul>	<p><u>Topics:</u>  <u>Autumn, Spring, Summer</u>          Birmingham Music Service - Guitars</p>	<p>Ways parents can help:  <u>Autumn</u>          Listening to different styles of music - from Abba 1970's and 80s, Bhangra, Tango, Latin Fusion, Gospel and Beatles and discussing how they sound different and why - what was happening in the world at the time?</p>
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<p><b>Year Five</b></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>To breath in the correct place when singing</li> <li>To sing and use their understanding of meaning to add expression</li> <li>To maintain their part whilst others are performing their part</li> <li>To perform 'by ear' and from simple notations</li> <li>To improvise within a group using melodic and rhythmic phrases</li> <li>To keep an internal pulse</li> <li>To recognise and use basic structural forms e.g. rounds, variations, rondo form</li> </ul> <p><u>Challenge:</u> Pupils use pitches simultaneously to produce harmony by building up simple chords They devise and play a repeated sequence of pitches on a tuned instrument to accompany a song</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>To change sounds or organise them differently to change the effect</li> <li>To compose music which meets specific criteria</li> <li>To use their notations to record groups of pitches (chords)</li> <li>To use a music diary to record aspects of the composition process</li> <li>To choose the most appropriate tempos for a piece of music</li> <li>To use ICT to compose music</li> </ul> <p><u>Challenge:</u> Pupils understand the relation between pulse and syncopated patterns They can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>To describe, compare and evaluate music using musical vocabulary</li> <li>To explain why they think their music is successful or unsuccessful</li> <li>To suggest improvements to their own or others' work</li> <li>To choose the most appropriate tempo for a piece of music</li> <li>To contrast the work of famous composers and show preferences</li> </ul> <p><u>Challenge:</u> Pupils can explain how tempo changes the character of music They identify where a gradual change in dynamics has helped to shape a phrase of music</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Livin' on a prayer Glockenspiel 2</p> <p><u>Spring</u> Charanga: Classroom Jazz 1 Fresh Prince of Bel Air</p> <p><u>Summer</u> Charanga: Dancin' in the street (Glockenspiel) Composition (using Garageband)</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> Sharing and discussing modern styles of music: rock, jazz, pop, hip-hop, Motown, and discussing how this is different to the classics of the early and mid20th century.</p>
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<p><b>Year Six</b></p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> <li>To sing a harmony part confidently and accurately</li> <li>To perform parts from memory</li> <li>To perform using notations</li> <li>To take the lead in a performance</li> <li>To take on a solo part</li> <li>To provide rhythmic support</li> </ul> <p><u>Challenge:</u> Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together</p>	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> <li>To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)</li> <li>To recognise that different forms of notation serve different purposes</li> <li>To use different forms of notation</li> <li>To be able to combine groups of beats</li> <li>To use ICT to compose music</li> </ul> <p><u>Challenge:</u> Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>	<p><u>Appraising</u></p> <ul style="list-style-type: none"> <li>To be able to refine and improve their work</li> <li>To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>To be able to analyse features within different pieces of music</li> <li>To be able to compare and contrast the impact that different composers from different times will have had on the people of the time.</li> </ul> <p><u>Challenge:</u> Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p><u>Topics:</u></p> <p><u>Autumn</u> Charanga: Happy Classroom Jazz 2</p> <p><u>Spring</u> Charanga: Britten - A New Year Carol You've got a friend</p> <p><u>Summer</u> Composition using Garageband Charanga: Production</p>	<p>Ways parents can help:</p> <p><u>Autumn</u> Sharing a medley of music, broadening the range explored across the school: Michael Jackson, Jazz, Latin, Blues, Gospel, Bhangra, Pop, Motown, music of Carole King and western classical music of the 20th century. Understanding how history has shaped our music and tastes have changed and been influenced by war and migration.</p>
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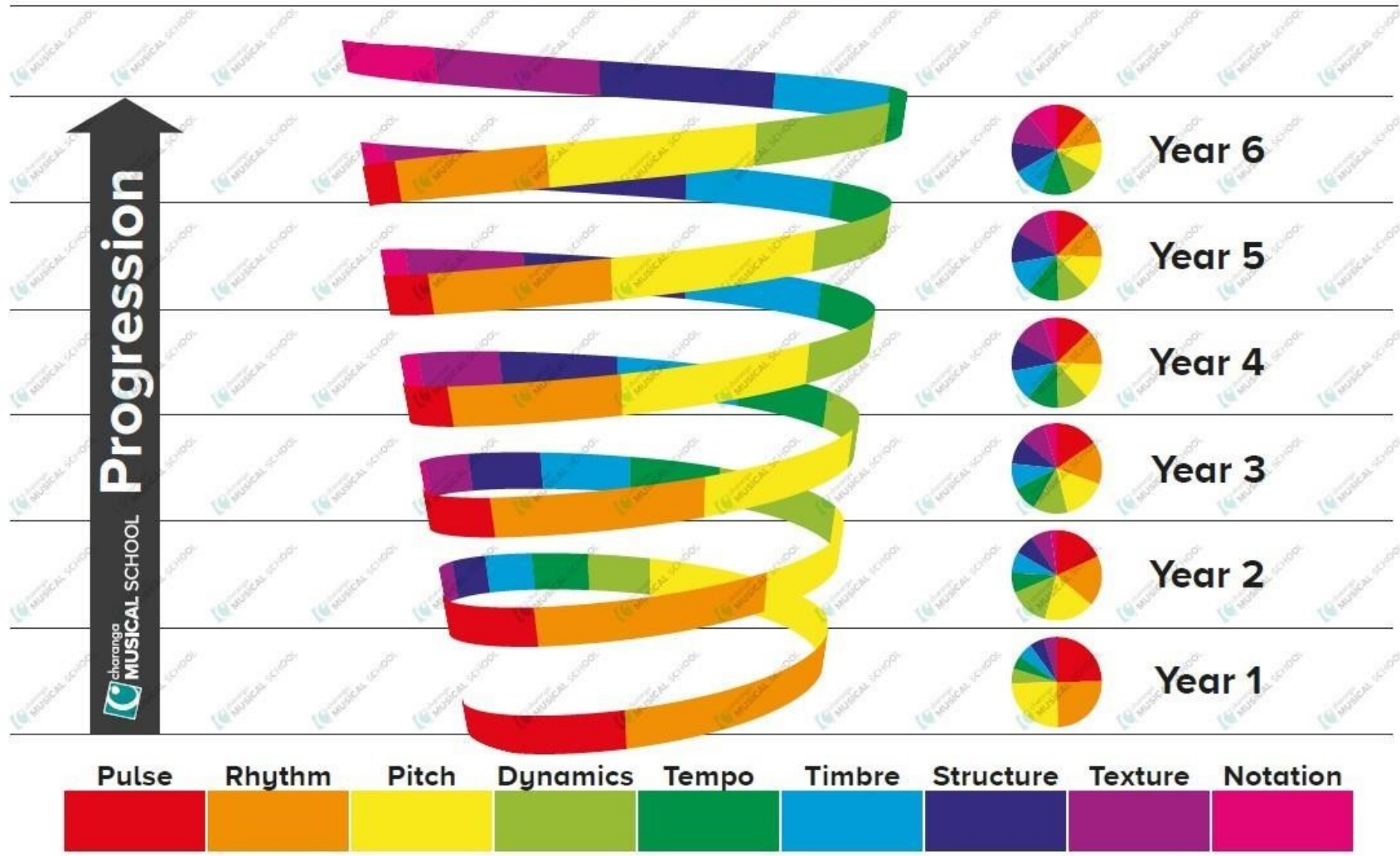
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



What can you hear?

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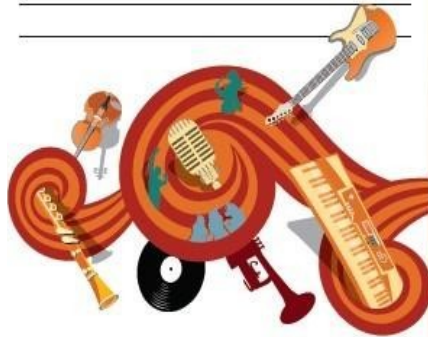
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What is the style of the music?

**Orchestral**: Renaissance, Medieval, Gregorian Chanting, Tudor Dance, Baroque, Sonata, Indian Classical, Religious, Classical, Soloist, Gamelan, Folk, Romantic, Opera, Choral, Highland, Spiritual, Flamenco, 20th Century, Ballet, Waltz, Bhangra, Highlife, Rumba, Samba, Contemporary, Soundtrack, Bollywood, Fusion, Salsa, Tango, Dance, Electronic, Avant-garde, Brass Band, Latin, Techno, Rock 'n' Roll, Country & Western, Blues, Reggae, Bluegrass, House, Disco, Heavy Metal, Dub, Dancehall, Ska, Dixieland, Big Band, Pop, Rap, Hip-hop, Progressive Rock, Soul, Easy Listening, Jazz, Punk, Indie, RnB, Funk, Motown, Swing, Rhythm & Blues.

**Traditional Music**: Religious, Folk, Flamenco, Samba, West African Drumming.

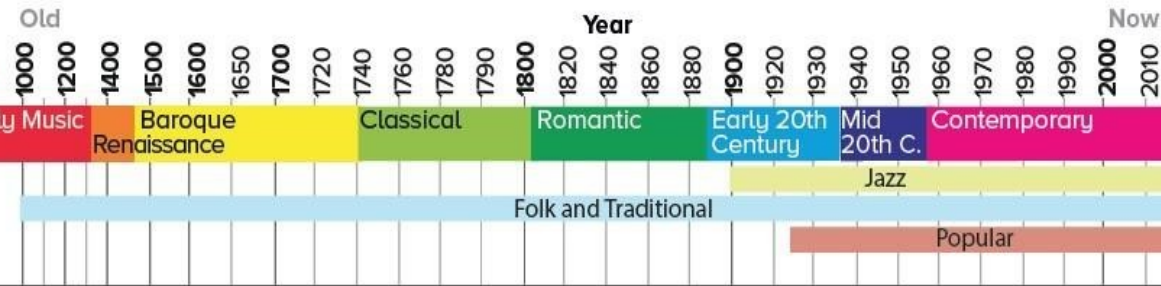
**Popular**: Rock 'n' Roll, Country & Western, Blues, Reggae, Bluegrass, House, Disco, Heavy Metal, Dub, Dancehall, Ska, Dixieland, Big Band, Pop, Rap, Hip-hop, Progressive Rock, Soul, Easy Listening, Jazz, Punk, Indie, RnB, Funk, Motown, Swing, Rhythm & Blues.

**Jazz and Improvised**: Jazz, Swing, Rhythm & Blues.

Where in the world is the music from?



When do you think the music was written?



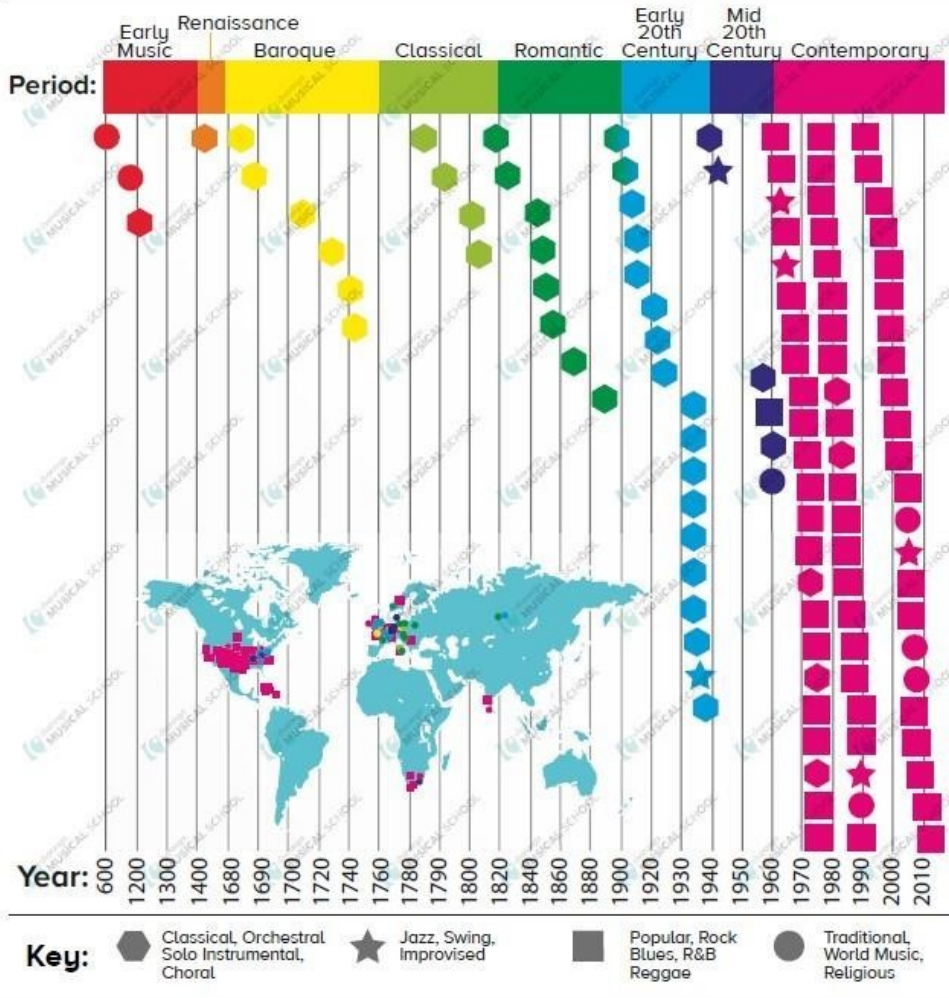


# Listening and appraising

Charanga Musical School listening material

## National Curriculum 2014:

"...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"



## Musical School Listening Material

- Music from *Compline* by Anon
- *La Quinta Estampie Real* (anon 13th C.) by Anon
- *L'Autrier Pastoure Seoit* (*The Other Day a Shepherdess Was Sitting*) by Anon
- *L'Hom Arme* by Anon
- *Armide Overture* by Lully
- *Dido and Aeneas: Overture* by Purcell
- *Brandenburg Concerto No 1* by Bach
- *Les Tricoteuses* (*The Knitters*) by Couperin
- *Let the Bright Seraphim* by Handel
- *Arrival of the Queen Of Sheba* by Handel
- *The Marriage of Figaro: Overture* by Mozart
- *The Clock: II Andante* by Haydn
- *Moonlight Sonata* (adagio) by Beethoven
- *Symphony no 5 in C Minor* (allegro con brio) by Beethoven
- *Erkonia D 328 Op 1 Wer Reitet so Spat* by Schubert
- *Ode to Joy* by Beethoven
- *Minute Waltz in D-flat* by Chopin
- *Radetzky March* by Johann Strauss
- *Bridal Chorus* (*Wedding March*) by Wagner
- *Piano Concerto: Allegro Maestoso* (tempo giusto) by Liszt
- *Grand March from Aida* by Verdi
- *Sugar Plum Fairy* by Tchaikovsky
- *Prelude A L'Apres-Midi D'Un Faune* by Debussy
- *Peer Gynt Suite: Anitra's Dance* by Grieg
- *Central Park in the Dark* by Ives
- *The Firebird* by Stravinsky
- *The Planets: Mars* by Gustav Holst
- *Song Before Sunrise* by Delius
- *Rhapsody in Blue* by Gershwin
- *Bolero* by Ravel
- *Fantasia on Greensleeves* by Vaughan Williams
- *There Was a Man of Newington* by Benjamin Britten
- *There Was a Monkey* by Benjamin Britten
- *Begone Dull Care* by Benjamin Britten
- *Fishing Song* by Benjamin Britten
- *A New Year Carol* by Benjamin Britten
- *From the Diary of a Fly* by Bartok
- *The Bird* by Sergei Prokofiev
- *One O'Clock Jump* by Count Basie
- *Sonata for Horn in F* by Paul Hindemith
- *No 4 Hoe-Down* by Aaron Copland
- *Take the 'A' Train* by Duke Ellington
- *Bridge Over the River Kwai* by Malcolm Arnold
- *Johnny B Goode* by Chuck Berry
- *Consider Yourself* from the musical *Oliver* by Lionel Bart
- *The Click Song* by Miriam Makeba
- *The Way You Look Tonight* by Tony Bennett
- *I Saw Her Standing There* by The Beatles
- *Desafinado* by Stan Getz
- *How Blue Can You Get* by B.B. King
- *Fly Me to the Moon* by Frank Sinatra
- *Ain't No Mountain High Enough* by Marvin Gaye & Tammi Terrell
- *When I'm 64* by The Beatles
- *54-46 That's My Number* by Toots and the Maytals
- *All Right Now* by Free
- *Oye Como Va* by Santana
- *Amazing Grace* by Elvis Presley
- *Smoke on the Water* by Deep Purple
- *Lean On Me* by Bill Withers
- *Suspicious Minds* by Elvis Presley
- *Love Me Tender* by Elvis Presley
- *Clapping Music* by Steve Reich
- *Waterloo* by ABBA
- *Tubular Bells* by Mike Oldfield
- *Libertango* by Astor Piazzola
- *Ram Goat Liver* by Pluto Shervington
- *My First, My Last, My Everything* by Barry White
- *Rockin' All Over the World* by Status Quo / John Fogerty
- *Mamma Mia* by ABBA
- *Einstein on the Beach* by Phillip Glass
- *Dancing Queen* by ABBA
- *Sir Duke* by Stevie Wonder
- *We Will Rock You* by Queen
- *Three Little Birds* by Bob Marley and the Wailers
- *Jammin'* by Bob Marley and the Wailers
- *Thank You for the Music* by ABBA
- *Blame It on the Boogie* by The Jackson 5
- *The Robots* (*Die Roboter*) by Kraftwerk
- *Rappers Delight* by The Sugarhill Gang
- *The Winner Takes It All* by ABBA
- *Super Trouper* by ABBA
- *Imperial March* by John Williams
- *Don't Stop Believin'* by Journey
- *The Lamb* by John Tavener
- *Eye of the Tiger* by Survivor
- *Hello* by Lionel Richie
- *It's Like That* by Run D.M.C.
- *Livin' on a Prayer* by Bon Jovi
- *So Amazing* by Luther Vandross
- *You Can Call Me Al* by Paul Simon
- *Bring Him Back Home* by Hugh Masekela
- *Me, Myself and I* by De La Soul
- *Music for Large and Small Ensembles - opening* by Kenny Wheeler
- *Lord of the Dance* by Ronan Hardiman
- *The Fresh Prince of Bel Air* by DJ Jazzy Jeff & The Fresh Prince
- *U Can't Touch This* by MC Hammer
- *Heal the World* by Michael Jackson
- *Small People* by Ziggy Marley and the Melody Makers
- *Diggin' On* by James Brown
- *Ready or Not* by The Fugees
- *Make You Feel My Love* by Bob Dylan
- *Homelands* by Nitin Sawhney
- *Livin' La Vida Loca* by Ricky Martin
- *Shackles* (*Praise You*) by Mary Mary
- *Our Day Will Come* by Amy Winehouse
- *He Still Loves Me* by Beyonce ft. W. Williams
- *Ho Gaya Sharabi* by Panjabi MC
- *Mbube* by Soweto Gospel Choir
- *Maç Que Nada* by Sergio Mendes and the Black Eyed Peas
- *It Had Better Be Tonight* by Michael Bublé
- *Don't Stop Believin'* by Petra Haden
- *Make You Feel My Love* by Adele
- *Jai Ho* by A. R. Rahman
- *Lean On Me* by ACM Gospel Choir
- *Dance Wiv' Me* by Dizzee Rascal
- *Don't Stop Believin'* by The Cast of Glee
- *Why Don't You* by Gramophonezie
- *Hlokolaza* by Arthur Mofokate
- *Happy* by Pharrell Williams

## Keywords

Acapella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song. back beat  
- Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song.

Balance - The level of volume at which players sing or play; if the balance is good then everyone can be heard. Ballad -  
A gentle love song.

Band - Playing/singing/performing together.

Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing - Creating and developing musical ideas and 'mixing' these.

Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance. Harmony -  
Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.

Melodic - Melody or tune.

Notation - Ways to visually represent music.

Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

Original - The first ever version of a song.

Ostinato - A short repeated pattern.

Outro - Short section which brings the song or piece to an end.

Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano.

Performing - Singing and playing instruments.

Phrase - A musical sentence.

Pitch - The range of high and low sounds.

Pre-chorus - A short section in a song, before the chorus.

Pulse/beat - The heartbeat or steady beat of a song/piece of music.

Recurring theme - A tune that repeats again and again in a piece of music.

Rhythm - The combination of long and short sounds to make patterns.

Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular - Non religious

Solo - An Italian word used to describe playing/singing/performing on our own.

Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece. Style

- The type of music e.g. blues or rock.

Style indicators - Identifiers that show us the genre of the music.

Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tag - (Usually) a short ending, tagged on to the main part of the song.

Tempo - An Italian word used to describe how fast/slow the music goes.



Texture - Layers of sound in music.

Timbre - The quality and character of the sound.

urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.

Verse - A section in a song which has the same tune but different words.