

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"> • To use instruments/body percussion to create sounds • To listen carefully and respond appropriately through co-ordinated movements (including in rhythm) • To perform solo or in groups • To engage in call and response • To look at their audience when they are performing • To use their voices to sing 	<ul style="list-style-type: none"> • To invent body percussion sounds • To identify instruments • To create their own music 	<ul style="list-style-type: none"> • To listen carefully/attentively and distinguish, compare and evaluate sounds and understand silence • To compare and evaluate sounds in the environment and music 	<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>

<p>KS1 Subject content</p>	<p>KS1: Pupils are taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and thymes • 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 interrelated dimensions of music
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	<p>Charanga - Key Stage 1 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: <i>Do you like the song?</i> <i>What can you hear?</i> <i>What is the style of the music?</i> <i>How is the song put together?</i></p>
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<p>Year One</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To use their voices to speak/sing/chant To join in with singing To use instruments to perform To look at their audience when they are performing To clap short rhythmic patterns To copy sounds <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"> To make different sounds with their voice To make different sounds with instruments To identify changes in sounds To change the sound To repeat (short rhythmic and melodic) patterns To make a sequence of sounds To show sounds by using pictures <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"> To respond to different moods in music To say how a piece of music makes them feel To say whether they like or dislike a piece of music To choose sounds to represent different things To recognise repeated patterns To follow instructions about when to play or sing <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>Year Two</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing and follow the melody (tune) To sing accurately at a given pitch To perform simple patterns and accompaniments keeping a steady pulse To perform with others To play simple rhythmic patterns on an instrument To sing/ clap a pulse increasing or decreasing in tempo <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"> To order sounds to create a beginning, middle and end To create music in response to <different starting points> To choose sounds which create an effect To use symbols to represent sounds To make connections between notations and musical sounds <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"> To improve their own work To listen out for particular things when listening to music <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>KS2 Subject content</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"> Play and perform in solo and ensemble context, 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 interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory 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 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.*
- Can you identify the different instruments/voices that you heard? *A solo male voice and backing vocals. Keyboard, bass and drums. The clapping in this song behaves like another instrument.*
- Did all the instruments and voices play or sing throughout the song? *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.*

What is the style of this music? *Pop music with a Soul influence.*

<p>Year Three</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing in tune with expression To control their voice when singing To play clear notes on instruments To improvise using the notes given <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"> To use different elements in their composition To create repeated patterns with different instruments To compose melodies and songs To create accompaniments for tunes To combine different sounds to create a specific mood or feeling <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"> To improve their work explaining how it has improved To use musical words (the elements of music) to describe a piece of music and compositions To use musical words to describe what they like and dislike To identify the difference between a pulse and rhythm <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>Year Four</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> • To perform a simple part rhythmically • To sing songs from memory with accurate pitch • To improvise using repeated patterns • To play a music instrument with increasing accuracy, fluency, control and expression. 	<p><u>Composing (including notation)</u></p> <ul style="list-style-type: none"> • To use notations to record and interpret sequences of pitches • To use standard notation • To use notations to record compositions in a small group or on their own • To use their notation in a performance 	<p><u>Appraising</u></p> <ul style="list-style-type: none"> • To explain the place of silence and say what effect it has • To start to identify the character of a piece of music • To describe and identify the different purposes of music 	<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>Year Five</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To breath in the correct place when singing To sing and use their understanding of meaning to add expression To maintain their part whilst others are performing their part To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases To keep an internal pulse To recognise and use basic structural forms e.g. rounds, variations, rondo form <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"> To change sounds or organise them differently to change the effect To compose music which meets specific criteria To use their notations to record groups of pitches (chords) To use a music diary to record aspects of the composition process To choose the most appropriate tempos for a piece of music To use ICT to compose music <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"> To describe, compare and evaluate music using musical vocabulary To explain why they think their music is successful or unsuccessful To suggest improvements to their own or others' work To choose the most appropriate tempo for a piece of music To contrast the work of famous composers and show preferences <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>Year Six</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"> To sing a harmony part confidently and accurately To perform parts from memory To perform using notations To take the lead in a performance To take on a solo part To provide rhythmic support <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"> To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) To recognise that different forms of notation serve different purposes To use different forms of notation To be able to combine groups of beats To use ICT to compose music <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"> To be able to refine and improve their work To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created To be able to analyse features within different pieces of music To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. <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

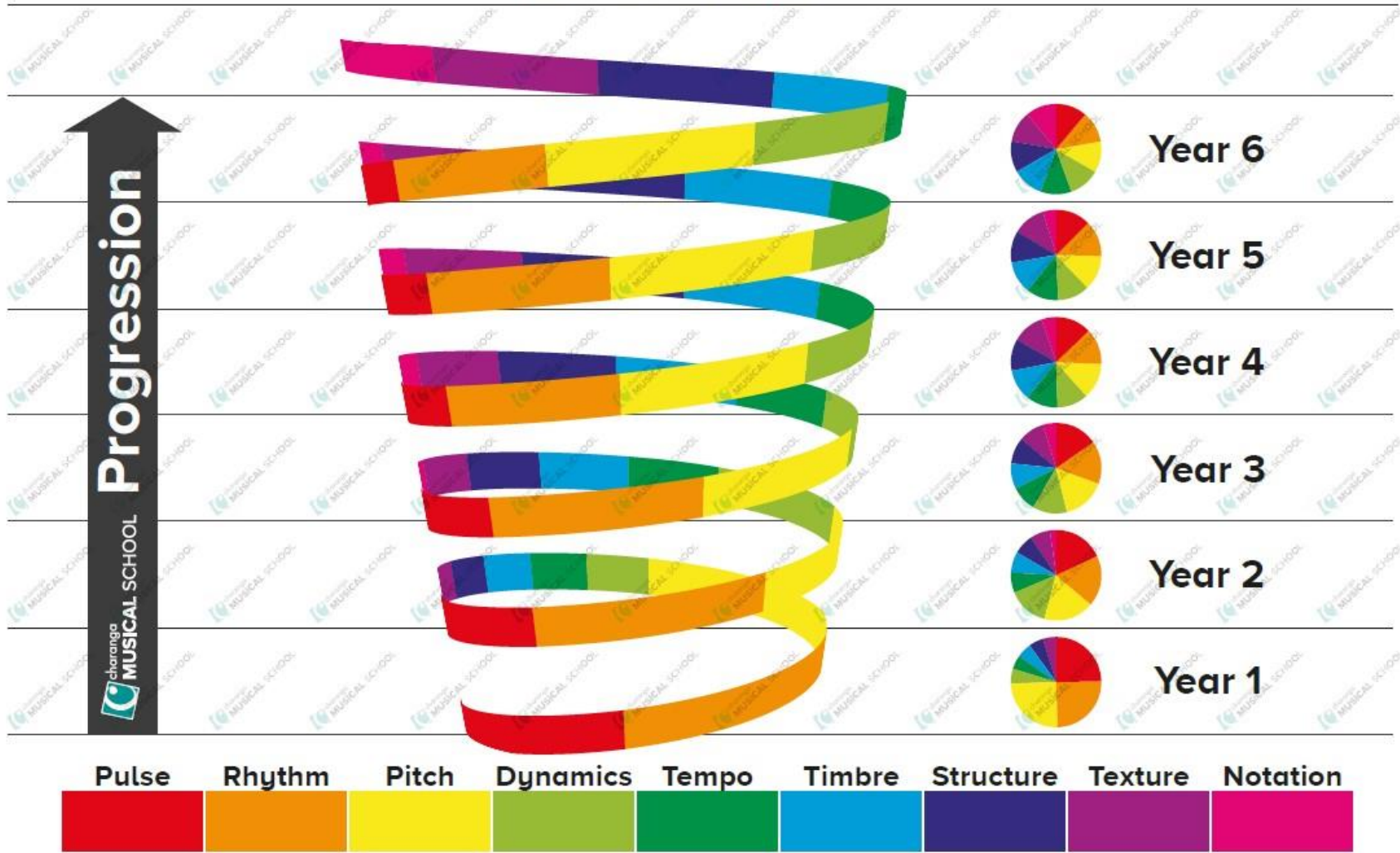
Progression through Charanga Musical School



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.



Listening and Appraising

Listening Guide

Name _____

What can you hear?



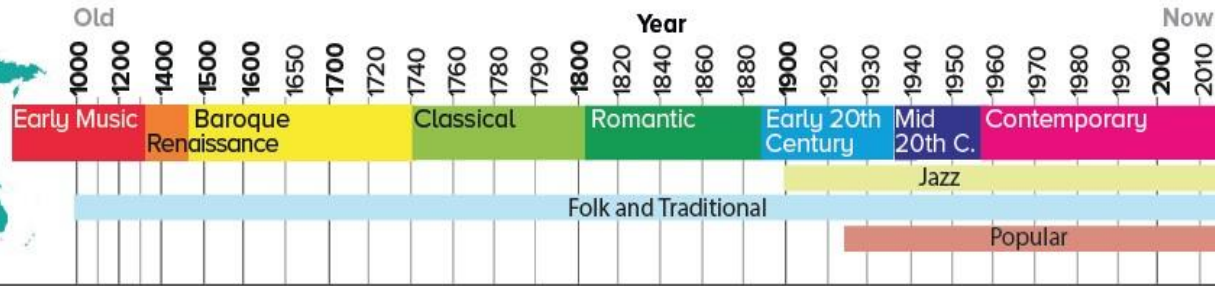
What is the style of the music?



Where in the world is the music from?



When do you think the music was written?

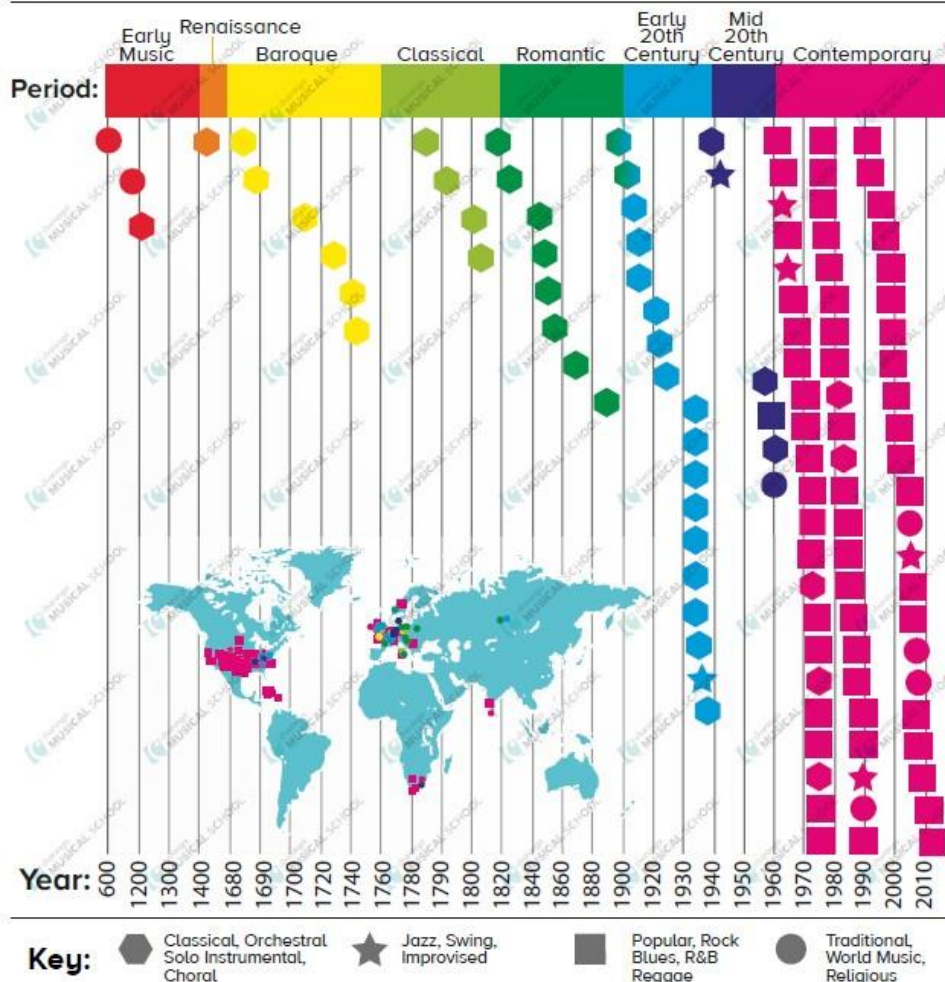


Listening and appraising

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
- Erikonig 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'Après-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 Parjahi MC
- Mbube by Soweto Gospel Choir
- Mag 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 Wit' Me by Dizzee Rascal
- Don't Stop Believin' by The Cast of Glee
- Why Don't You by Gramophonezdie
- Hlokolozla 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.

