

Music Curriculum

St Ambrose Barlow Music Curriculum Map						
Year Group	Topics Covered/ Music style covered.	Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)
National Curriculum (EYFS Statutory Framework): Expressive arts and design. Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.						
EYFS						
Aut 1	‘Nursery rhymes’ or ‘Everyone’ unit. Singing Nursery Rhymes; Learning a familiar song (with percussion instrument – castanets, wooden blocks)	<ul style="list-style-type: none">To use their voice in different ways e.g. whispering, speaking, singing, thinkingTo develop their singing voice both on their own and with othersTo join in with confidence in chants and songs including some songs from memoryTo play instruments safely. Pick them up and put them down quietlyTo remain quiet whilst waiting for a turnTo watch and follow the leader’s signals	<ul style="list-style-type: none">With increased confidence, can respond to music with movement, e.g. stomp, tip-toe, walk, run, clapTo listen to a variety of pieces of musicTo answer questions asked by adults about musicTo listen to a variety of styles of music, use their imaginations, dance and enjoy themselvesTo respond to a piece of music independently e.g. doing their own danceTo understand that different sounds create different effects	<ul style="list-style-type: none">To copy and imitate the sounds from a piece of musicTo choose sounds to accompany a storyTo independently use resources to create their own instruments e.g. junk model instruments	Duration <ul style="list-style-type: none">To show an awareness of pulse Pitch <ul style="list-style-type: none">To differentiate between high and low sounds Dynamics <ul style="list-style-type: none">To differentiate between loud and quiet sounds Tempo <ul style="list-style-type: none">To differentiate between fast and slow Structure <ul style="list-style-type: none">To develop an awareness of when to start and when to stop playing with others	Expanding upon the vocabulary from the previous year and introducing the following: Carol, song, hymn, high(er), low(er), patient, style, create, rhyme, percussion, chime bar, junk
Aut 2	Christmas Songs (in preparation for the nativity); Winter music using percussion instruments such as hand shakers, hand bells. Theme tune from The Snowman.					
Spr 1	Chinese New Year Music (singing, boomwhackers or triangles, listen and appraise traditional music and compare to another eg: pop. Links to festivals, celebrations.					
Spr 2	‘My stories’ unit. Links to superheroes, pirates, once upon a time, fairies, imaginative.					
Sum 1	The Rainbow Song; Creative Week; sound snap, musical simon says. Wigan Music Hub ‘Home Chime’ activity ideas.					
Sum2	‘Big Bear Funk’ unit Claves / Junk Model Musical Instruments.					

Pupils should be taught to:

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|--|---|---|---|---|---|---|
| <u>Y1</u>

Aut 1

Aut 2

Spr 1

Spr 2

Sum1

Sum2 | Hey You!
Old school hip hop. | <ul style="list-style-type: none">• The children begin to use their voices to speak/sing/chant• They begin to join in with singing• They begin to understand how to use basic musical instruments, e.g. holding them correctly• They start to look at their audience when performing• They clap short rhythmic patterns• They begin to copy sounds from the teacher or other peers• Some pupils may make loud or quiet sounds and understand the difference between them. | <ul style="list-style-type: none">• The children will respond to different genres and moods of music• They begin to say how a piece of music makes them feel• Say whether they like or dislike a piece of music• Choose sounds to represent different things, e.g. a hissing sound for a snake/use a rainstick to imitate weather or mood• They start to recognise repeated patterns• Follow instructions about when to play, listen or sing• Some pupils may start to tell the difference between a fast and slow tempo• They can tell the difference between loud and quiet pieces• Start to identify two types of sound happening at the same time | <ul style="list-style-type: none">• They should make different sounds with their voice• They can make different sounds with instruments• Identify changes in sound• Change the sounds of pieces or instruments• Repeat short melodic or rhythmic patterns, e.g. A, A, A/clap, clap, clap• Start making basic sequences of sound• Show sounds by using pictures• Some pupils may start to understand long and short sounds.• Some pupils may be able to tell the difference between high and low sounds• They give reasons for choosing an instrument | Duration <ul style="list-style-type: none">• They can differentiate between long and short sounds• Begin to keep a steady pulse and play at different speeds• Clap back a simple rhythm Pitch <ul style="list-style-type: none">• Control basic changes in pitch with both their voices and instruments (higher/lower) Timbre <ul style="list-style-type: none">• Explore sounds and classify sound makers e.g. shake, tap scrape Texture <ul style="list-style-type: none">• Perform simple accompaniments to a melody Dynamics <ul style="list-style-type: none">• Control basic changes in dynamics with voice and instruments e.g. louder or quieter Tempo <ul style="list-style-type: none">• Control basic changes in tempo with my body and instruments Structure <ul style="list-style-type: none">• Start and stop playing with others | Expanding upon the vocabulary from the previous years and introducing the following:
Pattern, melody, tune, practise, feel, pitch, shakers, notes, chorus, verse, rhythm, imagination, audience, like, dislike, imitate, tempo, shake, tap, scrape, speed, pulse |
| | Nativity songs.
Christmas themed music. | | | | | |
| | Rhythm In The Way We Walk and The Banana Rap

Reggae, Hip Hop | | | | | |
| | Wigan Music hub – ‘Time for Music’ | | | | | |
| | KS1 summer sing –along. | | | | | |
| | Glokenspiel Stage 1
Learning basic instrumental skills by playing tunes in various styles. | | | | | |

National Curriculum:
Pupils should be taught to:

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

	Topics Covered/ Music style covered.	Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)
<u>Y2</u> Aut 1	Glockenspiel Stage 2 African style music. Link to Hands, Feet,Heart. Wooden percussion instruments.	<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 • Some pupils may sing/play rhythmic patterns in contrasting tempo, keeping the pulse 	<ul style="list-style-type: none"> • To improve their own work • To listen out for particular things when listening to music • To describe music and express my feelings about the mood of music through words or pictures • To respond to instructions given musically, using my body and instruments • Listen to and respond to a specific question about a piece of music, e.g. identifying the chorus • Listen to other people perform with increasing discernment saying what they like and dislike about the piece 	<ul style="list-style-type: none"> • To order sounds creating a beginning, middle and end • To choose sounds which create a given effect • To begin to use symbols to represent sounds • To begin to make connections between notation and musical sounds • Some pupils may know that phrases are where we breathe in a song • To compose in a small group with other children • Begin to perform sounds (with pitch or rhythm) from a simple 1 or 2 line graphic score e.g. G, G, A 	Duration <ul style="list-style-type: none"> • To control changes in duration with my voice and instruments (longer and shorter sounds) • To clap back a simple rhythm • To use words/pictures to create rhythm patterns Pitch <ul style="list-style-type: none"> • To control changes in pitch with their voices (higher and lower) • Create and perform simple melodies using two tones on a tuned instrument Timbre <ul style="list-style-type: none"> • Begin to differentiate between metal, wood, tuned and un-tuned instruments • Choose sounds to represent ideas e.g. shakers for leaves falling from trees • Begin to accompany songs with thought to the meaning/mood Texture <ul style="list-style-type: none"> • Begin to layer patterns together • Decide on combinations of sound for a particular task Dynamics <ul style="list-style-type: none"> • Control changes in dynamics with my voice and instruments e.g. louder and quitter • Begin to choose appropriate dynamics for songs and accompaniment Tempo <ul style="list-style-type: none"> • Control changes in tempo with their body and instruments e.g. faster or slower Structure <ul style="list-style-type: none"> • Understand that a piece of music is made up of different sections e.g. beginning, ending, verse, chorus. 	Expanding upon the vocabulary from the previous years and introducing the following: Control, xylophone, metal, woodwind, genre, pop, rock, classical, respond, mood, accompany, sections, beginning, middle, end, introduction, choir, nativity, band, mood, effect, long(er), short(er), tones
	Nativity. Christmas.					
	I wanna play in a band. Rock.					
	Wigan Music hub – Time for music.					
	KS1 summer sing – along.					
	Carnival of the animals (Saint Saens) Create own animal pieces. Classical, orchestra.					

National Curriculum:

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:

- 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
- 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.

Topics Covered/ Music style covered.		Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)
<u>Y3</u> Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum2	Begginers recorder course. Jane Sebba from the scheme.	<ul style="list-style-type: none">• To begin to sing in tune and with some expression• Begin to control their singing voice when singing• Play clear notes on instruments• Pupils may begin to work with a partner to perform a piece of music• Begin to sing with good posture and breathing• Change the way music is performed to reflect the occasion e.g. during choir performances	<ul style="list-style-type: none">• Begin to improve their work, explaining their reasons behind the improvements• Begin to use musical vocabulary to describe a piece of music (the inter-related dimensions of music)• Describe likes and dislikes about pieces of music using appropriate vocabulary• Recognise the work of at least one famous composer	<ul style="list-style-type: none">• To begin to use different elements in their compositions• Create repeated patterns with percussion instruments• Compose basic melodies and songs• Create appropriate accompaniments to existing tunes• Begin to combine different sounds to create a mood or feeling• Some pupils may begin to have an awareness of how tempo can provide contrast in a piece• Begin to recognise crotchets, crotchet rests, quavers	<p>Duration</p> <ul style="list-style-type: none">• Recognise and use simple rhythmic notation• Improvise a rhythm over a steady pulse <p>Pitch</p> <ul style="list-style-type: none">• Begin to understand the ‘home note’ when looking at a piece of music e.g. C or G <p>Timbre</p> <ul style="list-style-type: none">• To identify families of instruments e.g. wind or brass <p>Texture</p> <ul style="list-style-type: none">• To begin to layer patterns together <p>Dynamics</p> <ul style="list-style-type: none">• To change dynamics gradually or abruptly for effect <p>Tempo</p> <ul style="list-style-type: none">• To use a range of changes in tempo both gradually and suddenly <p>Structure</p> <ul style="list-style-type: none">• Understand that a piece of music is made up of different sections e.g. beginning, ending, verse, chorus	<p>Expanding upon the vocabulary from the previous years and introducing the following: Recorder, reggae, breathing, posture, control, accuracy, compose, notes, audience, respond, rhythm, home note, composer, compare, contrast, similar, different</p>
	Christmas, big band.					
	Let Your Spirit Fly R&B, western classical, mowtown, soul.					
	BBC Ten pieces Classical Choose your piece to study here == https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary/zfyx382					
	Three Little Birds – Bob Marley Reggae					
	Spanish musicians – look at the music of Spain. Rodrigo De Aranuez. Use language skills built up to discuss likes/dislikes of this music.					

National Curriculum:

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:

- 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
- 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.

Topics Covered/ Music style covered.		Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)	
<u>Y4</u>	Aut 1	Whole-Class Tuition Wider opps – one of these this term Samba drums African drums Xylophones	<ul style="list-style-type: none">• To perform a simple part rhythmically• Sing songs from memory with accurate pitch• Improvise using repeated patterns• Sing songs with a more complicated texture e.g. partner songs or two part rounds• Sing in tune with expression (using dynamics and phrasing)• Perform songs both on my own and as part of a group to an audience with increasing confidence• To carry on if they make a mistake• To change the way music is performed to reflect the occasion e.g. during choir performances	<ul style="list-style-type: none">• To explain the place of silence and what effect this has on music• Listen to short extracts commentating on the aspects of the music e.g. the genre• To describe and identify the different purposes of music• Display an increasing understanding of the factors that have influenced the development of different genres over time e.g. the role of the slave trade in bringing African rhythms to the west• To develop an increased understanding of famous composers/musicians	<ul style="list-style-type: none">• Begin to understand that composers think and plan, make music and try to make it better• To be both in charge of a group and take directions when working on a composition• Use notations to record and interpret pieces of music• To recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms	Duration <ul style="list-style-type: none">• Tap the pulse and find the beat accurately in a piece of music• Improvise a rhythm over a steady pulse Pitch <ul style="list-style-type: none">• Understand and use chords in sequence• Show an understanding of scales in composition e.g. the Chinese pentatonic scales (xylophones) Timbre <ul style="list-style-type: none">• Select a sound or instrument to achieve an effect e.g. quiet playing on chime bars to create something peaceful Texture <ul style="list-style-type: none">• Use texture for special effects• Recognise ensembles e.g. the instruments in an orchestra or choir etc. Dynamics <ul style="list-style-type: none">• Use dynamics to improve the quality of compositions Tempo <ul style="list-style-type: none">• Use tempo for specific mood effects Structure <ul style="list-style-type: none">• To explore the structure of different pieces of music	Expanding upon the vocabulary from the previous years and introducing the following: Texture, expressions, dynamics, duration, pitch, timbre, tempo, structure, notation, group, round, piece, historical period, influencing factors, chords, scale, composition, ensemble, orchestra, explore, crotchet, crotchet rest, quaver, mini, semibreve
	Aut 2	Christmas concert songs					
	Spr 1	Wider opps Samba drums African drums Xylophones					
	Spr 2	BBC Ten Pieces – Choose your piece to study from here https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary/zfyz382					
	Sum1	Wider opps Samba drums African drums Xylophones					
	Sum2	Mamma Mia.					

National Curriculum: 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: <ul style="list-style-type: none"> • 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 • 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 to develop an understanding of the history of music. 						
Topics Covered/ Music style covered.		Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)
Y5 Aut 1 Aut 2 Spr 1 Spr 2 Sum 1 Sum 2	Beginner keyboard course -scheme on charanga	<ul style="list-style-type: none"> • To sing and use their understand of meaning to add expression • To perform songs both on their own and as part of a group with increasing confidence • To sing with good posture and breathing • To sing confidently to a variety of audiences in different venues e.g. outside, in a large hall etc. • Maintain their part whilst others are performing their parts • Begin to perform both ‘by ear’ and from simple notations • To recognise and perform different structural forms e.g. rounds or two part songs • Some pupils begin to understand and use harmonies when singing 	<ul style="list-style-type: none"> • To listen to longer extracts and describe music using their knowledge of the inter-related dimensions of music • To describe, compare and evaluate music using musical vocabulary • Explain why they think music is successful or unsuccessful • Begin to suggest improvements to their own and others’ work • To contrast the work of famous composers and musicians and show preferences 	<ul style="list-style-type: none"> • Be both in charge of a group and take directions when working on a composition • Begin to compose music which meets specific criteria • Use basic staff notation to record music • To choose appropriate tempos for a piece of music • Throughout music lessons children begin to have increased confidence when recognising and using staff notation 	Duration <ul style="list-style-type: none"> • Tap the pulse and find the beat accurately in a piece of music • Improvise a rhythm over a steady pulse Pitch <ul style="list-style-type: none"> • Understand and use chords in sequences • Understand the concept of the ‘home note’ in a piece of music • Use and understand an octave when in music lessons Timbre <ul style="list-style-type: none"> • Create music that uses appropriate sounds to achieve an intention e.g. creating a sea soundscape • Select a sound or instrument to achieve an effect e.g. quiet playing on chime bars to create something peaceful Texture <ul style="list-style-type: none"> • Can build a texture in compositions to create an effect Dynamics <ul style="list-style-type: none"> • To understand dynamics in ensembles Tempo <ul style="list-style-type: none"> • Make an informed choice about tempo in compositions Structure <ul style="list-style-type: none"> • To discuss with increased confidence the structures of pieces of music 	Expanding upon the vocabulary from the previous years and introducing the following: Expression, confidence, starting pitch, venues, intonation, diction, extracts, layers, vocabulary, criteria, implement, performance, octave, soundscape, prominent, staff notation
	Christmas carol songs					
	Fresh Prince of Bel Air					
	BBC Ten pieces https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary/zfyx382					
	Classroom Jazz 1					
	Blackbird The Beatles					

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Pupils should be taught to:

- 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
- 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 to develop an understanding of the history of music.

Topics Covered/ Music style covered.		Performing (including singing and playing instruments)	Listening & Appraising	Composing & Experimenting (including notation)	Progression of the Interrelated Dimensions of Music	Vocabulary (including stem sentences)
<u>Y6</u> Aut 1 Aut 2 Spr 1 Spr 2 Sum1 Sum 2	Livin’ On A Prayer Ukeleles?	<ul style="list-style-type: none">• To sing a harmony confidently and accurately• Perform music from memory• To perform using notations• To be able to take the lead in a performance• Some pupils may sing a solo part• To set a starting pitch for a song• Demonstrate increased control of vocal techniques e.g. breathing, posture, good intonation and diction• Can recover from mistakes in a performance with resilience• Begin to lead a group by counting in or using beating time etc.	<ul style="list-style-type: none">• To be able to discuss and compare the works of different composers from different historical periods• To analyse features within different pieces of music• Listen for small details within a dense structure• To compare music of contrasting styles and genres using appropriate vocabulary• To identify or suggest purposes for musical extracts	<ul style="list-style-type: none">• To be in charge of a group and take directions when composing a piece of music• To use a variety of instruments in their compositions• To recognise different forms of notations serve different purposes• To begin to combine groups of beats	Duration <ul style="list-style-type: none">• To perform and compose more complicated rhythms from notations Pitch <ul style="list-style-type: none">• To use an octave to compose and improvise melodies• To understand that particular sets of notes give music its characteristic sound e.g. minor chords for sad music, major for happy Timbre <ul style="list-style-type: none">• To select appropriate sounds to achieve an effect for a purpose e.g. a strong beat on drums for dance music Texture <ul style="list-style-type: none">• To unpick a texture to recognise instruments in the background, middle or foreground Dynamics <ul style="list-style-type: none">• To choose appropriate dynamics and dynamic changes for occasion and venue e.g. louder for the talent show, quieter for the carol service Tempo <ul style="list-style-type: none">• To make an informed choice about tempo in compositions Structure <ul style="list-style-type: none">• To discuss with increased confidence the structures of pieces of music	Expanding upon the vocabulary from the previous years and introducing the following: Expression, confidence, starting pitch, venues, intonation, diction, extracts, layers, vocabulary, criteria, implement, performance, octave, soundscape, prominent, staff notation, track, purpose, improvise, impact, intention, metre, minor, major, tuned, untuned, characteristics, loops, repeat
	Christmas carol songs.					
	Happy					
	BBC 10 Pieces. Choose your study here=== https://www.bbc.co.uk/teach/en-pieces/classical-music-primary/zfyx382					
	<u>Classroom Jazz 2</u>					
	You’ve got a friend.					

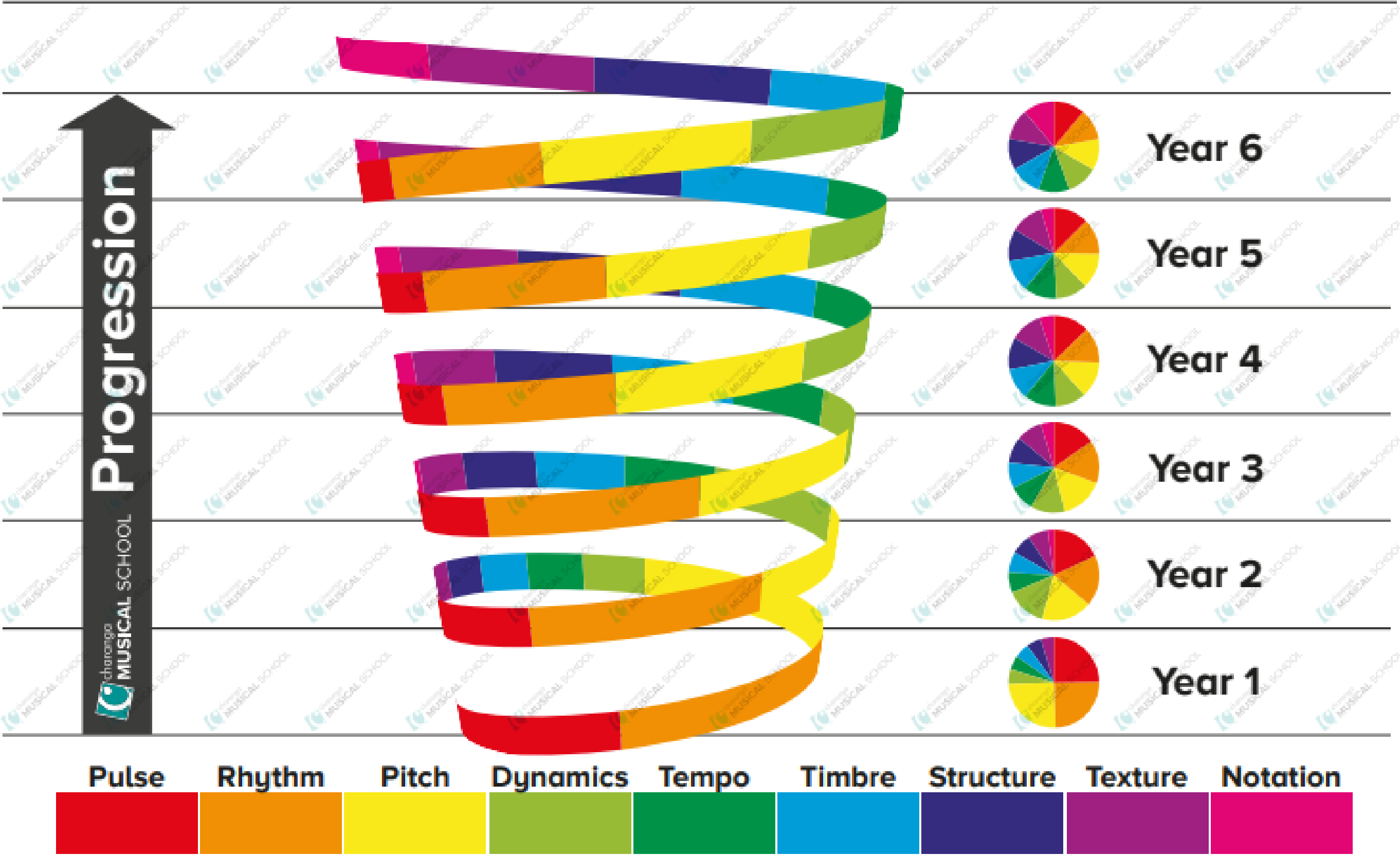
Attached below are appendices which relate the current scheme of work which St Ambrose will follow for music teaching. The scheme has been created with a steady progression of each of the core elements of music, with opportunities to revisit aspects of the curriculum.

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.

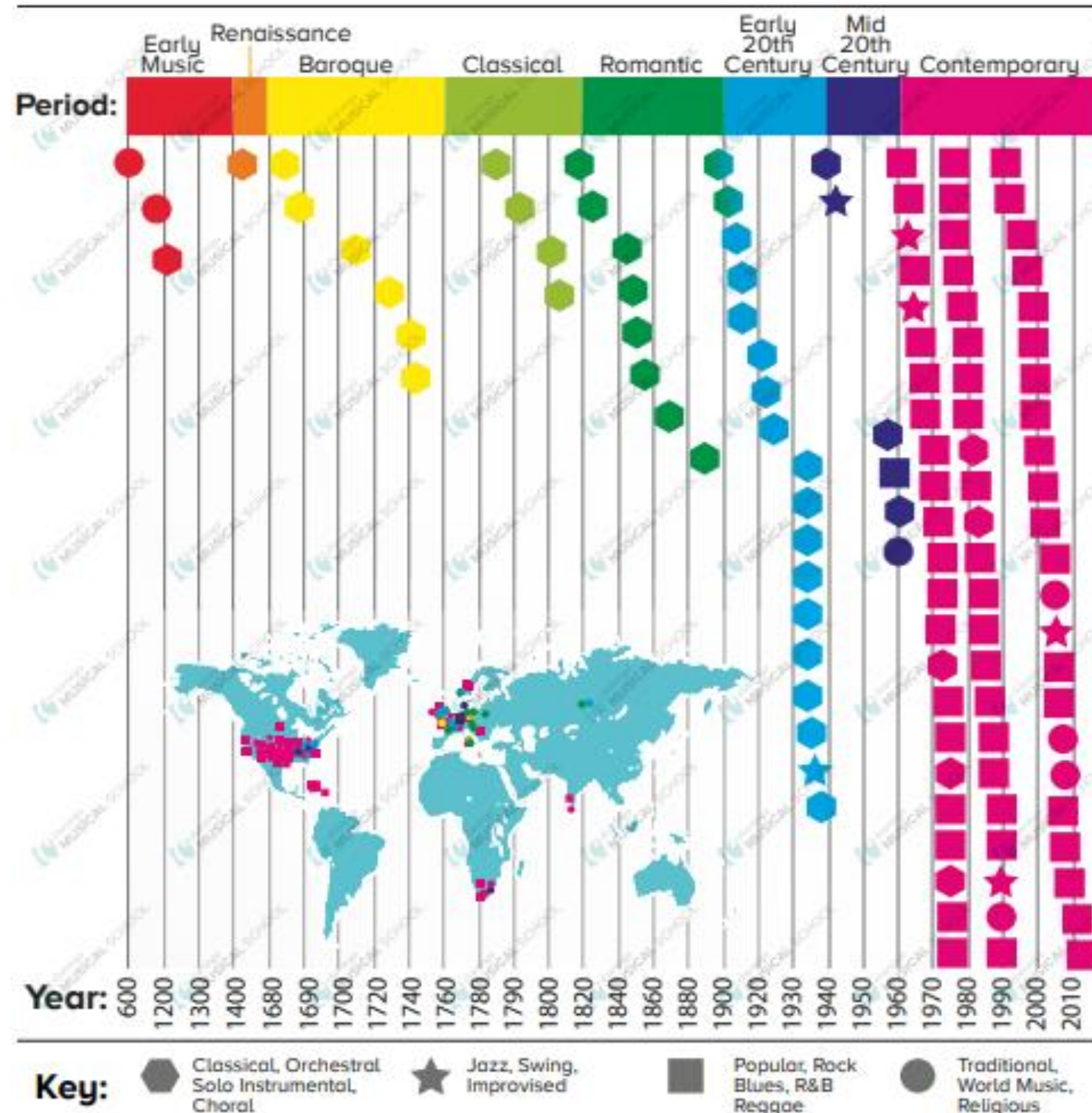


Listening and appraising

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 Estampida Real (anon 13th C.) by Anon
- L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) by Anon
- L'Hon 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: Il Andante by Haydn
- Moonlight Sonata (adagio) by Beethoven
- Symphony no 5 in C Minor (allegro con brio) by Beethoven
- Erlkönig D.328 Op 1 Wer Reitet so Spät 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 Philip 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
- Liya' 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
- Ha Gaya Sharabi by Panjabi MC
- Mbube by Soweto Gospel Choir
- Mas 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 Gramophoneadzie
- Hlokolosa by Arthur Mofokate
- Happy by Pharrell Williams

Word	Definition
A capella	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 'fixing' 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
Drumloops	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 ie 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