

St Chad's Music Curriculum 2023-24

Music Long Term Plan Cycle A			
Year group	Autumn	Spring	Summer
EYFS	Continuous provision	Continuous provision	Continuous provision
Y1/2	<u>Charanga units:</u> <ul style="list-style-type: none"> My Musical Heartbeat (<i>Hip hop, Jazz, Pop, Gospel</i>) I Wanna Play in a Band (<i>Rock</i>) 	<u>Charanga units:</u> <ul style="list-style-type: none"> Hey You! (<i>Old-School Hip Hop</i>) Inventing a Musical Story -(<i>Pop</i>) 	<u>Charanga units:</u> <ul style="list-style-type: none"> Round and Round (<i>Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</i>) Recognising Different Sounds (<i>Pop/Motown</i>)
Y3/4	<u>Charanga Units (Class C) / WCET Violins – (Class A & B)</u> <ul style="list-style-type: none"> Let Your Spirit Fly (<i>R&B, Western Classical, Musicals, Motown, Soul</i>) Glockenspiel Stage 1 (Learning basic instrumental skills by playing tunes in varying styles) 	<u>Charanga Units (Class A) / WCET Violins- (Class B & C)</u> <ul style="list-style-type: none"> Three Little Birds (<i>Reggae</i>) The Dragon Song (<i>Funk & music from around the world</i>) 	<u>Charanga Units (Class B) / WCET Violins- (Class A & C)</u> <ul style="list-style-type: none"> Bringing us Together (<i>Disco</i>) Glockenspiel Stage 1 (Learning basic instrumental skills by playing tunes in varying styles)
Y5/6	<u>Charanga Units:</u> <ul style="list-style-type: none"> Livin' On A Prayer (<i>Rock</i>) Classroom Jazz 1 (<i>Jazz</i>) 	<u>Charanga Units:</u> <ul style="list-style-type: none"> Make You Feel My Love (<i>Pop Ballads</i>) The Fresh Prince of Bel-Air (<i>Hip Hop</i>) 	<u>Charanga Units:</u> <ul style="list-style-type: none"> Dancing in the Street (<i>Motown</i>) Reflect, Rewind & Replay (<i>Western Classical Music & teacher choice from Year 5</i>)

Music Long Term Plan Cycle B			
Year group	Autumn	Spring	Summer
EYFS	Continuous provision	Continuous provision	Continuous provision
Y1/2	<u>Charanga units:</u> <ul style="list-style-type: none"> Dance, Sing & Play (<i>Rap, Hip-Hop, Pop</i>) Ho, Ho, Ho (<i>Christmas, Big Band, Motown, Elvis, Freedom Songs</i>) 	<u>Charanga units:</u> <ul style="list-style-type: none"> Exploring Sounds (<i>Gentle Waltz, Reggae, Funk, Pop</i>) Zoo time (<i>Reggae</i>) 	<u>Charanga units:</u> <ul style="list-style-type: none"> Your Imagination (<i>Pop</i>) Our Big Concert (<i>Pop, Calypso, Reggae</i>)
Y3/4	<u>Charanga Units (Class C) / WCET Ukuleles- (Class A & B)</u> <ul style="list-style-type: none"> Mamma Mia (<i>ABBA</i>) Glockenspiel- Stage 2- (Learning basic instrumental skills by playing tunes in varying styles) 	<u>Charanga Units (Class A) / WCET Ukuleles- (Class B & C)</u> <ul style="list-style-type: none"> Stop! (<i>Grime, Classical, Bhangra, Tango, Latin Fusion</i>) Lean on Me- (<i>Gospel</i>) 	<u>Charanga Units (Class B) / WCET Ukuleles- (Class A & C)</u> <ul style="list-style-type: none"> Blackbird Reflect, Rewind & Replay (<i>Western Classical Music and teacher choice from Year 4</i>)
Y5/6	<u>Charanga Units:</u> <ul style="list-style-type: none"> Happy (<i>Pop/Motown</i>) Classroom Jazz 2 (<i>Jazz, Latin, Blues</i>) 	<u>Charanga Units:</u> <ul style="list-style-type: none"> A New Year Carol (<i>Benjamin Britten (Western Classical Music), Gospel, Bhangra</i>) You've Got a Friend in me (<i>The music of Carole King</i>) 	<u>Charanga Units:</u> <ul style="list-style-type: none"> Music and Me (<i>Contemporary, music and identity</i>) Reflect, Rewind & Replay. (<i>Western Classical Music & teacher choice from Year 6</i>)

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Progression of skills, knowledge and vocabulary

Development Matters- Early Learning Goals:		Communication and Language		Expressive Arts and Design	
End of EYFS	Skills	<p><u>Listen/Appraisal:</u></p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Articulate their ideas and thoughts in well-formed sentences. Listen carefully to songs and rhymes and songs paying attention to how they sound. <p><u>Perform:</u></p> <ul style="list-style-type: none"> Learn rhymes, poems, and songs. Sing a large repertoire of songs. 		<p><u>Listen/Appraisal:</u></p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. <p><u>Singing:</u></p> <ul style="list-style-type: none"> Remember and sing entire songs. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. <p><u>Instruments:</u></p> <ul style="list-style-type: none"> Play instruments with increasing control to express their feelings and ideas. <p><u>Perform:</u></p> <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. 	
	Knowledge	<ul style="list-style-type: none"> To know how to look after instruments. Understand how to listen carefully and why listening is important. Learn new vocabulary 			
	Vocabulary	Rhythm performing pulse/beat solo ensemble tempo lyrics listen appraise audience imagination			
	Composers	Play share and perform a wide variety of music, poems and rhymes.			
KS1		<p>Musicianship: Understanding Music.</p>	<p>Listening: Appraisal</p>	<p>Performing: Singing/Playing instruments</p>	

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End of Y2	Skills	<ul style="list-style-type: none"> > Begin to find and internalise the pulse on their own or with support. > Try to or demonstrate more confidently how they find/feel the pulse. > Begin to demonstrate how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing back over the Games Track in time. > Begin to understand how pulse, rhythm and pitch and perhaps dynamics and tempo work together and are sprinkled through Songs / music. > Copy back and create short rhythms. > March, clap, tap your knees, move to find and internalise the pulse. 	<ul style="list-style-type: none"> > Explore how they can enjoy moving to music by dancing, marching, being animals or pop stars. > Explore how songs can tell a story or describe an idea. > Start using basic musical language to describe the music you are listening to and your feelings towards it. > Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. > Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. 	<p><u>Performing:</u></p> <ul style="list-style-type: none"> • Choose a song they have learnt Charanga and perform it to other people as part of an ensemble or as a solo. • They can add their own ideas to the performance. • Record the performance and say how they were feeling about it. • Try to communicate your ideas, thoughts and feelings through simple musical demonstration <p><u>Singing:</u></p> <ul style="list-style-type: none"> • To confidently know and sing five songs from memory. • To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices. <p><u>Playing:</u></p> <ul style="list-style-type: none"> • Begin to play a classroom instrument as part of a group/ensemble and as part of the song that is being learnt. • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. (e.g. stop and start from musical cues)
	Knowledge	<ul style="list-style-type: none"> • To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals. • Rhythms are different from the steady pulse. • We add high and low sounds, pitch, when we 	<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 	<p><u>Performing:</u></p> <ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.

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		sing and play our instruments.		<p><u>Singing:</u></p> <ul style="list-style-type: none"> • Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader. <p><u>Playing:</u></p> <ul style="list-style-type: none"> • Learn the names of the notes in their instrumental part from memory or when written down. • Know the names of untuned percussion instruments played in class.
	Composing (including notation).		Improvisation	
Skills	<ul style="list-style-type: none"> • Create your own very simple melodies (usually in a group) within the context of the song that is being learnt. • Create compositions using one-three notes, increasing to five notes if appropriate. • Record the composition in any way appropriate. Notate music in different ways, using graphic/pictorial notation, video, ICT. • Musically demonstrate a very simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music e.g. getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch). • Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations or simply writing the melody in any way we will remember it. 		<ul style="list-style-type: none"> • Explore and create simple musical sounds with voices and instruments within the context of the song being learnt. • Begin to understand through activity, that when you improvise you make up your own tune (or rhythm) using one or two notes, or you can sing. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition. • Improvise using very simple patterns on your instrument and/or voice. • Create your own simple rhythmic patterns that lead to melodies in a group or a solo situation. • Start to perform your own rhythms and melodies with confidence and understanding in the group. Start improvising using one or two notes. 	

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	Knowledge	To know and be able to talk about:		To know and be able to talk about:
		<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 		<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.
	Vocabulary	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination. Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel & keywords from the interrelated dimensions of Music poster.		
LKS2		Musicianship: Understanding Music	Listening: Appraisal	Performing: Singing/Playing instruments
End of Y4	Skills	<ul style="list-style-type: none"> To confidently identify and move to the pulse. Demonstrate a fast and slow pulse. Copy a simple rhythm over the pulse and sing/play back over the Games Track in time. Have a deeper understanding on how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. 	<ul style="list-style-type: none"> Identify basic musical styles through learning about their style indicators and the instruments played. More consistently use accurate musical language to describe and talk about music. To talk about the musical dimensions working together in the Unit songs e.g if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<p><u>Performing:</u></p> <ul style="list-style-type: none"> To choose what to perform and present a musical performance designed to capture the audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. To communicate the meaning of the words, thoughts and feelings and articulate them through simple musical demonstration. To practice, rehearse and present performances with awareness of an audience. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why, offer thoughtful comments and feedback about others. <p><u>Singing:</u></p> <ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader/conductor when singing. To develop confidence in exploring singing solo.

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				<ul style="list-style-type: none"> • To sing with awareness of being 'in tune' • To re-join the song if lost. • To listen to the group when singing. <p><u>Playing:</u></p> <ul style="list-style-type: none"> • To treat instruments carefully and with respect as part of a group/ensemble and as part of the song you are learning. • Play with more knowledge, confidence and ease with a sound-before-symbol (by ear) approach or, with notation if appropriate. • Play any one, or differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. Follow the leader confidently. • To experience leading the playing by making sure everyone plays in the playing section of the song.
	Knowledge	<p><i>Know and be able to talk about:</i></p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to. 	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> > Some of the style indicators of that song (musical characteristics that give the song its style) > The lyrics: what the song is about. > Any musical dimensions featured in the song and 	<p><i>To know and be able to talk about:</i></p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music • Begin to realise that performance can influence how music is presented and can include everything that has

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		<p>shape and pitch using graphic notations or simply writing the melody in any way we will remember it.</p> <ul style="list-style-type: none"> • Explore standard notation 		
	Knowledge	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> • A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • There are different ways of recording compositions. (e.g. letter names, audio etc) 	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations. 	
	Vocabulary	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, i Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco, poster. improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality & keywords from the interrelated dimensions of Music poster.</p>		
UKS2		Musicianship: understanding music.	Listening: Appraisal	Performing: Singing/Playing instruments
End of Y6	Skills	<ul style="list-style-type: none"> • Find and internalise the pulse innately on your own and with ease. • Demonstrate how you find/feel the pulse, with ease. Understand and demonstrate confidently how pulse, rhythm and pitch work together – copy a simple rhythm over the pulse and sing/play back over the Games Track in time. • Copy back rhythms based on the words of the main song, that include syncopation/ off beat. 	<ul style="list-style-type: none"> • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using 	<p><u>Performing:</u></p> <ul style="list-style-type: none"> • To choose what to perform and create/present a musical piece which can be performed to an audience demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • To communicate the meaning of the words, thoughts and feelings and clearly articulate them through simple musical demonstration. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance and offer thoughtful comments and feedback about others and own performance.

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		<ul style="list-style-type: none"> Clap/play rhythms/copy one to two note pitches confidently and create their own rhythm when asked. Lead others if asked. 	<p>accurate musical language to describe the music.</p> <ul style="list-style-type: none"> Continue to realise / understand / explain / give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. 	<ul style="list-style-type: none"> To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” <p><u>Singing:</u></p> <ul style="list-style-type: none"> To sing in unison, sing different parts and to sing backing vocals. Continue to understand the importance of warming up your voice and demonstrate a good singing posture. To follow a leader/conductor when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being ‘in tune’. <p><u>Playing:</u></p> <ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Play with more knowledge, confidence, enjoyment and ease and with a sound-before-symbol (by ear) approach or, with notation. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
	<p>Knowledge</p>	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership is creating musical ideas for the group to copy or respond to. 	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why. To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: 	<p><i>To know and be able to talk about:</i></p> <p><u>Performing:</u></p> <ul style="list-style-type: none"> Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts

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			<ul style="list-style-type: none"> > The style indicators of the songs (musical characteristics that give the songs their style) • Know the lyrics are what the songs are about. • Know any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity 	<p>and feelings about the song/music</p> <p><u>Singing:</u></p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience • To choose a song and be able to talk about: <ul style="list-style-type: none"> > Its main features > Singing in unison, the solo, lead vocal, backing vocals or rapping > To know what the song is about and the meaning of the lyrics > To know and explain the importance of warming up your voice 	
		Composing (including notation)		Improvisation	
Skills		<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note (end note) and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Continue to explore standard notation. • Record the composition in anyway appropriate that recognises the connection between sound and symbol. (e.g graphic/ pictorial notation). • Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 		<ul style="list-style-type: none"> • Continue to explore and create simple musical sounds with more confidence, improvising with voices and instruments within the context of songs you are learning to perform. • Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. Exploring a variety of copy back of notes performed in a variety of ways. • Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) • Continue to improvise using simple patterns on your 	

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			<p>instrument and/or voice.</p> <ul style="list-style-type: none"> • Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. • Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three or more notes with greater confidence.
Knowledge	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> • Composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. 	<p><i>To know and be able to talk about:</i></p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one, two or three notes confidently is better than using five. • To know that if you improvise using the notes you are given, you cannot make a mistake. • To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. • To know three well-known improvising musicians. 	
Vocabulary	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony & keywords from the interrelated dimensions of Music poster.</p>		

Inter-related dimensions of music (dynamics):

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

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- TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse