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| **RODMERSHAM** | T1 | T2 | T3 | T4 | T5 | T6 |
| EYFS | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER CONCERT |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION |  | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – Music Cake |
| Singing/performing | I can copy the melodic shape of a song  I can sing both long and short sounds | I can perform to an audience with confidence  I can use **BODY PERCUSSION** | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can copy simple patterns with body percussion, voice non-tuned percussion | I can understand what tempo and how it is used in music | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose | I can accompany songs using non-tuned percussion | I can use dynamics to create exciting and differing sounds | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion | I can follow simple Italian terms for tempo and play my instrument accordingly | I can use and identify some musical elements and understand how they are used to compose |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music | I can hear when there are dynamic changes in a piece of music | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music | I can identify sounds as long/short/loud/soft/fast/slow |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICE  SUGGESTED LISTENING | Big Red Combine Harvester | Big Little Nativity | Che Che Kule | Spring Chicken  Spring Fever | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray! |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 1 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can copy the melodic shape of a song  I can sing both long and short sounds | I can perform to an audience with confidence | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can copy simple patterns with body percussion, voice non-tuned percussion | I can understand what tempo and how and why it is used in music | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE, STEADY BEAT** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussion  I can draw a staff, treble clef and place a rhythm on the staff | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion and add a melody to my composition to make it ‘happy’ or ‘sad’  I can create **a GRAPHIC SCORE** and use symbols to create a piece of music | I can follow simple Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel | I can identify sounds as long/short/loud/soft/fast/slow |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story  I can use **BODY PERCUSSION** | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. | I can move in time to a piece of music with changing tempo | I understand how to mix musical elements to create a piece of music that I can perfom |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CALL AND RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICE  SUGGESTED LISTENING | Big Red Combine Harvester | Big Little Nativity  12 Days of Christmas | Che Che Kule | Spring Fever!  A Spring Thing | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray! |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 2 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S SERVICE AND ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can start to sing simple two part songs  I can sing both long and short sounds | I can perform to an audience with confidence and finesse | I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can improvise a song | I can understand what tempo and how and why it is used in music. I can sing both slow and fast tempo. | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE, STEADY BEAT** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussion  I can draw a staff, treble clef and place a rhythm on the **STAVE**  I can match my beats to a **TIME SIGNATURE** | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO** | I can compose using ‘bug’ composition cards. I can play the rhythm on non-tuned percussion  I can use a **STAVE** to create my own rhythm composition. | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slow  I can identify rests in music and understand why they are used |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music  I can use **BODY PERCUSSION** | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer. I can perform my own composition. | I can move in time to a piece of music with changing tempo | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR  PITCH | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CRESCENDO  DIMINUENDO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO  ACCELERANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICE  SUGGESTED LISTENING | Cauliflowers Fluffy  For The Harvest | 12 Days of Christmas | Che Che Kule | Spring Fever!  A Spring Thing | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray! |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 3 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and show awareness of their voices  I can sing part songs | I can perform to an audience with confidence  I can sing and follow simple notation  I can identify high and low pitches and a **STAVE** | I can take part in call and response songs  I can create my own call and response chants  I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can use actions whilst singing without compromising my sound  I understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo required  I can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** | I can understand how I can use my voice to demonstrate many musical elements |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, minims, semibreves** and **crotchet rests** | I can accompany songs using non-tuned percussion  I can draw a staff, treble clef and place a rhythm on the staff  I can match my beats to a **TIME SIGNATURE**  I can use **BODY PERCUSSION** to compose and perform | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO** | I can use a staff to create my own rhythm composition.  I can add a melody to my rhythm. | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slow  I can identify rests in music and understand why they are used |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer.  I can perform my own composition.  I can work in a group situation to make collaborative music  I can use non-tuned percussion to play my composition  I can identify the **TREBLE CLEF** | I can move in time to a piece of music with changing tempo.  I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR  PITCH | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CRESCENDO  DIMINUENDO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM  MAJOR  MINOR | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO  ACCELERANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION |
| MUSIC PRACTICE  SUGGESTED LISTENING | Cauliflowers Fluffy  For The Harvest | 12 Days of Christmas  Once in Royal David’s City  Mary, Mary  Come To The Manger  Anna Meredith – Connect It | Che Che Kule  Fanga Alafia | Spring Fever!  Have You Heard | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray! |
|  |  |  |  |  |  |  |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 4 | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  | LEAVER’S ASSEMBLY |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and show awareness of their voices  I can sing three part songs | I can perform to an audience with confidence  I can sing and follow simple notation  I can identify high and low pitches and a **STAVE** | I can take part in call and response songs  I can create my own call and response chants  I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can use actions whilst singing without compromising my sound  I understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo required  I can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singing | I can understand how I can use my voice to demonstrate many musical elements  I can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussion  I can draw a staff, treble clef and place a rhythm on the staff  I can match my beats to a **TIME SIGNATURE** | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO**  I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.  I can add a melody to my rhythm.  I can identify the **TREBLE CLEF** | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) and explain how this makes the listener feel and why | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slow  I can identify **STRUCTURE** using **BINARY** and **TERNARY** terms |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer.  I can perform my own composition.  I can work in a group situation to make collaborative music  I can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo.  I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR  PITCH | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CRESCENDO  DIMINUENDO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM  MAJOR  MINOR | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO  ACCELERANDO  RALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION  OSTINATO  BINARY  TENARY |
| MUSIC PRACTICE  SUGGESTED LISTENING | Cauliflowers Fluffy  For The Harvest | 12 Days of Christmas  Once in Royal David’s City  Follow That Star  Come To The Manger  Anna Meredith – Connect It | Che Che Kule  Fanga Alafia | Spring Fever!  Have You Heard | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray! |
|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 5  CHOIR | HARVEST | CHRISTMAS | WORKSHOP AFRICAN DRUMMING (POSTPONED) | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and solo and show awareness of their voices  I can sing three part songs as a **CHOIR** | I can perform to an audience with confidence  I can sing and follow simple notation  I can identify high and low pitches and a **STAVE** | I can take part in call and response songs  I can create my own call and response chants  I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can use actions whilst singing without compromising my sound  I understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo required  I can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singing  I understand what is meant by **BPM** | I can understand how I can use my voice to demonstrate many musical elements  I can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussion  I can draw a **STAVE**, **TREBLE CLEF** and place a rhythm on the staff  I can place notes in a **BAR** to match a **TIME SIGNATURE** | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO**  I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.  I can add a melody to my rhythm.  I can identify the **TREBLE and BASS CLEF** | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements  I can understand how **TEXTURE** is important in music |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can identify ‘happy’ and ‘sad’ sounds in music (major and minor) and explain how this makes the listener feel and why | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slow  I can identify **STRUCTURE** using **BINARY,**  **TERNARY** and **RONDO** terms |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music | I understand what is meant by composition and being a composer.  I can perform my own composition.  I can work in a group situation to make collaborative music  I can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo.  I can suggest actions and movements to match tempo. | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR  PITCH | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CRESCENDO  DIMINUENDO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM  MAJOR  MINOR | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO  ACCELERANDO  RALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION  OSTINATO  BINARY  TENARY  RONDO |
| MUSIC PRACTICE  SUGGESTED LISTENING | Cauliflowers Fluffy  For The Harvest | 12 Days of Christmas  Once in Royal David’s City  Follow That Star  Come To The Manger  Starlight (choir)  Anna Meredith – Connect It | Che Che Kule  Fanga Alafia | Spring Fever!  Have You Heard  New Life (choir) | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray!  Vivaldi – The Four Seasons Spring |

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|  | T1 | T2 | T3 | T4 | T5 | T6 |
| YEAR 6 | HARVEST | CHRISTMAS |  | EASTER |  |  |
| MUSICAL ELEMENT | DURATION | NOTATION | DYNAMICS | COMPOSITION | TEMPO | PTTTDDSN – MUSIC CAKE |
| Singing | I can sing songs with others and solo and show awareness of their voices  I can sing three part songs as a **CHOIR** | I can perform to an audience with confidence  I can sing and follow simple notation  I can identify high and low pitches and a **STAVE** | I can take part in call and response songs  I can create my own call and response chants  I can understand the meaning of dynamics in music and use this in my singing performances | I can perform Easter and Spring songs to an audience.  I can use actions whilst singing without compromising my sound  I understand how a piece of music or song can tell a story through the lyrics and structure | I can understand what tempo is in music and can match my voice to the tempo required  I can identify **TIME SIGNATURES 2/4, 3/4** and **4/4** when singing  I understand what is meant by **BPM** | I can understand how I can use my voice to demonstrate many musical elements  I can identify and **OSTINATO** |
| Composition and creating | I understand what is meant by **PULSE** and **RHYTHM** and can use short and long sounds to compose  I can identify **crotchets, quavers, semiquavers, minims, semibreves** and **associated rests** | I can accompany songs using non-tuned percussion  I can draw a **STAVE**, **TREBLE CLEF** and place a rhythm on the staff  I can place notes in a **BAR** to match a **TIME SIGNATURE** | I can use dynamics to create exciting and differing sounds  I can add dynamics to my compositions. I understand **CRESCENDO** and **DIMINUENDO**  I can identify rests in music and understand why they are used | I can use a staff to create my own rhythm composition.  I can add a melody to my rhythm.  I can identify the **TREBLE and BASS CLEF**  I can compose a collaborative rap over a **GROOVE** and beat pattern | I can identify many Italian terms for tempo and play my instrument accordingly | I can use and identify most musical elements and understand how they are used to compose  I can use ‘Incredibox’ to identify and mix musical elements  I can understand how **TEXTURE** is important in music |
| Listening and appraising | I can use musical vocabulary to describe what I hear. I can express an opinion about the music I hear | I can express how I feel about different genres of music and why | I can hear when there are dynamic changes in a piece of music and can explain how this makes me feel and why | I can understand why certain music and effects are used in television and film | I can identify tempo changes in music and explain how this makes me feel and why | I can identify sounds as long/short/loud/soft/fast/slow  I can identify **STRUCTURE** using **BINARY,**  **TERNARY** and **RONDO** terms  I understand a **BRIDGE**  I understand **THEMES** and **VARIATIONS** in music |
| Performing | I can combine long and short sounds to create my own music (compose) | I can use understand how music is used to tell a story and how **PITCH** can be used change the feeling of a piece of music | I can move with expression according to the dynamics in the music  I can choreograph a dance/movement to music | I understand what is meant by composition and being a composer.  I can perform my own composition.  I can work in a group situation to make collaborative music  I can use non-tuned percussion to play my composition | I can move in time to a piece of music with changing tempo.  I can suggest actions and movements to match tempo.  I can perform **POLYRHYTHMS** in a group | I understand how to mix musical elements to create a piece of music that I can perform |
| Vocabulary | PULSE  RHYTHM  DURATION  LONG  SHORT | PERFORM  CONDUCTOR  PITCH | LOUD  SOFT, PIANO,  FORTE, MEZZO,  FORTISSIMO  PIANISSIMO  CRESCENDO  DIMINUENDO  CALL & RESPONSE | COMPOSE  NOTATION  BEAT  REST  RHYTHM  MAJOR  MINOR | FAST, SLOW, MODERATE  ANDANTE, ALLEGRO, LENTO  TEMPO  ACCELERANDO  RALLENTANDO | PITCH, TEMPO, TEXTURE, TIMBRE, DYNAMICS, DURATION, STRUCTURE, NOTATION  OSTINATO  BINARY  TENARY  RONDO  BRIDGE  THEME  VARIATION  POLYRHYTHM |
| MUSIC PRACTICE  SUGGESTED LISTENING | Cauliflowers Fluffy  For The Harvest | 12 Days of Christmas  Once in Royal David’s City  Follow That Star  Come To The Manger  Anna Meredith – Connect It | Che Che Kule  Fanga Alafia | Spring Fever!  Have You Heard | In The Hall Of The Mountain King  Come on Eileen | Hip, Hip, Hooray!  Vivaldi – The Four Seasons Spring |