

Year R	Music		
	MUSIC AND MOVEMENT	SOUNDSCAPES	SONGS FROM AROUND THE WORLD
EYFS Framework Statements	<ul style="list-style-type: none"> - ELG Sing a range of well-known nursery rhymes and songs. - ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> - ELG Sing a range of well-known nursery rhymes and songs. - ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> - ELG Sing a range of well-known nursery rhymes and songs. - ELG Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Retrieval (to support new learning)		<ul style="list-style-type: none"> - Fast and slow - Patterns - Copying - Body percussion 	<ul style="list-style-type: none"> - Nursery rhymes - High and low -
Knowledge statements	<p>-Controlling sounds and responding appropriately</p> <p>– Pupils will learn how to use their voices expressively by singing and chanting. Rehearse and perform with others, starting and finishing together.</p> <p>- Pupils will learn how to create musical patterns, explore, choose and organise sounds and musical ideas.</p> <p>- Pupils will learn to recall sounds and listen with concentration to pitch, duration, dynamics, tempo, timbre, and texture. Pupils will learn how sounds are made in different ways and described using given signs and symbols and used for particular purposes</p> <p>Forces and Motion - Understand different movements to enable climbing, leaping, swimming, jumping, running and changing direction.</p>	<ul style="list-style-type: none"> - To create a soundscape using percussion instruments - To handle instruments carefully and correctly - To take turns playing in a group - To play instruments at different speeds - To use music to convey an idea 	<ul style="list-style-type: none"> - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - 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>- Physical processes</p> <p>– Pupils will engage in making and detecting sounds. They will learn that sounds travel away from sources, getting fainter as they do so.</p>		
Vocabulary	<p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>	<p>nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p>
Cultural capital and local resources	<p>Christmas Performances</p> <p>Hymn Practice/ Singing in Mass</p>	<p>Hymn Practice/ Singing in Mass</p>	<p>Hymn Practice/ Singing in Mass</p>

Year 1	Music		
	MOVE TO THE BEAT – EXPLORING PULSE AND RHYTHM	EXPLORING SOUNDS	HIGH AND LOW – EXPLORING PITCH
National curriculum statements	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music. - 	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music. - 	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music. -
Retrieval (to support new learning)	<p>(Level expected at the end of EYFS)</p> <p>Expressive arts and design-</p> <ul style="list-style-type: none"> -Children sing songs, make music, dance and experiment with ways of changing them. -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. 	<ul style="list-style-type: none"> - Pulse - Tempo - Percussion instruments 	<ul style="list-style-type: none"> -composition - graphic notation - listening skills
Knowledge statements	<ul style="list-style-type: none"> • Learn to recognise pulse, matching movements to music. • Explore percussion instruments 	<ul style="list-style-type: none"> • Compose short sound sequences to tell a story and perform them for each other. 	<ul style="list-style-type: none"> • Learn to identify and describe pitch. • Play simple listening games, identifying and copying simple pitch patterns. • Compose pitch patterns and represent them using simple graphic notation. • Prepare songs for a class performance.
Vocabulary	Dynamics; pulse; tempo; louder; quieter; Tambourine; woodblock; shaker; drum; trumpet; horn; oboe; bassoon; contrabassoon; serpent; notation; graphic score; structure; verse; pattern; four-beat rhythm; body percussion	Fast; faster; getting faster; slow; slower; getting slower; steady tempo; start; stop; silence; Character; mood; tone of voice; loud; soft/quiet; high; low; spiky; smooth; fast; slow;	Pitch; higher; lower; up; down; jump; leap; describe; tempo; speed; double bass; celeste; cornet; tuba; sousaphone; flute; bass drum; glockenspiel; sequence; copy; highest; lowest; sound; silence; melody; pattern; graphic score; perform; audience; loud; strong; quiet; getting

			louder; getting quieter; smooth; spiky; solo; group
Cultural capital and local resources	Christmas Performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

Year 2	Music		
	TIME TO PLAY – EXPLORING PULSE AND RHYTHMIC PATTERNS	MUSICAL MOODS AND PICTURES	PATTERNS WITH PITCH – EXPLORING PITCH AND MELODY
National curriculum statements	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music. 	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music. 	<ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - 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 inter-related dimensions of music.
Retrieval (to support new learning)	<ul style="list-style-type: none"> - pulse - four-beat rhythms - tempo - 	<ul style="list-style-type: none"> - Composition - Graphic notation - Representing sounds - Percussion instruments - 	<ul style="list-style-type: none"> - Composition - Pitch - Graphic notation - Percussion - Dynamics -
Knowledge statements	<ul style="list-style-type: none"> • Learn to recognise the difference between pulse and rhythm • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre 	<ul style="list-style-type: none"> • Work as a class and in small groups to compose and improvise music on the theme of weather • • Listen to music and represent sounds using a range of graphic symbols 	<ul style="list-style-type: none"> • Play simple listening games, using movement to describe the direction of pitch • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance

Vocabulary	Four beats; three beats; right; left; pulse, Syllable; rhythm; pattern; beat, ostinato; repeat; pattern; tempo; texture; thicker	Structure; timbre; minor; tempo; loud; quiet; spi ky; jumpy; fast; slow; detached; staccato; notation; scrape; tap; blow; shake; conductor; start; stop; silence; getting louder (crescendo); getting quieter (diminuendo); articulation; improvise	Higher; lower; high; low; pitch; double bass; octobass; piccolo; loud; quiet; forte; piano; smooth; spiky; staccato; legato; Ascending; descending; higher; lower; scale; note names (C D E F G A B C'); up; down; step; leap; notation; consecutive; melody; Lyrics; catchy; perform; audience; solo; group; softly; loudly; smoothly; spikily
Cultural capital and local resources	Christmas Performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

Year 3	Music		
	HEAR IT, PLAY IT! EXPLORING RHYTHMIC PATTERNS	PAINTING PICTURES WITH SOUND	SING, PLAY, NOTATE!
National curriculum statements	<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 - develop an understanding of the history of music. - 	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music.
Retrieval (to support new learning)	<ul style="list-style-type: none"> - the difference between pulse and rhythm - graphic notation - 	<ul style="list-style-type: none"> - Composition - Using music to tell a story/ set a mood - Graphic notation - 	<ul style="list-style-type: none"> - Pitch - Notation - Singing a melody using different pitches - Preparing music for a performance -
Knowledge statements	<ul style="list-style-type: none"> • Perform call and response songs and compose their own call-and-response (question and answer phrases) • Compose simple rhythmic patterns and represent them using graphic notation 	<ul style="list-style-type: none"> • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood and atmosphere • Create and organise music with layers of musical sound (texture) and represent them using graphic notations 	<ul style="list-style-type: none"> • Learn to identify and describe the direction of pitch in simple melodies • Learn to represent melodies from songs using dot notation and other graphic representations • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Prepare music for a performance

Vocabulary	Beat; pulse; four beats in a bar; three beats in a bar; time signature; waltz; Four beats in a bar; call and response; rhythm pattern; four-on-the-floor rhythms; bass drum; hi-hat cymbal; on the beat; off the beat; disco; verse; chorus; introduction; instrumental; Call and response; echo; copy; melody; lyrics; forte; loud; piano; soft/quiet; crescendo; diminuendo, Four-beat pulse; melody; tempo; notation; graphic score; names of notes (C,D,E)	Mood; atmosphere; images; structure; beginning; middle; end; repeat; articulation; legato; smooth; forte; loud/strong; piano; soft; quiet; timbre; symphonic poem; Romantic period; Dynamics; loud; forte; soft; piano; getting louder; crescendo; diminuendo; getting softer; Dynamics; forte; loud/strong; piano; soft; tempo; fast; slow; timbre; texture; musical layers; conductor; graphic score	High; low; higher; lower; stays the same; melody; ascending; descending; scale; Pitch; notation; melody; order; sequence; Pentatonic scale; melody; ostinato; improvise; descending; ascending; tempo; dynamics; soft; piano; slow; Perform; audience; encore; solo; chorus; dynamics
Cultural capital and local resources	Mr Barton Singing Lessons Ukulele Carol singing/ Christmas performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

Year 4	Music		
	PLAYING WITH RHYTHM – PLAYING TOGETHER AND RHYTHMIC STRUCTURES	MUSICAL CONTRASTS	MELODY BUILDERS – EXPLORING MELODIES AND SONG STRUCTURES
National curriculum statements	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music.
Retrieval (to support new learning)	<ul style="list-style-type: none"> - pulse and rhythm - rhythmic patterns - graphic notation 	<ul style="list-style-type: none"> - layers of musical sound - composition 	<ul style="list-style-type: none"> - pitch - dot and graphic notation
Knowledge statements	<ul style="list-style-type: none"> • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) 	<ul style="list-style-type: none"> • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs 	<ul style="list-style-type: none"> • Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation

Vocabulary	Beat; pulse; copy; leader; conductor; Pulse; duration; rhythm; semibreve; minim; crotch et; quavers; Lyrics; verse; chorus; syllable; rhythmic ostinato; r hythm	Orchestra; orchestral family; strings; woodwind; brass; percussion; timbre; AB structure; verse; chorus; contrast; dynamics; forte; loud; piano; soft; crescendo; diminuendo; Rondo; chorus; contrast; structure; section; dynamics; forte; loud; piano; soft; crescendo; diminuendo; articulation; staccat o; legato; fast; slow; accelerando; rallentando	Scale; ascending; descending; pitch; higher; lower; stays the same; tempo; largo; presto; stave/staff notation; stave/staff; raga; Pitch; rhythm; melody; internalize; thinking voice; Pentatonic scale; aleatoric; melody; dynamics; piano; soft; forte; loud; crescendo; diminuendo; Scale patterns; cumulative structure; direction; pitch; melody; melodic contour; rhythm; ascending; descending; tempo
Cultural capital and local resources	Mr Barton Singing Lessons Ukulele Carol singing/ Christmas performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

Year 5	Music		
	RHYTHM BUILDERS – EXPLORING RHYTHMIC LAYERS	MUSIC AND WORDS	SONG INGREDIENTS - EXPLORING MELODY, HARMONY AND LYRICS
National curriculum statements	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music.
Retrieval (to support new learning)	<ul style="list-style-type: none"> - rhythmic notation - combining layers of rhythm - ostinato - pulse - beat 	<ul style="list-style-type: none"> - other musical styles - musical history - orchestral families - 	<ul style="list-style-type: none"> - Melody - Letter notation -

Knowledge statements	<ul style="list-style-type: none"> • Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids. 	<ul style="list-style-type: none"> • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. 	<ul style="list-style-type: none"> • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines
Vocabulary	Pulse; beat; time signature; Beat; pulse; pattern; crotchet; quaver; tempo; dynamics; forte; piano; minimalist; unison; polyrhythmic; Syncopated; offbeat; rhythm; polyrhythmic; texture ;Composer; Wolfgang Amadeus Mozart; George Frideric Handel; Johann Sebastian Bach; Ludwig van Beethoven; rhythmic layers; structure; sequence; texture; sparse; thin; dense; thick; call and response	Beat; pulse; pattern; improvise; pitch; timbre; Call and response; musical conversation; rhythmically; question; answer; timbre; dynamics; fortissimo; forte; piano; pianissimo; crescendo; diminuendo; improvisation; scale; tempo; call and response; melody; bar; Jazz; blues; ragtime; piano; banjo; trumpet; clarinet; double bass; trombone; scat; syncopated rhythms; offbeat; Legato; melodic accompaniment; semibreve; bars; dynamics; piano; pianissimo; forte; fortissimo; crescendo; diminuendo; texture	Melody; melodic layers; harmony; part; rhythm; texture; loop; loop pedal; Scale; harmony; staff notation; chord; triad; ascending; descending; stave; ledger line; C major; major; minor; treble clef; Interval; notes; major second; minor second; major third; minor third; perfect fourth; perfect fifth; octave; consonance; dissonance; Pentatonic; melody; bass note; tonic; pedal note; root note; drone; largo; andante; allegro; mezzo forte; forte; fortissimo; pianissimo; piano; mezzo piano; bagpipe; chanter; homophonic; texture; Rhythm; line; song; structure; lyrics; pentatonic scale; drone; harmony; melody; notation; dynamics; tempo
Cultural capital and local resources	Mr Barton Singing Lessons Ukulele Carol singing/ Christmas performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

Year 6	Music		
	WE'VE GOT RHYTHM – RHYTHMIC DEVICES AND STRUCTURE	MUSICAL EFFECTS AND MOODS	CELEBRATING SONGS
National curriculum statements	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music. 	<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 - develop an understanding of the history of music.
Retrieval (to support new learning)	<ul style="list-style-type: none"> - time signatures - polyrhythmic textures - rhythm grids - 	<ul style="list-style-type: none"> - Leitmotifs - Graphic and standard notations 	<ul style="list-style-type: none"> - Melodic patterns - Chords - Basslines - Performing for an occasion -

Knowledge statements	<ul style="list-style-type: none"> Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, <i>Fiesta!</i> 	<ul style="list-style-type: none"> Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notations. 	<ul style="list-style-type: none"> Develop their knowledge of song ingredients. Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.
Vocabulary	Pulse; time signature; quavers; rhythm; bar; our-beat; bar; rhythmic pattern; piano; soft; loud; forte; crescendo; diminuendo; Style; strong beat; off beat; tempo; articulation; tango; samba; polyrhythms; call and response; caixa; agogo; ganza; tamborim; surdo;; timbre; improvise; tempo; notation; texture; dense; thick; sparse; thin; ostinato; layers; polyrhythmic; konnakol	Improvisation; legato; staccato; piano; forte; crescendo; diminuendo; tempo; presto; andante; largo; accelerando; rallentando; timbre; Interval; second; third; fourth; fifth; sixth; seventh; octave; harmony; minor second; semitone; consonant; dissonant; consonance; dissonance; clash; leitmotif; Performer; audience; communicate; comedy; accelerando; dynamics; piano; forte; Foley artist; ternary; Dynamics; forte; piano; fortissimo; pianissimo; crescendo; diminuendo; accelerando; rallentando; presto; largo	Verse, chorus, bridge; middle 8; intro; outro; coda; fade; pop; technology; Peal; church bells; ascending; descending; Westminster Quarters; scale; sequence; pitch; allegro; largo; rallentando; rhythm; dotted minim; Blues; riff; guitar; melodic pattern; ostinato; 12-bar blues; structure; chord pattern; Fanfare; triad; major; lyrics; rallentando; brass; chord; C major scale; fortissimo; crescendo
Cultural capital and local resources	Mr Barton Singing Lessons Ukulele Carol singing/ Christmas performances Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass	Hymn Practice/ Singing in Mass

