

Etwall Primary School – Music Progression Map

Our End Goal

What will our musicians be able to do when they leave Etwall Primary School?

By the end of their time at Etwall Primary School our pupils will have gained self-confidence and the ability to express themselves through the use of music. As the children progress through school they will develop a deep knowledge, understanding and appreciation of music and its place within the wider creative arts context. They will be able to make music, understand musical notation and compose pieces. Over time they will be able to demonstrate an increasing ability to sing and play both tuned and untuned instruments. Pupils will have the chance to explore their own ideas and feelings about music, developing their abilities to analyse and compare sounds, becoming more confident at suggesting improvements for their own work and that of others. Through their growing knowledge and understanding of music children will gain an appreciation of life in different societies, helping to develop a sense of other cultures.

Curriculum Coverage (National Curriculum KS1 and KS2, EYFS outcomes taken from Development Matters 2021, ELG’s taken from the new statutory framework for the EYFS, 2021)

What are the basic requirements from the National Curriculum?

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
<p>Communication and Language</p> <p>Learn new vocabulary</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>*Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>*Play tuned and untuned instruments musically</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>*Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>*Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>*Play tuned and untuned instruments musically</p> <p>*Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>*Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p>	<p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p>	<p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p>	<p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p>

<p>Understand how to listen carefully and why listening carefully is important.</p> <p>ELG : Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Understanding the World</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around them.</p> <p>Expressive arts and design</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Explore, use and refine a variety of artistic effects to</p>			<p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>	<p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>	<p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>	<p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>
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<p>express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Being Imaginative and expressive</p> <p>ELG : Sing a range of well known nursely rhymes and songs.</p> <p>ELG : Perform songs, rhymes, poems and stories with others, and when appropriate – try to move in time with music.</p> <p>Personal, social and emotional development</p> <p>Think about the perspectives of others.</p> <p>Characteristics of Effective Learning</p> <p>Playing and exploring</p> <p>Active learning</p> <p>Creating and thinking critically</p>						
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Procedural Knowledge

What skills do we want our musicians to have?

How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	Year 1/2	Year 3/4	Year 5/6
Listening, appraising and responding			
<p>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</p> <p>Expressing their response to different music and lyrics</p> <p>Exploring lyrics by suggesting appropriate actions</p> <p>Exploring the story behind the lyrics or music</p> <p>Listening to and following a beat using body percussion and instruments</p> <p>Considering whether a piece of music has a fast, moderate or slow tempo</p> <p>Listening to sounds and matching to the object or instrument</p> <p>Listening to sounds and identifying high and low pitch</p> <p>Listening to and repeating a simple rhythm</p> <p>Listening to and repeating simple lyrics</p> <p>Understanding that different instruments make different sounds and grouping them accordingly</p>	<p>Recognising and understanding the difference between pulse and rhythm.</p> <p>Understanding that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening to and repeating short, simple rhythmic patterns.</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p> <p>Identifying melodies that move in steps</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p> <p>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles and traditions of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (pop art, film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>

	<p>Listening to and repeating a short, simple melody by ear.</p> <p>Suggesting improvements to their own and others' work.</p>	<p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music</p> <p>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
<h3>Composing</h3>			
<p>Playing untuned percussion 'in time' with a piece of music</p> <p>Selecting classroom objects to use as instruments</p> <p>Experimenting with body percussion and vocal sounds to respond to music</p> <p>Selecting appropriate instruments to represent action and mood</p> <p>Experimenting with playing instruments in different ways</p>	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating simple melodies from 5 or more notes.</p>	<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style (Blues).</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> <p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p>

	<p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their own work.</p>	<p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>
<h3>Performing</h3>			
<p>Using their voices to join in with well-known songs from memory</p> <p>Remembering and maintaining their role within a group performance</p> <p>Moving to music with instruction to perform actions</p> <p>Participating in performances to a small audience</p> <p>Stopping and starting playing at the right time</p>	<p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p> <p>Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Playing simple chord sequences (12 bar blues).</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>

Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.

Performing by following a conductor's cues and directions.

Propositional Knowledge – What key knowledge will our musicians have?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
<p>Celebration music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p> <p>Music and movement Children come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music</p> <p>Musical stories A unit based on traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p> <p>Exploring sound Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing</p>	<p>Pulse and Rhythm (All About Me) This introductory topic includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities</p> <p>Timbre and rhythmic Patterns (Fairytale) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.</p> <p>Pitch and Tempo (Superheroes) Everyone loves superheroes and this unit</p>	<p>Musical me In this topic children learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</p> <p>Dynamics, timbre, tempo and motifs (Space) In this topic pupils develop their knowledge and understanding of dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. They visually represent music in creative and more formal ways and learn to play and compose motifs.</p> <p>On this island: British songs and sounds Taking inspiration from the British Isles, children explore how to create sounds to represent three contrasting landscapes: seaside, countryside and city. Through images and discussion, they develop an idea of what each of</p>	<p>Adapting and Transposing Motifs (Romans) In this topic, pupils experiment and get creative with their music making. Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs. They will develop their skills further by adapting and transposing motifs before performing them to their peers</p> <p>Ballads Children learn what ballads are, how to identify their features and how to convey different emotions when performing them. Using an animation as inspiration, children carefully select vocabulary to describe the story, before turning them into lyrics by incorporating rhyming words and following the structure of a traditional ballad.</p>	<p>Traditional instruments and improvisation (India) Pupils are introduced to traditional Indian music. Learning all about the rag and tal, they listen to a range of examples of music from the country, identifying traditional instruments as well as creating their own improvisations and performing as a class.</p> <p>Rock and Roll Learning about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before then performing a piece as a class</p> <p>Pentatonic melodies and composition (Chinese New Year) Using the story of Chinese New Year as a stimulus, pupils: revise key musical terminology, play and create pentatonic melodies, compose a piece of music in a group using layered melodies and finally perform their finished pieces.</p>	<p>Composition notation (Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and then experiment with notating their compositions in different ways to help develop their understanding of staff notation.</p> <p>Theme and variations (Pop Art) Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments</p> <p>Dynamics, pitch and texture (Fingal's Cave) Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p> <p>Songs of World War 2 Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using</p>	<p>Film music Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film.</p> <p>Looping and remixing In this engaging topic, children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well known song before putting a dance music spin on it to create their own versions</p> <p>Composition to represent the festival of colour Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. Holi celebrations include people throwing and smearing each other with vibrant, multi-</p>

<p>instruments, identify sounds in the environment and differentiate between them</p> <p>Big band Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>	<p>is a great way to introduce young children to pitch and tempo in a meaningful way. Learning how to identify high and low notes and to compose a simple tune, they explore some different instruments, as well as investigate how tempo changes help tell a story and make music more exciting</p> <p>Classical Music, Dynamics and Tempo (Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals. They learn and perform a song as a class and compose a short section of music as a group, with a focus on dynamics and tempo.</p> <p>Vocal and Body Sounds (By the Sea) Seaside sounds are listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood. They should also make links between music, sounds and environments. These</p>	<p>these places would sound like and then use this to create their own soundscapes.</p> <p>Orchestral instruments (Theme: Western stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.</p> <p>African call and response song (Animals) Children go on a musical safari; using instruments to represent animals, copying rhythms, learning a traditional African call and response song and to recognise simple notation, progressing to creating their own animal-based call and response rhythms</p>	<p>Changes in Pitch, tempo and dynamics (Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance</p> <p>Jazz Learning about ragtime style music, Dixieland music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p> <p>Body and tuned Percussion (Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p>Haiku, music and performance (Hanami) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance</p> <p>Samba and carnival sounds and instruments (South America) Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival. They start by familiarising themselves with traditional sounds and instruments, before learning about syncopated rhythms and then composing their own samba breaks in groups.</p>	<p>knowledge of pitch to develop confidence when singing in parts</p> <p>Blues Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.</p>	<p>coloured paints and powders.</p> <p>Advanced rhythms Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p> <p>Musical theatre In this topic, children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions</p>
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	skills are then used to help them represent calm or stormy seas using vocal and body sounds as well as percussion instruments.					
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Vocabulary – What key vocabulary will our musicians need? When will it be introduced?
 Vocabulary will be re-visited throughout all year groups as it is so important to communicate concepts

EYFS	Year 1/2A	Year 1/2B	Year 3/4A	Year 3/4B	Year 5/6A	Year 5/6B
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Key Music Vocabulary:

Action songs, band, bang, beat, call, classical, constant, dynamic, fast, high, jazz, jingle, loud, low, lyrics, medium, melody, moderate, music, musical story, piece, pitch, pulse, quiet, rave, repeat, response, rhythm, shake, slow, songs, sound, steady, strum, tap, techno, tempo, verse,	Accelerando, graphic score, motif, musical composition, rhythmic notation, sound effect, soundscape, structure, texture, timbre,	Acapella, ballad, break, breathing, chromatic scale, col legno, Crescendo, compose, crotchet, Dixieland, dotted minim, drone, duration, ensemble, flat, glissando, harmony, layer, loop, metronome, minim, offbeat, ostinato, pentatonic, pizzicato, rag, ragtime, repeat, riff, rock and roll, scale, scat singing, semibreve, sharp, straight quaver, strung quaver, swung rhythms, syncopation, tal, tala, transposing, walking bass line,	12 bar blues, ascending scale, Bar, bent notes, Blues, blues scale, chant, chord, conductor, counter-melody, descending scale, diaphragm, harmony, Kodaly, lyrics, lyricist, major key, minor key, orchestra, phrase, phrasing, remix, sections, soundtrack, staff /stave, unison, variations,
body percussion, cello, cymbals, drum, flute, harp, instrument, kinnor, piano, shofar, sleigh bells, tambourine, triangle, trumpet, voice, whistle	bassoon, brass, celeste / celesta, clarinet, flute, french horn, oboe, orchestra, percussion, strings, timpani, vocals, woodwind,	Agogo, chocahlo, ciauxa, cowbell, Ganza, harmonnium, Indian flute, keyboard, repinique, sarangi, sitar, surdo, tabla, tamborim,	
American Authors, composer, John Denver, Justin Timberlake, Pharrell Williams, Schubert, Sergei Prokofiev,	Beethoven, Bruno Mars, Eric Coates, Gustav Holst, J.S.Bach, Peter Grimes, Randy Newman, Rimsky Korsakov, Ronald Binge, Saint Saens, The Rembrants, Vaughan Williams, Vivaldi,	Adele, Andy Williams, David Bowie, Eiffel 65, Ella Henderson, Ike and Tina Turner, James Bay, Leona Lewis, Rhianna, Sam Smith, Scott Joplin, The Judds, The Scorpions,	Abba, Edvard Greig, Elton John, Felix Mendelsshon, Henry Purcell, Judy Garland, Miley Cyrus, Rusted Root, The Bangles, The Proclaimers, Tony Christie, Vera Lynn,
Annie’s Song, Best Day of my Life, Can’t Stop the Feeling, Frere Jacques, Happy, Head, Shoulders, Knees and Toes, Jingle bells, March Militaire,	Batman Theme, Beethoven’s 5 th Symphony in C Minor, Berlioz – Symphonie Fantastique, Carnival of the Animals, Count on Me, Dance of the Knights, Do You Want to Build a Snowman, Flight of the Bumble Bee, Frolic for Tuba, Ghostbuster Theme, Humoresque duet, I’ll Be There For You, London Suite, Moonlight Sonata,	Baa Baa Black Sheep, Bare Necessities, Blue, Born to Hand Jive, Boney M, Cry me a River, Diamonds, Ghost, Grease, Hello, Hold back the River, James Bond Theme, Maple Leaf Rag, Mary had a Little Lamb, Moon River, River Deep Mountain High, River of Time, Rivers of Babylon, Rock Around the Clock, Run, Sing, Sing, Sing,	(Is this the way to) Amarillo, Beauty and the Beast, Circle of Life, Do Re Mi, Follow the Yellow Brick Road, Funeral March for Mary Queen I, Hamilton, Hebrides Overture (Fingal’s Cave), I am the Pirate King, I think I’m gonna like it here, I’m Gonna Be (500 miles), Luck be a Lady, Mama Mia, Major General’s Song – Pirates of Penzance,

<p>Peter and the wolf, Pirates of the Carribean, Teddy Bear's Picnic, The Reindeer Cokey, We Wish you a Merry Christmas, When Santa got Stuck up the Chimney,</p>	<p>Sailing By, Sleepers Awake, Spiderman Theme, Sonata for Horn Solo, Star Wars Main Theme, Storm, Superman Theme, The Amazing Spiderman Theme, The Animals went in two by two, The Incredibles Theme, The Lark Ascending, The Planets, The Three Bears : A Phantasy, Venus from The Planets, William Tell Overture, Wonder Woman Theme, Yellow Bird, You've got a Friend in Me,</p>	<p>Space Oddity, Twinkle Twinkle Little Star, When the Saints go Marching in, Winds of Change, Writing on the Wall,</p>	<p>Movement 4 Italian Symphony, On my Own, Pack up your Troubles in your own kit bag, Peer Gynt Suite, Pomp and Circumstance, Rocket Man, Send me on my way, Somewhere Over the Rainbow, The Climb, The White Cliffs of Dover, Walk Like an Egyptian, We'll meet again, Where is Love?,</p>
<p>Other vocabulary the children will come across using Kapow :</p>			
<p>Actions, Africa, audience, bear, celebration, character, Christmas, Christian, communication, culture, dance, deaf, Diwali, Hanukkah, heartbeat, hora, Jewish, Kwanzaa, Makaton, monkey, perform, performance, scarf dance, sign language, siren, traditional, understand</p>	<p>Elephant, hippo, lion, monkey, Seaside, syllables, zebra,</p>	<p>Bateria, Boom, Bollywood, Brazil, carnival, cherry blossom, clapping, clicking, contrast, Dragon Dance, hand jive, haiku, hanami, happy, inspiration, listen, mosaic, patter, pitter, raindrop, repetition, Romans, samba, Samba Batucada, snap, style, versus,</p>	<p>Audio, Backdrop, Book musical, Britain, character song, choreographer, costumes, depicting, designer, director, emotion, energetic, Features, frontline, Holi, imagery, Jukebox musical, librettist, morale, musical theatre, opera, operetta, relaxing, rock/hip hop musical, performers, pop art, powerful, props, synesthesia, theme, transitions, troops, variation, video,</p>