

DOGSTHORPE ACADEMY - Progression & sequencing within Music

National Curriculum Aims

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| ★ | ★ | ★ |
| Perform, listen, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. | Learn to sing and to use their voices, to create and compose music on their own and with others. Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. | Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. |

Music knowledge

Purpose of Study: Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.



In Key Stage 1, pupils should be taught to use their voices expressively, play tuned and untuned instruments musically, and experiment with, create, select and combine sounds using the interrelated dimensions of music.

In Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory

The Musical Strands

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| Improvisation and Composition | Performance | Listening |
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Interrelated Dimensions of Music (included in all lessons)

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| Pulse | Rhythm | Pitch | Tempo | Dynamics | Timbre | Texture | Structure | Notation |
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Year group units of Work

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Long Term Plan Years 3-6: Our music units are taught in 6-week blocks. They include whole class instrument teaching which is also part of the Kapow planning.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | <u>Animations (Mountains)</u> 1. Picture a story from a piece of music. 2. Use musical vocabulary to describe music. 3. Express my opinion about music. 4. Recognise and describe changes in music. | <u>Ballads</u> 1. Identify the key features of a ballad. 2. Perform a ballad using actions. 3. Sing in time and in tune with a song and incorporate actions. 4. Retell a summary of an animation's story. 5. Write a verse with rhyming words which tell part of a story. 6. Perform their lyrics fluently and with actions | <u>Pentatonic melodies and composition (Chinese New Year)</u> 1. Match their movements to the music, explaining why they chose these movements. 2. Accurately notate and play a pentatonic melody. 3. Play their part in a composition confidently. 4. Work as a group to perform a piece of music. | <u>KS2: Whole Class Instrumental Lesson Unit 1-South Africa</u> 1. Correctly label all staff notation features. 2. Share their ideas about South African music. 3. Play both <i>Sheet music: Put on your gumboots! (tuned percussion part 1)</i> and <i>Sheet music: Put on your gumboots! (tuned percussion part 2)</i> patterns accurately and in time. 4. Play both patterns accurately and in time. 5. Play the rhythmic pattern and sing the tune accurately and in time. 6. Create and perform an eight beat rhythm pattern. | <u>Jazz</u> 1. Explain what ragtime music is. 2. Play on the 'off beat' and sing a syncopated rhythm. 3. Play a call and then improvise a response. 4. Improvise or compose a scat singing performance with sounds and words. 5. Compose and play a jazz motif fluently, using swung quavers. 6. Play a swung rhythm using a tuned percussion instrument. | <u>Traditional instruments and improvisation (India)</u> 1. Verbalise feelings about music and identify likes and dislikes. 2. Read musical notation and play the correct notes of the rag. 3. Improvise along to a drone and tal. 4. Play a rag and a tal accurately alongside a drone. 5. Sing accurately from musical notation and lyrics. 6. Sing and play in time with others with some degree of accuracy and awareness of each other's parts. |

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| <p>Year 4</p> | <p><u>Body and Tuned Percussion (Rainforests)</u></p> <ol style="list-style-type: none"> 1. Identify the structure of a piece of music. 2. Have an idea as to when there is one layer in a piece of music and when there are two. 3. Play a sequence in the correct order in time with their partner. 4. Have two contrasting rhythms being played together. 5. Have two different melodies being played together. 6. Have a complete piece of music with four different layers with an appropriate structure. | <p><u>Whole Class Instrumental Lessons- Unit 2-Caribbean</u></p> <ol style="list-style-type: none"> 1. Name some of the key features of Calypso music. Ability to sing the song accurately by the end of the lesson. 2. Sing the song accurately, and perform their news headline correctly in the appropriate gap. 3. Explain in simple terms why percussion instruments were important in Trinidad. 4. Play the <i>Sheet music: What's the story? (tuned percussion part 1)</i> | <p><u>Rock and Roll</u></p> <ol style="list-style-type: none"> 1. Perform the hand jive hand actions in sequence and in time with the music. 2. Sing in tune and perform their actions in time. 3. Play the notes of the walking bass in the correct sequence. 4. Independently play their part with some awareness of the other performers. | <p><u>Changes in pitch, tempo and dynamics (Rivers)</u></p> <ol style="list-style-type: none"> 1. Sing in tune and in harmony with others, with developing breath control. 2. Explain how a piece of music makes them feel with some use of musical terminology. 3. Perform a vocal ostinato in time. 4. Listen to other members of their group as they perform. 5. Create an ostinato and represent it on paper so that they can remember it. 6. Create and perform a piece with a variety of ostinatos. | <p><u>KS2 Whole Class Instrumental Lessons Unit 3-South America</u></p> <ol style="list-style-type: none"> 1. Play the clave rhythm accurately. 2. Answer the questions on the Knowledge catcher (see unit page) with appropriate support. 3. Add letter names to the tuned percussion part 1 and play the part. 4. Ability to add pitches to notated rhythms and perform them accurately. 5. Sing and/or play the song confidently. | <p><u>Adapting and transposing motifs (Romans)</u></p> <ol style="list-style-type: none"> 1. Learn a new song, singing in time and in tune while following the lyrics. 2. Identify motifs aurally and play a repeated pattern on a tuned instrument. 3. Create and performing a motif, notating it with reasonable accuracy. 4. Transpose their motif, using sharp or flat notes where necessary and change the rhythm. 5. Combine different versions of a musical motif and perform as a group using musical notation. |
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| Year 5 | <u>Composition Notation (Ancient Egypt)</u> | <u>Blues</u> | <u>South and West Africa</u> | <u>KS2 Whole Class Instrumental Lessons- Unit 4-Indonesia</u> | <u>Composition to represent the festival of colour (Holi)</u> | <u>Musical Theatre</u> |
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| | <ol style="list-style-type: none"> 1. Sing in time and in tune with other people and the backing track. 2. Remember the lyrics to a song. 3. Identify the structure of a piece of music and match this to non-standard notation. 4. Improvise their own piece of music. 5. Play a melody with reasonable accuracy. 6. Perform with confidence and in time with others. 7. Compose and play a melody using stave notation. 8. Contribute meaningfully to the group performance and composition. 9. Use hieroglyphic notation to show the structure of their piece. | <ol style="list-style-type: none"> 1. Name three key features of Blues music. 2. Sing in tune, using vocal expression to convey meaning. 3. Explain what a chord is and play the chord of C sixteen times. 4. Play the twelve bar blues correctly. 5. Play the notes of the Blues scale in the correct order, ascending and descending. 6. Play a selection of Blues scale notes out of order in their own improvisation. | <ol style="list-style-type: none"> 1. Sing using the correct pronunciation and with increasing confidence. 2. Play a chord with two notes, remaining in time. 3. Maintain their part in a performance with accuracy. 4. Play the more complicated rhythms in time and with rests. 5. Create an eight beat break and play this in the correct place. | <ol style="list-style-type: none"> 1. Recall that gamelan music is cyclical, that the melodies last eight notes, and that the Slendro scale is used. 2. Sing the 'Blue sky' melody with some accuracy. 3. Mostly correctly answer <i>Activity: Exploring octaves</i>, and play. 4. Compose an eight note tune using the Slendro scale, and write it down at different octaves. 5. Define timbre, describe the timbres of different instruments, and make suggestions for how to combine these in a performance. 6. Play their tuned percussion part accurately. | <ol style="list-style-type: none"> 1. Suggest a colour to match a piece of music. 2. Create a graphic score and describe how this matches the general structure of a piece of music. 3. Create a vocal composition in response to a picture and justify their choices using musical terms. 4. Create a vocal composition in response to a colour. 5. Record their compositions in written form. 6. Work as a group to perform a piece of music | <ol style="list-style-type: none"> 1. Explain what musical theatre is and be able to recall at least three features of this kind of music. 2. Categorise songs as action songs or character songs. 3. Select appropriate existing music for their scene to tell the story of a journey. 4. Perform in time with their groups, ensuring smooth transitions. 5. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. |

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| Year 6 | Musical Elements (Coast-Fingal's Cave by Mendelssohn) | KS2 Whole Class Instrumental Lessons Unit 5-India | Songs of World War 2 | Film Music | KS2 Whole Class Instrumental Lessons Unit 6-North America | Theme and variations |
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| | <ol style="list-style-type: none"> 1. Engage in discussion about the sounds of an orchestral piece. 2. Have a selection of varied vocabulary in response to what they hear. 3. Change dynamics and pitch, differentiating between the two. 4. Take the role of conductor or follow a conductor. 5. Change texture within their group improvisation and talk about its effect. 6. Create a graphic score to represent sounds. 7. Follow the conductor to show changes in pitch, dynamics and texture. | <ol style="list-style-type: none"> 1. Recall some facts about Bollywood music and complete some of the Bollywood dance moves, as shown in the dance tutorial video. 2. Suggest and perform vocal, body percussion and untuned percussion sounds to represent aspects of an Indian city. 3. Name the pitches of most of the notes, and the duration of all of the notes. 4. Spot the performance markings on the sheet music and play accordingly. 5. Describe harmony in simple terms and play a harmony part, listening to other performers to | <ol style="list-style-type: none"> 1. Use musical and comparative language in discussion. 2. Follow the melody line. 3. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. 4. Sing the correct words at the correct time. 5. Recall the counter-melody line. | <ol style="list-style-type: none"> 1. Identify how different styles of music contribute to the feel of a film. 2. Participate in discussions, sharing their views and justifying their answers. 3. Use the terms 'major' and 'minor'. 4. Identify different instruments to describe how music evokes different emotions. 5. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. 6. Give reasonable and thought-out suggestions for what different graphic scores represent. 7. Use their body, voice and instruments to create sounds to | <ol style="list-style-type: none"> 1. Name the key features of minimalism. 2. Share their opinions of the music they hear in the lesson. 3. Name the key features of minimalism and work out the pitches to play from staff notation of the piece 'Interlocking patterns'. 4. Play their part accurately in isolation, and fairly accurately when combined with the other part. 5. Play their part confidently in the final performance. | <ol style="list-style-type: none"> 1. Performing rhythms confidently either on their own or in a group. 2. Identify the sounds of different instruments and discuss what they sound like. 3. Make reasonable suggestions for which instruments can be matched to which art pieces. 4. Recall the names of several instruments according to their orchestra sections. 5. Keep the pulse using body percussion. 6. Sing with control and confidence. 7. Name rhythms correctly. 8. Copy rhythms accurately with a good sense of pulse. 9. Draw rhythms accurately. |

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| | | help them with timing. 6. Play the lead part as this has been practised the most | | represent a given theme. 8. Create a musical score to represent a composition. | | |
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| Skills | Year 3 | Year 4 | Year 5 | Year 6 |
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| Improvisation and Composition | <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments. Beginning to improvise musically within a given style using their voice Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Suggesting and implementing improvements to their own work, using musical vocabulary. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology | <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. To know that 'performance directions' are words added to music notation to tell the performers how to play. | <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. Using staff notation to record rhythms and melodies | <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture Constructively critique their own and others' work, using musical vocabulary. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves' To know that chord progressions are represented in music by Roman numerals. Recording own composition using appropriate forms of notation and/or technology |

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| | | | | and incorporating the inter-related dimensions of music <ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and staff notation and from their own notation |
| Performance | <ul style="list-style-type: none"> Offering constructive feedback on others' performances Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Composing a piece of music in a given style with voices and instruments. Beginning to improvise musically within a given style using their voice. Combining melodies and rhythms to compose a multi-layered composition in each style (pentatonic). | <ul style="list-style-type: none"> Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency 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. | <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. 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. Using musical vocabulary to offer constructive and precise feedback on others' performances. | <ul style="list-style-type: none"> Performing with accuracy and fluency from graphic and staff notation and from their own notation. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing a solo or taking a leadership role within a performance. Performing by following a conductor's cues and directions. Using musical vocabulary to offer constructive and precise feedback on others' performances. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. |
| Listening | <ul style="list-style-type: none"> Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. | <ul style="list-style-type: none"> Recognising the use and development of motifs in music Identifying common features between different genres, styles and traditions of music. | <ul style="list-style-type: none"> Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. | <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of |

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| | <ul style="list-style-type: none"> • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Explaining their preferences for a piece of music using musical vocabulary. | <ul style="list-style-type: none"> • Identifying gradual dynamic and tempo changes within a piece of music • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time | <p>different composers on the development of musical styles.</p> <ul style="list-style-type: none"> • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Identifying the way that features of a song can complement one another to create a coherent overall effect. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary • Use musical vocabulary correctly when describing and evaluating the features of a piece of music. • Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. |
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| | | | | <ul style="list-style-type: none">• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work |
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Key Vocabulary:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 3 | <ul style="list-style-type: none"> atmosphere compose composition dynamics ensemble influence in-time layers letter notation listen timbre melody melodic pattern notation opinion pitch repeated rhythm represent sound effect soundscape story tempo tuned percussion untuned percussion | <ul style="list-style-type: none"> ballad chorus compose dynamics emotions ensemble facial expressions features feelings instrumentals lyrics melody nonsense words performance phrases poem pop songs rehearse rhyme solo stanza story mountain summarize tune verse vocabulary volume | <ul style="list-style-type: none"> accuracy crescendo control composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion | <ul style="list-style-type: none"> time signature bar line metallophone rest ostinato harmony dynamics minim semibreve crotchet treble clef afropop south african jazz gumboot dance zulu folk music xylophone glockenspiel marimba bar chime | <ul style="list-style-type: none"> call and response improvisation jazz motif off-beat pitch Ragtime rhythm scat singing straight quaver strung quaver swing music swung rhythm syncopated rhythm syncopation traditional jazz tune | <ul style="list-style-type: none"> Bollywood compose drone dynamics harmonium improvise Indian flute lyrics melodic line notation opinion pitch rag repeated rhythm rhythm sarangi sitar tabla tala tempo |

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| Year 4 | <ul style="list-style-type: none"> body percussion combine compose contrast contrasting rhythms dynamics inspiration layers loop melody line organisation pitch record repeated melodies rhythm sections structure tempo texture tune tuned percussion | <ul style="list-style-type: none"> calypso griot kaiso pentatonic scale steel pans Syncopation harmony | <ul style="list-style-type: none"> bass line beat chorus dynamics flat notes in-time hand jive in-tune notation originate pitch rhythm rhythmic patterns rock and roll sections sequence style sharp notes tempo untuned percussion verse vocals walking bass line | <ul style="list-style-type: none"> a cappella breath control cue diction directing dynamics expression harmony line in the round layer melody mood notation opinion ostinato parts percussion rhythm staff notation texture tempo vocal ostinato | <ul style="list-style-type: none"> Latin music Salsa Rumba cha-cha-cha Reggaeton Samba Tango Percussion Clave Shakers Bongos Castanets guiros | <ul style="list-style-type: none"> backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps tempo transpose tuned instrument vocal warm-ups |
| Year 5 | <ul style="list-style-type: none"> accuracy backing track balance composition control crotchet | <ul style="list-style-type: none"> 12-bar blues ascending scale backing track bar bent notes blues | <ul style="list-style-type: none"> a capella break call and response chords chord progression diction | <ul style="list-style-type: none"> gamelan slendro Octave Gong metallophone | <ul style="list-style-type: none"> dynamics graphic score inspiration layering mood pitch | <ul style="list-style-type: none"> action song backdrop book musical character song choreographer composer |

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| | <ul style="list-style-type: none"> dotted minim ensemble expression features fluency lyrics minim minor key notation parts pitch pitch notation quaver repeating rhythm semibreve sheet music staff notation stave structure tempo tune tuned percussion unison vocal warm-ups | <ul style="list-style-type: none"> blues scale chord convey descending scale expression features flat improvisation lyrics pitch quavers sharp solo staff notation | <ul style="list-style-type: none"> djembe duo dynamics eight-beat break ensemble expression improvisation major chord master drummer metronome performance polyrhythms pronunciation pulse ostinato rests rhythm soloist syncopation tempo tuned percussion unaccompanied vocals | | <ul style="list-style-type: none"> represent soundtrack synesthesia tempo texture timbre visual representation vocal sounds | <ul style="list-style-type: none"> comic opera costumes designer dialogue director duet ensemble hip-hop musical jukebox musical librettist libretto lyricist musical director musical theatre opera operetta performers props rock musical scene solo tempo timbre transitions |
| Year 6 | <ul style="list-style-type: none"> classical characterise composition conductor depict dynamics ensemble graphic score improvisation notation orchestra pitch | <ul style="list-style-type: none"> Bollywood Hindi playback singers sound effect harmony performance direction Indian flute Table Harmonium Tanpura | <ul style="list-style-type: none"> counter-melody diaphragm dynamics era expression features graphic score harmony harmonise lyrics melody melody line | <ul style="list-style-type: none"> accelerando body percussion brass characteristics chords chromatics clashing composition conversation convey crescendo descending | <ul style="list-style-type: none"> melody harmony Ostinato layered textures interlocking phrase Electronic Dance Music (EDM) Synthesiser repetition | <ul style="list-style-type: none"> 3/4 time 4/4 time accidentals body percussion diaphragm legato motif orchestra percussion phrases pitch pizzicato |

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| | <ul style="list-style-type: none"> • texture | <ul style="list-style-type: none"> • sitar | <ul style="list-style-type: none"> • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo | <ul style="list-style-type: none"> • dynamics • emotion • evoke • features • imagery • improvise • interpret • interval • major • melodic • military • minor • modulate • orchestral • pitch • polished • sequence • solo • soundtrack • symbol • timpani • tension • texture • tremolo • unison • urgency | <ul style="list-style-type: none"> • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind |
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