

Music Skills and Knowledge Progression

September 2021

Inter-related dimensions of music are: Pitch, Duration, Dynamics, Tempo, Timbre, Texture and Structure.

Listening, Appraising and Responding

NC: Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and great composers and musicians

NC: Listen with concentration, attention to detail and recall sounds with increasing aural memory

NC: Develop an understanding of the history of music

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|--|
| <i>Shows attention to sounds and music (Pre 3)</i> <i>Responds emotionally and physically to music when it changes (Pre 3)</i> <i>Moves and dances to music (Pre 3)</i> <i>Listens with increased concentration to sounds (N)</i> <i>Responds to what has been heard expressing thoughts and simple feelings (N)</i> | <i>Concentrates and listens to a piece of music</i> <i>Responds to different moods in music and say how it makes them feel</i> <i>Says whether they like or dislike a piece – using musical vocabulary</i> <i>Recognises & names different instruments they can hear</i> | <i>Listens out for particular things i.e. instruments when listening to music</i> | <i>Recognises the work of at least one composer</i> <i>Uses musical vocabulary to describe a piece of music or composition</i> <i>Uses musical vocabulary to describe likes and dislikes about a piece of music</i> <i>Confidently recognises a range of musical instruments and the different sounds they make</i> | <i>Identifies the character of a piece of music</i> <i>Identifies and describes the different purposes of music</i> <i>Begins to identify the style of work of a range of composers</i> <i>Confidently recognises and explores a range of musical styles and traditions and knows their basic style indicators</i> | <i>Describes, compares and evaluates music using musical vocabulary</i> <i>Explains why music is successful or unsuccessful</i> <i>Contrasts the work of a famous composer and can explain preferences</i> <i>Develops a deeper understanding of the history and context of music</i> | <i>Evaluates how the venue, occasion, and purpose affects the way a piece of music is created</i> <i>Analyses features within different pieces of music</i> <i>Compares and contrasts the impact that different composers from different times have had on people at that time.</i> <i>Recognises the dimensions of music in music heard.</i> |

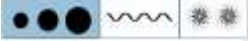

See Suggested Music for listening and singing to accompany the Music Skills and Knowledge Progression

| Singing | | | | | | |
|--|---|--|--|---|---|--|
| NC: Use the voice expressively and creatively by singing songs, chants and rhymes NC: Sing musically with increasing confidence NC: Sing with increasing accuracy, fluency, control and expression | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <i>Enjoys and takes part in action songs such as Twinkle Twinkle Little Star. (Pre 3)</i> <i>Remembers and sings entire songs (N)</i> <i>Says Nursery Rhymes</i> <i>Moves to simple songs</i> <i>Sings simple songs and joins in with the actions</i> <i>Sings the pitch of a tone sung by another person – pitch match (N)</i> <i>Sings a melodic shape of familiar songs. (N)</i> <i>Sings a range of well-known nursery rhymes and songs (ELG)</i> | <i>Sing/perform simple songs, chants and rhymes from memory</i> <i>Sings collectively and at the same pitch,</i> <i>Responds to simple visual directions (e.g. stop, start, loud, quiet) and counting in – follow the conductor</i> <i>Sings simple songs with a very small range, including pentatonic songs</i> <i>Sings a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</i> <i>Understands how to sing musically after warming up, sitting or standing well so that the sounds are projected confidently</i> | <i>Sing songs regularly with a pitch range of do-so with expression, confidence and increasing vocal control.</i> <i>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</i> <i>Knows the meaning of dynamics (loud/quiet) and tempo (fast/slow) and is able to demonstrate these when singing, by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</i> <i>Sings short phrases independently within a singing game or short song.</i> <i>Sings a song in two parts</i> | <i>Sings a widening range of unison songs of varying styles and structures with a pitch range of do–so tunelessly and with expression.</i> <i>Performs forte and piano, loud and soft.</i> <i>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</i> <i>Walks, moves or claps a steady beat with others, changing the speed of the beat as the tempo of the music changes.</i> <i>Sings songs with multiple parts with increasing confidence.</i> <i>Performs as a choir in school assemblies.</i> | <i>Continues to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo)</i> <i>Sings rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</i> <i>Sings as part of an ensemble with confidence and precision</i> <i>Performs a range of songs in school assemblies</i> | <i>Sings a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</i> <i>Sings three-part rounds, partner songs, and songs with a verse and a chorus.</i> <i>Performs a range of songs in school assemblies and in school performance opportunities.</i> <i>Sings as part of an ensemble with confidence and precision</i> | <i>Sings a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</i> <i>Continues to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</i> <i>Performs a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</i> |

See Suggested Music for listening and singing to accompany the Music Skills and Knowledge Progression

| Improvising & Composing | | | | | | |
|---|--|--|--|--|--|---|
| NC: experiment with, create, select and combine sounds | | | | | | |
| NC: Improvise and compose music for a range of purposes | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Experiences a range of non-tuned percussion instruments – and is able to combine sounds <i>Improvise a song around one already known (N,R)</i> | Improvise simple vocal chants, using question and answer phrases <i>Understands the difference between creating a rhythm pattern and a pitch pattern</i> Invents, retains and recalls rhythm and pitch patterns and performs these for others, taking turns | <i>Improvise a simple rhythm using different instruments including the voice</i> Works with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion , creating a musical conversation | <i>Understands that improvisation is when a composer makes up a tune within boundaries</i> Improvise (using voices, tuned/untuned percussion and instruments Invents short ‘on-the-spot’ responses using a limited note-range Structures musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end Composes in response to different stimuli, e.g. stories, verse, images (paintings & photographs) and musical sources | Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato). Begins to make compositional decisions about the overall structure of improvisations <i>Improvise with increasing confidence using voice, rhythms and varied pitch</i> | Improvise freely over a drone , developing a sense of shape and character, using tuned percussion and melodic instruments Improvise over a simple groove , responding to the beat , creating a satisfying melodic shape Experiments with using a wider range of dynamics , including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). | Creates music with multiple sections that include repetition and contrast (in small groups) Uses chord changes as part of an improvised sequence Extends improvised melodies beyond 8 beats over a fixed groove , creating a satisfying melodic shape. |
| Composing | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <i>Creates own songs (N, R)</i> | Creates musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. | <i>Uses tuned and untuned classroom percussion to compose and improvise</i> <i>Experiments with, create select and combine sounds using Pitch, Duration,</i> | <i>Understands that composition is when a composer writes down and records a musical idea</i> Combines known rhythmic notation with letter names | Combines known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sings and play these | <i>Composes complex rhythms from an increasing aural memory</i> Composes melodies made from pairs of phrases in either C major or A minor | Plans and composes an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Playsthis melody on |

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| | <p>Combines to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <p>Uses music technology, if available, to capture, change and combine sounds.</p> <p>Recognises how graphic notation can represent created sounds. Explore and invent own symbols, for example:</p>  | <p><i>Dynamics, Tempo, Timbre, Texture and Structure.</i></p> <p>Creates music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Uses music technology, if available, to capture, change and combine sounds.</p> <p>Uses graphic symbols, dot notation and stick notation, as appropriate; to keep a record of composed pieces.</p> | <p>to create rising and falling phrases using just three notes (do, re and mi).</p> <p>Composes song accompaniments on untuned percussion using known rhythms and note values.</p> | <p>phrases as self-standing compositions.</p> <p>Arranges individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</p>  <p>Explores developing knowledge of musical components by composing music to create a specific mood, eg creating music to accompany a short film clip.</p> <p>Introduces major and minor chords.</p> <p>Includes instruments played in whole class; group; or individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Captures and records creative ideas using, graphic symbols, rhythm notation, time signatures, staff notation & technology.</p> | <p>or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Working in pairs, composes a short ternary piece</p> <p>Records a composition using formal notation</p> <p>Uses chords to compose music to evoke a specific atmosphere, mood or environment, eg create music to accompany a silent film or to set a scene in a play or book</p> <p>Captures and record creative ideas using, graphic symbols, rhythm notation, time signatures, staff notation & technology</p> | <p>available tuned percussion and/or orchestral instruments. Notates this melody.</p> <p>Composes melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <p>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</p> <p>Composes a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p><i>Improvises and composes music for a range of purposes using the inter-related dimensions of music</i></p> |
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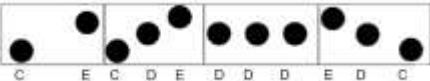
| Musicianship | | | | | | |
|--|---|---|---|---|---|--|
| NC: Play tuned and untuned instruments musically NC: Use and understand staff and other musical notations | | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p><i>Plays instruments with increasing control to express feelings and ideas. (N)</i></p> <p><i>Explores and engages in music making and dance, performing solo or in groups (R)</i></p> <p><i>Performs songs, rhymes, poems and stories with others – and tried to move in time with music (ELG)</i></p> | <p>Pulse/Beat Walks, moves or claps a steady beat/pulse with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Uses body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Responds to the pulse in recorded/live music through movement and dance; stepping, jumping, walking on tiptoes.</p> <p>Rhythm Performs short copycat rhythm patterns accurately, led by the teacher</p> <p>Perform short repeating rhythm patterns (ostinati)</p> | <p>Pulse/Beat Understands that the speed of the beat can change, creating a faster or slower pace (tempo- the speed of the music).</p> <p><i>Marks the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</i></p> <p>Walks in time to the beat of a piece of music or song</p> <p>Knows the difference between left and right to support coordination and shared movement with others.</p> <p>Begins to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identifies the beat groupings in familiar music that they sing regularly and listen to,</p> | <p>Rhythm, Metre and Tempo Understands that rhythm is a combination of long and short sounds that convey movement.</p> <p>Downbeats, fast (allegro), slow (adagio), pulse, beat</p> <p>Pitch and Melody Understands that pitch is how high or low a sound is. Understands that melody is a sequence of notes and rhythms. (High, low, rising, falling; pitch range do–so)</p> <p>Structure and Form <i>Understand that structure describes how different sections of music are ordered eg</i> Call and response; question phrase, answer phrase, echo, ostinato</p> <p>Harmony Understands that harmony is the sounding of two or more notes at the same time - Drone</p> | <p>Rhythm, Metre and Tempo Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre</p> <p><i>Copy increasingly challenging rhythms using body percussion and untuned instruments</i></p> <p>Pitch and Melody Pentatonic scale, major and minor tonality, pitch range do–do</p> <p>Structure and Form Rounds and partner songs, repetition, contrast</p> <p>Harmony Static, moving</p> <p>Texture Duet, melody and accompaniment</p> <p>Dynamics and Articulation Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i></p> | <p>Rhythm, Metre and Tempo Simple time, compound time, syncopation</p> <p>Pitch and Melody Full diatonic scale in different keys C major, G major, F major,</p> <p>Structure and Form Understands that structure is the way a piece is built and what order sections are in. Binary form, Ternary form, verse and chorus form, music with multiple sections</p> <p>Harmony Triads, chord progressions</p> <p>Texture Music in 3 parts, music in 4 parts</p> <p>Dynamics and Articulation Uses and recognises a wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i></p> | <p>Rhythm, Metre and Tempo Simple time, compound time, syncopation</p> <p>Pitch and Melody Full diatonic scale in different keys D major, A major, A minor Chromatic scale</p> <p>Structure and Form Understands that structure is the way a piece is built and what order sections are in. Ternary form, verse and chorus form, music with multiple sections</p> <p>Harmony Triads, chord progressions</p> <p>Texture Music in 3 parts, music in 4 parts</p> <p>Dynamics and Articulation Uses and recognises a wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very</p> |

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| | <p>while keeping in time with a steady beat.</p> <p>Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</p> <p>Understand that rhythm describes the mixture of long/short sounds which are performed on top of the pulse</p> <p>Pulse Understands that pulse is the underlying steady beat of music.</p> <p>Tempo/Speed <i>Understand that tempo describes how fast and slow the music is</i></p> <p>Dynamics <i>Understand that dynamics is how loud or quiet the music is</i></p> <p>Pitch <i>Understand that pitch describes how high and low sounds are.</i></p> <p>Listen to sounds in the local school environment, comparing high and low</p> | <p>Rhythm Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including <i>crotchets, quavers and crotchets rests.</i></p> <p>Create and perform own chanted rhythm patterns with the same stick notation.</p> <p>Timbre <i>Understand that timbre describes the character or quality of sound - the particular tone that distinguishes a sound or combination of sounds</i></p> <p>Pitch Play a range of singing games based on the <i>cuckoo interval</i> (so-mi, matching voices accurately, supported by a leader playing the melody. The melody could be played on</p> | <p>Texture Understands that texture is the layers of sound in a musical work and the relationship between them.</p> <p>Unison, layered, solo <i>Understand that texture describes the layers within the music</i></p> <p>Dynamics and Articulation Understands that dynamics is the variation in loudness between notes and phrases. Loud (<i>forte</i>), quiet (<i>piano</i>)</p> <p>Instruments and Playing Techniques Instruments used in Foundation Listening</p> <p>Reading Notation Introduce the <i>stave</i>, lines and spaces, and <i>clef</i>. Use <i>dot notation</i> to show higher or lower pitch.</p> <p>Duration: Understands that duration is the length of a sound</p> <p><i>Introduces and understands the differences between</i></p> | <p>(detached)</p> <p>Tempo/Speed Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)</p> <p>Instruments and Playing Techniques Instruments used in Foundation Listening Including playing techniques – tonguing/slurring.</p> <p>Reading Notation <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i></p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>Follow and perform simple rhythmic <i>scores</i> to a steady beat: maintain individual parts accurately within the rhythmic <i>texture</i>, achieving a sense of ensemble.</p> | <p>(moderately loud) and <i>mezzo piano</i> (moderately quiet)</p> <p>Tempo/Speed Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)</p> <p>Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)</p> <p>Reading Notation <i>Understand the differences between semibreves, minims, crotchets and crotchet rests, dotted crotchets paired quavers and semiquavers.</i></p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight</p> | <p>quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)</p> <p>Tempo/Speed Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)</p> <p>Instruments and Playing Techniques Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)</p> <p>Reading Notation <i>Understand the differences between semibreves, minims, dotted minims, dotted crotchets, crotchets, quavers and semiquavers, and their equivalent rests.</i></p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores</p> |
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| | <p>sounds</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk; quiet sounds created on a rainstick/shakers to depict a shower; regular strong beats played on a drum to replicate menacing footsteps.</p> <p>Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</p>  | <p>a piano, acoustic instrument or backing track.</p> <p>Respond independently to pitch changes heard in short <i>melodic phrases</i>, indicating with actions</p> <p>Recognise dot notation and match it to 3-note tunes played on <i>tuned percussion</i>, for example:</p>  <p><i>Use tuned and untuned classroom percussion to play accompaniments and tunes</i></p> <p><i>Practise, rehearse and perform music to an audience with confidence</i></p> | <p><i>crotchets, minims and paired quavers.</i></p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Tonic Sol-fa – range of a 3rd do-me</p> | | <p>from prepared cards, using conventional symbols for known rhythms and note durations.</p> | <p>in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> |
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| Instrumental Performance | | | |
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| NC: play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy, fluency, control and expression | | | |
| Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</p>  <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p><i>Play and perform in solo or ensemble contexts with confidence</i></p> | <p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p><i>Play and perform in solo or ensemble contexts with confidence</i></p> | <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p><i>Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</i></p> | <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (f), very quiet (p), moderately loud (mf) and moderately quiet (mp).</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> |

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September 2021

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| Musical Vocabulary | | | | | |
|---|------------------|------------------------------|----------------|------------------------------|--------------------------------|
| Suggested year group in which vocabulary could be introduced verbally | | | | | |
| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 & 6 |
| Rhyme | Chant | Crescendo, (getting louder) | Unison | Octave | Groove |
| Action | Pulse | | Harmony | Rest | fortissimo, (very loud) |
| Pitch | Pitch | Decrescendo (getting softer) | Solo | Time Signature | pianissimo (very quiet) |
| Melody | Beat | | Drone | Bar/line | mezzo forte (moderately loud) |
| Tune | Pattern | Pause | Forte (loud) | Treble/Bass | |
| Instrument | Ostinato | Improvise | Texture | Duet | mezzo piano (moderately quiet) |
| Voice | Rhythm | Conversation | Piano (soft) | Legato (smooth) | Binary |
| Stop | Conductor | Compose | Stave | Staccato (detached) | Ternary |
| Start | Sequence | Composer | Allegro (Fast) | Pentatonic | Chordal |
| Loud | Verse | Duration | Clef | Major/Minor chords | Triad |
| Soft | Symbol | Timbre | Adagio (slow) | Score | Diatonic |
| Quiet | Chorus | Texture | Crotchet | Staff Notation | Pizzicato |
| Fast | Dynamic | Structure. | Echo | stave | Tremolo |
| Slow | Repeat | | Minim | Accelerando (getting faster) | Syncopated |
| | Tempo | | Phrases | Rallentando (getting slower) | syncopation |
| | Sound | | Quaver | | Expression |
| | Speed | | Composition | Semiquaver | Variations |
| | Untuned/tuned | | Semibreve | Contrast | Rondo |
| | Percussion | | Improvisation | | Introduction |
| | Call & Response | | Accompaniment | | Interlude |
| | Graphic Notation | | Metre | | |
| | | | Form | | |
| | | | Silence | | |
| | | | Increase | | |
| | | | Decrease | | |
| | | | Phrase | | |

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