

Moorlands MUSIC Progression of skills

PERFORMING = Singing and Playing

LISTENING + APPRAISAL

IMPROVISING

COMPOSING

THE HISTORY OF MUSIC

MUSICAL UNDERSTANDING

Inter-related dimensions of music:

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Musical notation

Music Technology

National Curriculum –

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.

Aims The national curriculum for music aims to ensure that all pupils:

- ♣ perform, listen to, 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1:

Pupils should be taught to:

- ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ♣ play tuned and untuned instruments musically
- ♣ listen with concentration and understanding to a range of high-quality live and recorded music
- ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.

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.

Pupils should be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music
- ♣ listen with attention to detail and recall sounds with increasing aural memory
- ♣ use and understand staff and other musical notations
- ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- ♣ develop an understanding of the history of music.

	YEAR R <i>(Being imaginative and expressive)</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing - Singing	<p>Sing in a group, or solo, beginning to match the pitch and melody.</p> <p>Sing a range of well-known nursery rhymes.</p> <p>Sing with actions to a small audience, starting and stopping correctly.</p>	<p>Hear and replicate notes and intervals using voices.</p> <p>Blend voices with the group.</p> <p>Use the voice to make a range of sounds.</p> <p>Join in with group singing, showing an awareness of rhythm, timings and using expression.</p>	<p>Sing with control over pitch.</p> <p>Sing as part of an ensemble, blending voices musically.</p> <p>Sing in canon.</p> <p>Sing with expression and dynamics.</p> <p>Sing short songs from memory.</p>	<p>Sing simple ostinatos as a solo within a group performance.</p> <p>Sing with a group, including in rounds, with confidence and in tune.</p>	<p>Perform as an ensemble in different parts.</p> <p>Perform pieces from memory using new rhythms.</p> <p>Sing more difficult songs and a range of part songs with breath control, diction, expression and timing.</p>	<p>Sing rounds, part songs and melodic ostinatos in a variety of musical styles with accuracy, fluency and control and expression.</p>	<p>Sing using the correct technique, with accuracy fluency and expression, as part of a group and solo.</p> <p>Sing as part of a section in a three-part harmony arrangement.</p> <p>Perform a melody or harmony line over the top of a rhythmic accompaniment.</p> <p>Sing with confidence and control.</p>

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Performing - Playing	<p>Perform songs, rhymes, poems, stories.</p> <p>Explore and engage in music-making.</p> <p>Stop and start playing at the right time.</p>	<p>Select different parts of the body and percussion to make a range of sounds.</p> <p>Be able to copy simple rhythms.</p> <p>Perform using simple graphic notation.</p>	<p>Play small pitched and unpitched instruments using correct techniques.</p> <p>Play in canon.</p> <p>Play and perform longer rhythmic patterns, considering pulse dynamics and tempo.</p> <p>Perform using graphic scores and letter notation.</p>	<p>Play simple ostinatos as a solo within a group performance.</p> <p>Play the pentatonic scale.</p> <p>Follow hand signals from a leader/conductor to begin and finish playing and to modify tempo and dynamics.</p> <p>Perform confidently, individually and in a group showing understanding of the effect of rhythm, pitch and dynamics</p> <p>Be able to perform from basic symbols of notation and letter notation.</p>	<p>Perform pieces from memory.</p> <p>Perform as an ensemble in different parts.</p> <p>Follow the leadership of a conductor.</p> <p>Know and describe the posture and technique for the instrument being taught.</p> <p>Perform from musical notation.</p> <p>Play instruments with care and in time with peers, with melodic accuracy and rhythmic control.</p>	<p>Play a variety of classroom instruments with increased fluency and accuracy.</p> <p>Maintain a rhythmic accompaniment to a group performance.</p> <p>Perform compositions, paying attention to performance directions.</p> <p>Read and perform from a range of different notations (graphic scores, stave notation)</p>	<p>Perform a melody or harmony line over the top of a rhythmic accompaniment.</p> <p>Conduct or lead the group, directing the performance with authority and sensitivity.</p> <p>Play confidently, independently and in a group following a conductor's cues, while demonstrating musical quality, technical accuracy, an understanding of the interrelated dimensions of music.</p> <p>Read and perform from a range of different notations (graphic scores, stave notation)</p>

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening + Appraisal	<p>Listen attentively to music, expressing feelings and responses.</p> <p>Respond to music, suggest actions to songs and follow a beat, understanding that different instruments make different sounds.</p>	<p>Describe music as fast/slow, loud/soft, soft/choppy.</p> <p>Explain how music makes you feel.</p> <p>Begin to identify different instruments and how they are played.</p> <p>Express basic opinions about music.</p> <p>Repeat short, simple rhythmic patterns.</p>	<p>Begin to be able to describe the texture and structure of a piece of music.</p> <p>Begin to describe dynamics, pitch and sonority (using terms such as “speeding up” and “getting louder”)</p> <p>Understand how sound is produced on different instruments and identify them.</p> <p>Listen with concentration to the compositions of others and live and recorded music, and begin to use musical vocabulary to describe and suggest improvements.</p>	<p>Learn about the key features of the music being studied and identify them when listening.</p> <p>Describe the pentatonic scale.</p> <p>Offer suggestions and accept feedback on a group’s musical performance.</p> <p>Listen to, and give an opinion on, a range of live and recorded music from different traditions, genres, styles and times, using some musical vocabulary to describe the timbre, dynamic and texture of a piece.</p>	<p>Describe the key features of the instrument being taught.</p> <p>Describe and evaluate musical technique.</p> <p>Evaluate a group’s musical performance.</p> <p>Listen to, and identify common features between, a range of live and recorded music from different traditions, genres, styles and times, responding by describing the effect of the interrelated dimensions of music.</p>	<p>Identify and describe a range of orchestral, pop and traditional world instruments, and understand their function within an ensemble.</p> <p>Evaluate and discuss music using terminology to talk about the musical elements (texture, sonority, tempo, dynamics, rhythm, melody, harmony etc)</p> <p>Identify the style, genre and key features of a range of musical styles.</p> <p>Understand and discuss the context and history of a broad range of musical styles.</p> <p>Evaluate own performances and compositions.</p>	<p>Evaluate and discuss music using a range of terminology to discuss musical elements (texture, structure, sonority, tempo, dynamics, rhythm, melody, harmony)</p> <p>Identify the style, genre and key features of a range of musical styles.</p> <p>Identify and describe a range of orchestral, pop and traditional world instruments and understand their function within an ensemble.</p> <p>Understand and be able to discuss the context and history of a broad range of musical styles.</p> <p>Give a specific critique with justifications of own and other’s work.</p>

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Improvising	Experiment with classroom objects, body percussion, vocal sounds and untuned instruments to respond to, and make, music.	Experiment with tuned and untuned instruments.	Experiment with tuned and untuned instruments, improvising with a theme in mind.	<p>Improvise using the pentatonic scale.</p> <p>Experiment with tuned and untuned instruments, improvising rhythms and melodies.</p>	<p>Improvise a melody using the notes and rhythms taught.</p> <p>Adapt improvisation based on the guidance of a conductor.</p>	Create and refine musical improvisations with awareness of musical structure within a given style.	<p>Improvise as a soloist during a group performance.</p> <p>Improvise coherently and creatively, incorporating the feature of a given style.</p>

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Perform compositions, paying attention to performance directions.

<p>Composing</p>	<p>Use vocal sounds, body percussion and untuned percussion to respond to, and make, music.</p>	<p>Compose simple rhythms.</p> <p>Create and choose sounds (vocal and instrumental), using untuned and tuned percussion in response to given starting points.</p> <p>Begin to use simple symbols to represent sounds.</p>	<p>Compose 4-beat rhythms.</p> <p>Use notation/visual representation to compose music.</p> <p>Create soundscapes in response to given starting points and creating an intended effect.</p>	<p>Develop compositions using 4-beat rhythms.</p> <p>Write a melody using the pentatonic scale.</p> <p>Use notation/visual representation to play and compose music.</p> <p>Write lyrics with others in response to a prompt.</p>	<p>Create layers of sound with melodic and rhythmic patterns, using voice and instruments.</p> <p>Use musical symbols and notation to record and create compositions.</p>	<p>Perform compositions, paying attention to performance directions.</p> <p>Compose a rhythmic accompaniment to a group performance.</p> <p>Use notation to write down compositions.</p> <p>Compose melodies, paying attention to phrasing and structure. Include performance directions including tempo, dynamics, articulation etc.</p>	<p>Compose own pieces of music using a range of musical technology and prior learning.</p> <p>Compose using musical notation and visual representation.</p> <p>Compose a pop-style song including lyrics and melody, as part of a group.</p>
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	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
The History of Music				Understand that music from different times has different features.	Recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.	Discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.
	YEAR 1 + 2		Year 3 + 4		YEAR 5 + 6		
Musical Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They recognise different genres key features and their impact.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition are justified		

The Inter-related dimension of Music

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pitch	Understand what 'high' and 'low' notes are.	Understand and recognise pitch - high and low sounds, use tuned percussion to explore pitch and start to match pitches heard with some accuracy in the voice.	<p>Begin to describe pitch.</p> <p>Understand that tuned instruments have different ranges of pitches.</p> <p>Replicate lower or higher vocal sounds with increasing accuracy.</p>	<p>Play pentatonic patterns.</p> <p>Sing songs with a wider range of notes with greater vocal control.</p>	<p>Know that the bass line is the lowest pitch.</p> <p>Select and create music using major, minor and pentatonic scales.</p>	Sing and play songs with larger leaps and harmonies.	<p>Understand the role of the treble and bass clef and know that a melody can be adapted by changing its pitch</p> <p>Accurately sing syncopated melodies.</p>
Duration	Recognise that different sounds can be long or short.	<p>Know that a rhythm means a pattern of long and short notes and repeat copycat rhythm and word patterns, using voices and body percussion such as clapping.</p> <p>Experience different time signatures.</p>	<p>Know that 'duration' means how long a note, phrase or whole piece of music lasts and create and play own rhythm and word patterns, using the idea that long and short sounds of a spoken phrase can be represented by rhythm</p> <p>Sing and play a variety of songs in $\frac{3}{4}$ and $\frac{4}{4}$</p>	<p>Know that written music tells you how long to play a note for and that different notes have different durations.</p>	<p>Know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p>	Play and read music with notes of a range of durations.	<p>Become more confident with a range of beats and use a wide range of notes of different durations in pieces of different time signatures.</p>

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Dynamics	Understand that instruments can be played loudly or softly.	Know that dynamics means how loud or soft a sound is and hear, recognise, sing and play loud and quiet sounds.	<p>Begin to describe the dynamics of music.</p> <p>Know that dynamics can change the effect a sound has on the audience.</p>	Select a dynamic for a reason, using dynamics to play with expression.	Select a sound for a reason (using music instructions for dynamics)	Consider how music can change in dynamic to set the scene, and understand and use a range of musical terms for dynamics.	Recognise, perform and compose confidently with the a wide range of range musical terms to describe dynamics, knowing that a melody can be adapted by changing its dynamics.
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Tempo	Recognise music that is 'fast' or 'slow' and match body movements to the speed (tempo) or pulse (beat) of music.	Understand the meaning of the words pulse and tempo and move or play untuned percussion or body percussion to the pulse at the correct tempo, recognising whether it is fast or slow.	Feel, play and recognise the pulse independently and changes to the tempo when listening to music and select the appropriate tempo when composing or performing.	Play together as a class with a clear understanding of pulse & tempo in a variety of styles and genres.	Know that playing in time means all performers playing together at the same speed and listen and change tempo with the music as it happens.	Understand the importance of tempo for particular genres of music and for varying effects.	Understand how tempo can be selected and used to create a different picture and begin to use musical terminology linked to changes in tempo.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Timbre	Discuss how instruments sound different to each other.	Know that 'timbre' means the quality of a sound and experiment with different instruments and voices to create different timbres.	Recognise instruments from a wider range of genres and different family groups and be able to select an appropriate timbre to create a mood or make a sound effect when playing and composing.	Develop recognition of the names of instruments and the different genres/types of music and be able to select the right timbre for composing, understanding that the choice can affect the mood and style of a piece of music.	Experiment with instruments to see how different playing techniques can make different sounds and develop recognition of the sounds of instruments, using this knowledge to create "texture"	Explore different combinations of sounds.	Further develop recognition of sounds of instruments and select the correct sound for a composition, using a variety of playing techniques to create different timbres (including use of music technology)
	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Texture (including harmony and tonality)	Know that music often has more than one instrument being played at a time.	Hear and discuss multiple instruments and layers in a piece of music.	Begin to understand the meaning of the term "texture". Create layered texture to produce a soundscape.	Know that many types of music consist of more than one layer of sound.	Create texture within a composition, showing understanding of how sounds fit together and selecting the sounds for a reason.	Know the meaning of the terms: solo, duet, melody and accompaniment.	Show and use the concept of texture in performances and compositions.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Structure	Recognise the chorus in a familiar song.	Play and respond using call and response phrases and recognise the pattern of verse and chorus.	Begin to understand the meaning of the term “structure”.	Use a variety of structures in singing, playing and composing (call and response, echo, question and answer phrases, rounds)	Be aware of structure in a piece of music and be able to apply a similar structure to own compositions, choosing, ordering and combining sounds carefully to create music.	Apply knowledge of different structures to own compositions.	Develop understanding of musical structure. Analyse and compose music with multiple sections, including a song using a verse/chorus structure that clearly conveys the link between the lyrics and the melody.

	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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Perform from musical notation.

<p>Musical notation</p>	<p>Know that signals can tell us when to start or stop playing.</p>	<p>Understand that music can be represented by pictures or symbols and invent own symbols to play from and use these to create simple graphic scores.</p>	<p>Use notation/visual representation to play and compose music.</p> <p>Know that 'notation' means writing music down so that someone else can play it and use graphic scores and letter notation to play and compose, while experiencing and discussing music written on a stave.</p>	<p>Use notation/visual representation to play and compose music.</p> <p>Continue to develop use of non-standard symbols and letter notation and begin to understand how "reading music" means knowing that stave notation shows the pitch and duration of a note.</p>	<p>Perform from musical notation.</p> <p>Learn notation for an octave.</p> <p>Read a musical scale from sheet music.</p> <p>Develop use of basic stave notation, recognising the notes EGBFD and FACE</p> <p>Know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>Use notation to write down compositions.</p> <p>Explore the different positions of notes in staff notation and the pitch they represent, including the use of sharp and flat symbols, and begin to use this knowledge to play and compose.</p>	<p>Use a range of note lengths and rests in 'staff notation'.</p>
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	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Music Technology	Watch rhythm, rhyme and song videos and use technology to capture performances and watch them back.	Use technological resources to listen and respond to Music and to capture performances and watch them back.	Use music apps and websites to compose simple ostinatos and use technology to capture performances and watch them back.	Use YouTube to find music for a purpose, music apps and websites to compose and practise rhythms and technology to capture performances, watch them back and evaluate.	Use Music technology to create soundscapes and to capture performances, watch them back and evaluate.	Use a variety of online technological resources (ie online pianos, metronomes, drum rhythms etc) to support musical development, apps and websites to create, edit and refine music and technology to capture performances, watch them back and evaluate.	Use a variety of technological resources to create backing beats, rhythms and melodies, to explore chords and to experiment with structure and texture and use technology to capture performances, watch them back and evaluate.

Music Vocabulary	YEAR R	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Voice Sounds Body percussion Clap Pat Instruments Hit Scrape Shake Environment	Rhythm Beat Percussion Voice Pulse Note Pitch Siren vibration Volume Blend Call and response	Minor Major Tonality Timbre Choppy Smooth Ostinato Accompaniment Texture Drum Beatboxing Bouncy Pulse Lilting Tempo Ostinato	Minim Rhythm Pulse semibreve bar barline double barline repeat sign ostinato tempo ensemble conductor texture composition notate	Crescendo Accelerando Orchestra Timbre Soundscape Programme music Pitch Tempo Dynamics Pulse Percussion Rhythm Remix Ostinato Improvise Arrange Graphic score Tempo Dynamics	Djembe Bass Tone Bar Beat Emphasis Call and response Question and answer Opening call Imitation Structure Section Polyrhythm Clave Part Layer Texture	Studio Melisma Syncopated Riff Bass line Chord Chord sequence Octave Fill Hook Rest Harmony Melody Breakdown Intro Verse Chorus
	Diwali Hannukha Kwanzaa Christmas Celebration Music Dance Tradition Call Response Drum Beat Actions	Rhythm Volume Blend Canon Round Dynamics Scale Pitch Rest Off-beat Triplets Repertoire	Rhythm Pulse Tempo Crotchet Quavers Beat Rest Semiquavers	Pulse Tempo Rap Backing track Ostinato Emphasis Hook Lyrics Syllable Rhyming couplet Rhyme Scan Track Verse Structure Pitch	Minimalism Cell Repeat Layer Texture Melody Development Compose Rhythm Pitch Tempo Dynamics Arrangement Variation Appraisal	Plantation Fusion Diverse Bass clef Off-beat Rhythm Chords Reggae Triad Percussion Structure Section Groove Clave Call and response Lyrics	Rhythm Pulse Bar Quavers Semiquavers Notation Beat Off-beat Syncopation

				Dynamics Instrumental		rhyme	
	Actions Singing Warm up Beat Pulse Tempo Pitch Dance Perform	Rhythm Pulse Tambourine Chant Beat Claves Triangle Güiro Cowbells Siren Beat Blend Rest Silent Accompaniment	Interval Pitch Vocalising Manuscript paper Rhythm Aural Treble clef Dictation Pentatonic Stave Spaces Lines Notehead Stem		Rock Electric guitar Band Call and response Blues Backing vocals Improvise Scale Pentatonic scale Classical music Rock 'n' roll Jazz Drone Sitar Tanpura Ensemble Analyse Evaluate	Reggae Ensemble Tone Bassline Pitch Riff One-drop Kick drum Snare drum Riddim Rhythm Patois Chord Harmony Off-beat Rehearse texture	Protest movement Civil rights movement Protest song Spiritual Gospel music Jim Crow March Anthem Percussive Melody Simple melody Complicated melody Hook Chorus Strophic form Enhance Minimal Percussive
	Actions Singing Warm up Beat Pulse Tempo Pitch Dance Perform	Pitch Tune Leap Melody Step Scale Pitched percussion Boomwhacker Chime bar Pulse Rhythm Musical pattern Compose	Pulse Rhythm Accompaniment Tempo Accelerando Blend Güiro Claves Chorus Canon Melody Pitched percussion Lullaby Time signature $\frac{3}{4}$ time		Recorder Woodwind Embouchure Legato Pitch Note Articulation Staccato Transition Slur Melody Theme Symphony Scale Minor	Pitch Stave Keys Manuscript paper Scale Note Interval Octave Sharp Semitone Mnemonic Suite	Pitch Stave Octave Key Scale Semitone Sharp Key signature Flat Ledger line Major Minor Transpose Key Sharp

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	Instrument Band Sound Shake Tap Bang Jingle Orchestra Conductor Beat Rhythm Strings Brass Percussion Wind perform	Composer Tone poem Dynamics Orchestra Percussion family Timpani Timbre Brass family String family Pitch Soloist Graphic score Melody Woodwind family	Ballet Tempo Presto Appraise Rhythm Percussion Tambourine Timbre Bar Rest Pulse Beat Waltz Pitch Pitched percussion Oboe Clarinet French horn Harp	Blues Lyrics Structure Bar Chord sequence 12-bar-blues Chord Call and response Rest Scale Pentatonic scale Improvise Verse Structure Melody Scat singing Imitate	Embouchure Articulation Improvise Legato Pitch Scale Articulation Accent Attack Interval Octave Leap Step Ornament Grace note Trill	Symphony Anthem Composer Conductor Baton Pulse Melody Rhythm Beat Section Part Harmony Percussion Triplet Drum roll Score Orchestra family	Time signature Waltz March Conductor Pulse Beat Accompaniment Articulation Staccato Slur Tie Anacrusis Melody Repetition Leaps and steps Crescendo Tremolo Pianissimo
	Musical story Loud Quiet Soft Lyrics Melody Character Song Fast Slow High Low Percussion Compose Instrument Perform Beat	Compose Pulse Rap Rhythm Verse Melody Pitch Chorus Tempo Dynamics Timbre Accompaniment Introduction	Stave Call and response Pentatonic scale Djembe Accompaniment Rhythmic accompaniment Crotchet Quavers Semi-quavers Rest Pitch Percussion Pitched percussion Compose Refrain Rhythm	Timbre Time signature Appraise Melody Rhythm Pentatonic scale Dynamics Tempo Legato Accelerando Crescendo Pulse Pizzicato Staccato Stepwise movement Coda	Ostinato Rhythm Rhythmic ostinato Chord Major Minor Pitch Melody Verse Melody Leaps Steps Bassline Percussion Beatboxing Chorus	Melody Catchy Musical elements Sequence Diminution Suspense Ostinato Part Adaptive music Leitmotif Melody Storyboard Fanfare Chord Key Sound effect DAW	Traditional music Accordion Bouzouki Syncopated Darbuka Riq Octave Unison Doubled Call and response Cimbalom Oud Solo Improvise Riff Makam Structure

