

Curriculum Intent Statement

Department: Performing Arts

Performing Arts Curriculum Intent:

“The arts especially teach children that problems can have more than one solution and that questions can have more than one answer.” Sir Ken Robinson

Our Performing Arts curriculum is designed to nurture passionate, imaginative, and inquisitive individuals who view the world through an artistic lens. We aim to foster an appreciation for both historical and contemporary art forms from diverse cultures, preparing students to become independent and creative thinkers.

Key Objectives:

- **Foster Wisdom:** Cultivate an understanding and appreciation of the arts in contemporary society and across the world.
- **Instil Hope:** Encourage confidence, resilience, and self-worth through the exploration of various creative styles, practitioners, and mediums.
- **Emphasise Service:** Students learn to help each other, share responsibilities, and develop a strong sense of community, where the value of contributing to the success of their peers is understood.
- **Encourage Resilience:** Students learn to handle constructive criticism, adapt to unexpected situations, and develop the perseverance needed to succeed both on and off the stage.

The goal is to nurture creative, confident, and resilient individuals who appreciate the arts, collaborate effectively, and are equipped with skills that support their learning and success in all areas of life. Our curriculum aims to develop the whole child, equipping them with key life skills such as communication, exploration, discernment, and perseverance.

KS3 topics may be supported, developed and aided with a number of individual, short term and unassessed schemes of work. These may include composition projects (My Picture Piece, Variations, Silly Scales) practical music tasks linked to community, national and international events (eg World Book Day, Black History Month) and keyword activities and retrieval exercises (using Teaching Gadget) These are implemented to support the learning in class and scheduled at the discretion of the teaching staff.

KS3 and KS4 topics are also interleaved with Icon Lessons – designed by department specialists to be utilised in the classroom through the year, and deliverable by non specialist staff. These lessons highlight icons of the Performing Arts industry, performers, producers and writers, who demonstrate the school values. Music and Drama lessons are available across KS3 and into KS4 if required. More information is available below.

Year Group: 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Stomp and Sing Rhythm and Melody		The Power of Pentatonic Melody and Harmony		Band Musicianship 1: The 4-chord trick Instrumentation	
Key Content/ Knowledge	<p>Students will be performing (using their bodies and voices as instruments). They will explore how the voice can be fully utilised in performance and composition. Students will develop their understanding and ability to read, perform and compose within a given structure using 4 beat rhythmic patterns as their building blocks. Students will learn how to notate their rhythmic patterns using staff notation.</p> <p>Students learn to understand how rhythm is what gives music its energy and movement; that much music is made up of a series of patterns and how these patterns can fit together to create a larger structure.</p> <p>Students will listen to beatboxing, body percussion and modern classical compositions by Anna Meredith as well as critically analysing different vocal styles and ranges.</p>		<p>Students are introduced to pentatonic scales and learn the secrets of effective melody writing. They begin to navigate staff notation in the treble clef.</p> <p>Students learn to understand how balanced melodies are structured looking at question and answer phrases and use of the tonic and the dominant note. They understand that the pentatonic scale is used in a variety of music including folk, jazz and classical.</p> <p>Students will study the spiritual Amazing Grace amongst other pentatonic melodies</p>		<p>Students develop an understanding of harmony, chords and chord relationships, whilst developing basic instrumental or tech skills. They develop ensemble skills that support connected playing and are introduced to chord charts and rhythm grids.</p> <p>Students learn to understand how different musical styles employ different kinds of accompaniment and that many pop songs are made up of just 4 chords. They will identify major and minor chords and primary and secondary chords and develop into understanding inversions and writing chord progressions. They will understand how harmony supports melody.</p> <p>Students will particularly focus on Reggae music, looking at the one drop beat style and off beat chords</p>	
Skills Covered	Singing accurately and with style. Holding a harmony line in a small group. Clapping on/off beats, co-ordinating body percussion patterns. Chair drumming and stick skills. Playing a simple part by ear with some accuracy. Reading simple		Reading and interpreting notes in the treble clef. Writing treble clef notation. Improvising using a range of given options. Working effectively with a partner. Keyboard technique using 5		Forming major and minor chords on the keyboard. Sustaining a part with good ensemble. Composing music that uses a range of given materials – harmony and	

	rhythm notation. Basic improvising and composing.	fingers. Discussing and critiquing work appropriately.	melody. Discussion and critique of work and effective rehearsal in small groups.
Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment
Tier 2 and 3 Word Palette Stomp and Sing	<p>Melody Step, leap, balanced phrase, question and answer, treble clef, scale degrees, stave, semitone, staff notation, improvisation, ostinato</p> <p>Articulation/Dynamics Loud (forte), quiet (piano), mezzo piano, mezzo forte, fortissimo, pianissimo, crescendo, diminuendo, staccato</p> <p>Tempo/Rhythm Pulse, tempo, bar, bar line, simple time signatures, semibreve, minim, crotchet, quaver, semiquaver, rest, rhythm, polyrhythms, syncopation, sustained, on-the-beat, off-beat, dotted crotchet, tie, count-in, upbeat</p> <p>Structure Repetition, riff, ostinato, groove, bar, phrase, balanced phrase, sections, intro, verse, chorus, outro, addition, subtraction, song, call and response</p> <p>Harmony Pentatonic, major keys, major and minor triads, chord relationships, tonic, dominant, primary and secondary chords, root note, 3rd, 5th, inversions, chord charts, chord symbols</p> <p>Instruments Voice (vocalising, singing, beatboxing), soprano, alto, tenor, bass, body percussion, keyboard, ukulele, acoustic guitar, drumkit, strumming, stab</p> <p>Texture Solo, unison, two-part, layers, full, sparse, polyrhythmic, melody and accompaniment, harmony, call and response</p>		

Year Group: 8	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Rhythm is a Dancer Time – Tempo		West African Music Dynamics – Articulation		Band Musicianship 2: The Blues Harmony – Structure	
Key Content/ Knowledge	<p>Students will use specific musical vocabulary e.g. tempo, instrumentation, form and structure, dynamics to make connections between different types and styles of dance and the music which would accompany them. They will identify more complex musical features and the elements of music in a broader range of dance music from different times and places and perform a range, including tango, country and western, Irish Jigs and reels.</p> <p>Students begin to understand simple time (2/4, 3/4 and 4/4) and compound time and use chords. Students create structured pieces of dance music being aware of musical elements, features and structures typical of the style</p>		<p>Students work with increasingly complex rhythms, textures and structures. They drive forward their ability to improvise, perform independent parts and create new music that embraces the traditions of djembe drumming and more contemporary music from across West Africa.</p> <p>Students learn to understand that rhythm is an essential element in all music and that it can be used to add energy, build excitement, or communicate stillness and calm. They understand the status that music in West Africa has and how this music is learnt and led.</p> <p>Students will study the African folk song Kuku as well as listening to other examples of African polyrhythms</p>		<p>Students look to progress their ensemble skills as they perform and improvise within a band. They consolidate and extend their knowledge of harmony and improve their musical literacy as they work from staff notation, chord charts, and tablature.</p> <p>Students learn to understand how layers and parts work in a 12-bar blues structure. They understand the music devices inherent in this style and can include these in their own practical work.</p> <p>Pupils will listen to Blues from it's earliest beginnings through the jazz greats of the 40's and 50's and on to modern day composers and performers</p>	
Skills Covered	<p>Understanding and identifying how elements of music are used in different musical periods. Confident keyboard technique. Playing a more complex part with good ensemble. Performing dance music through the ages and in different time signatures. Using MAD TSHIRT language in appraisal.</p>		<p>Watching and responding during performance. Listening skills in class, appraisal and risk taking in improvisation. Performing in a call and response, recognising the role of the master drummer and drumming techniques required to produce basic sounds</p>		<p>Performing transposition on treble clef pitches, building chords from root (inversions). Playing in a jazz style, using swing, turnarounds, a blues head and improvisation. Improvising with some sense of style. Playing more than one part on the keyboard, bass, accompaniment and melody.</p>	

Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment	Topic Targets WWW EBI MAC Weekly Homework Performance Assessment
<p>Tier 2 and 3 Word Palette</p> <p>Beauty of the Baroque</p>	<p>Melody Bass clef, intervals, octave, scale, passing note, ornament, trill, ascending, descending, sharps, flats, blue notes grace notes, upper mordents, development,</p> <p>Articulation/Dynamics legato, accent slurs, detached</p> <p>Tempo / Rhythm Triplet, compound time signatures, swung quavers, shuffle</p> <p>Structure Ground bass, signal, strophic, 12 bar blues, lyric structure aab</p> <p>Harmony Major keys (D), root position, key signatures, blues scale, seventh chords, blues scale, bassline, chord progression</p> <p>Instruments Basso continuo, harpsichord, spread chord, cello, violin, bow, bowed, master drummer, djembe, strokes, bass, tone, slap, flam, tremolo, slide, bottle necking, picking, double bass, bass guitar, brushes (drum-kit)</p> <p>Texture Contrapuntal, canon, entry, voice, walking bass, broken chords, block chords, monophonic, polyphonic</p>		

Year Group: 9	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Game (Film) Music Instruments - Articulation		EDM Texture - Music Tech		Songs for a better world MAD TSHIRT – Music Tech	
Key Content/ Knowledge	<p>Students understand the various ways in which music is used within a range of computer and video games from different times and describe and use common compositional and performance features used in computer and video game music.</p> <p>The will vary, adapt and change a melody (character theme) for different atmospheres/scenarios and develop their understanding of the importance of sound effects and how these are used at certain cues to enhance gameplay within a computer or video game.</p>		<p>Students apply their knowledge of melody, rhythm and harmony to the world of Electronic Dance Music, learning how to manipulate texture and exploit technology.</p> <p>Students learn to understand how the careful structuring of ideas is vital to successful composition, regardless of the genre, style or tradition. They understand how music can communicate and enhance mood, character and setting.</p> <p>Students listen to chord sequences in minor keys and understand how layering texture and the use of dynamics can impact a dance track.</p>		<p>Students approach this unit with a rounded sense of musical understanding and performance technique. They can apply that understanding across several contexts and compose an original song which demonstrates this.</p> <p>Students learn to understand how, for centuries, music has been used to draw attention to political issues and draw attention to social change in pursuit of a better world.</p>	
Skills Covered	<p>Developing MAD TSHIRT language in appraisal and identifying melody, rhythm and key. Performing scale patterns: major, minor, chromatic, pentatonics. Expert piano techniques – thumb shifts, octaves, using inversions and black notes. Composing idiomatic fragments and developing understanding of reading notation.</p>		<p>Using a DAW to create EDM rhythms and chord sequences. Composing basslines using root and passing note. Layering compositions – riffs, samples. Creating tension and excitement using rhythm and pitch. Using MAD TSHIRT language in the critique of student work</p>		<p>Composing with some sense of style, structure and purpose. Writing lyrics and hooks, exploring voicing and different accompaniment styles. Playing two parts together – chords and melody. Using elements of music to impact song style – tempo, metre and rhythm</p>	
Assessment	Topic Targets WWW EBI MAC		Topic Targets WWW EBI MAC		Topic Targets WWW EBI MAC	

	Weekly Homework Performance Assessment	Weekly Homework Performance Assessment	Weekly Homework Performance Assessment
Tier 2 and 3 Words	<p>Melody Hook, melismatic/ syllabic text setting, arch-shape, conjunct, disjunct, chromatic passing notes, motif</p> <p>Articulation/Dynamics Fade in, crescendo, fade out, diminuendo, balance</p> <p>Tempo / Rhythm Clave, quantise, 120bpm, habanera, repetition, free tempo, interlocking, moderato, allegro</p> <p>Structure Head, solos, loops, mix-in, A section, B section breakdown, build, drop, pre-chorus, chorus, middle eight, instrumental,</p> <p>Harmony Extended chords, minor keys (D harmonic minor), key relationships, sus chords, drone, extended chord, chord relationships, bitonality, atonality, note cluster</p> <p>Instruments Synthesized sound, reverb, panning, filter, FX, automation, post-production, trimming, zoom, stinger, drum fills, picking,: 'horns', percussion—claves, maracas, whistle, tambourine, shaker, talking drum,</p> <p>Texture Backing vocals, counter melody, homophony, doubling, mix-in, breakdown, drop, chordal, arpeggio</p>		

Year Group: 10	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
Topic	Forms and Devices	Popular Music	Ensemble Music	Film Music	Revision and Exam Practice, NEA completion
Key Content/ Knowledge	<p>Introduction to Area of study 1:</p> <p>Forms and Devices with terminology as appropriate:</p> <p>binary, ternary and rondo forms</p> <p>Repetition, contrast, sequence, ostinato, dotted rhythms, conjunct and disjunct movement, broken chord/arpeggio, melodic and rhythmic motifs, simple chord progressions</p> <p>Instrumentation, anacrusis, simple triple time, repeat marks, ornamentation, trill, conjunct movement, sequence, octaves, minuet and trio, G major, D major, chordal analysis (using Roman</p>	<p>Introduction to Area of study 4:</p> <p>Popular Music, with terminology as appropriate:</p> <p>rock and pop styles (revisiting Blues from KS3)</p> <p>Strophic form, 32 bar song form, verse, chorus, middle 8, riffs, bridge, fill, break, intros and outros, backing tracks, improvisation</p> <p>Primary and secondary chords, cadences, standard chord progressions, power chords, rhythmic devices such as syncopation, driving rhythms</p>	<p>Introduction to Area of study 2:</p> <p>Ensemble Music, with terminology as appropriate:</p> <p>Chamber music, jazz, musical theatre; as suited to learner interests (cover other topics in year 11).</p> <p>Composing using texture and sonority (chords and melody) including:</p> <p>Monophonic, homophonic, unison, chordal, melody and accompaniment, counter melody</p> <p>Introducing additional concepts of melody, harmony and tonality:</p>	<p>Introduction to Area of study 3:</p> <p>Film Music, with devices and terminology:</p> <p>Layering, further examples of imitation, chromatic movement and dissonance in harmonic work, leitmotifs, thematic transformation of ideas</p> <p>The relationship between the story and the music: choosing appropriate elements of music to represent characters and plot.</p> <p>The effect of audience, time and place, and how to achieve this through use of the musical elements.</p>	<p>Revision and Exam Practice</p> <p>NEA completion</p> <p>Completing a free composition project</p> <p>Recording performances – one solo and one ensemble</p> <p>ABRSM Grade 3 theory skills and exam practice questions</p> <p>Listening and analysis of music with a focus on Key</p> <p>Use of Music technology to notate compositional ideas</p>

	<p>numerals), perfect cadence, imperfect cadence, modulation to dominant, dominant 7th, chromatic movement.</p>	<p>the relationship between melody and chords</p> <p>Introduction to prepared extract – <i>Africa</i></p> <p>Instrumentation, lead and backing vocals, strophic form, repetitive chord sequences, cadences (chordal analysis), solo, rhythmic features (triplets, syncopation, driving rhythms), walking bass, key change</p>	<p>Inversions, dissonance, range, intervals, pentatonic, blue notes, modulations to relative major/minor</p>	<p>Use of sonority, texture and dynamics to create a mood</p> <p>How to achieve contrasts and develop initial ideas when composing</p>	
<p>Skills Covered</p>	<p>Performing - establishing standards and setting targets: first practical assessment</p> <p>Notating a simple melody</p> <p>Using ICT in the music department</p> <p>Appreciating and using the elements/ 'building blocks'</p> <p>Recapping the basics – aural, notational and listening skills</p>	<p>Appraising: more challenging theoretical and aural work:</p> <p>Listening: How to 'describe' a piece using the elements of musical language</p>	<p>Performing in smaller ensemble</p> <p>Composing using texture and sonority</p>	<p>Composing</p> <p>Listening and Appraising</p>	<p>Performing, Composing, Listening and Appraising</p>

	Appraising - Introduction to prepared extract – <i>Badinerie</i>				
Assessment	Focus on Sound Unit	Focus on Sound Units	Focus on Sound Units	Focus on Sound Units	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric
Tier 2 and 3 Word Palette	<p>Melody Anacrusis, Conjunct (stepwise), Disjunct (angular), Arpeggio/broken chord, Scalic (ascending/descending) Low pitch, High pitch, Range, Sequence, Imitation, Repetition, Contrast, Leitmotif, Motif, Octave, Tone/ Major 2nd, Major 3rd, Perfect 4th, Perfect 5th Major 6th, Major 7th, Semitone, Microtone, Chromatic movement, Pentatonic, Blue notes, Trill/ornamentation/decoration, Countermelody, Answering phrase, Thematic, Fanfare</p> <p>Articulation Staccato, Legato, Sustained, Accent, Pizzicato, Arco/bowed, Divisi, Double stopping, Tremolo, Distortion, Hammer on, Rim shot, Slap bass, Drum roll, Muted, Glissando/slide, Pitch bend, Plucked, Slurred, Tongued, Detached, Humming, Syllabic, Melismatic, Scat, Vibrato, Falsetto, Belt, Rap</p> <p>Dynamics Pianissimo, Piano, Mezzo piano, Mezzo forte, Forte, Fortissimo, Crescendo, Diminuendo, Sforzando Tempo, Allegro/Vivace Allegretto, Moderato/Andante, Adagio/Lento, Accelerando, Ritardando/Rallentando, Rubato, Pause</p> <p>Form and Structure BinaryTernary, Rondo, Minuet and Trio, Repetition, Contrast, Theme and variations, Strophic, 32 bar song form/AABA, 12 bar Blues, Call and response, Ostinato, Bridge, Break, Loop, Improvisation, Verse, Chorus, Middle 8, Fill, Introduction, Outro, Coda, Riff, Phrasing (regular and irregular)</p> <p>Harmony and Tonality Primary chords, Secondary chords, Inversion, Diatonic, Tonic, Subdominant, Dominant (7th), Perfect cadence, Imperfect cadence, Plagal cadence, Interrupted cadence, Chord progression/chord sequence, Harmonic rhythm, Drone, Pedal, Dissonance, Power chords, Major, Minor, Modulation to the Dominant and Relative Major/Minor Pentatonic</p>				

Instruments /Sonority

Strings, Violin, Viola, Cello, Double bass, Harp, Woodwind, Flute, Oboe, Clarinet, Saxophone, Bassoon, Brass, Trumpet, French horn, Trombone, Tuba, Percussion, Timpani, Drum kit, Snare drum, Cymbal, Handheld percussion, Glockenspiel, Xylophone, Tabla, Dhol, Keyboard, Piano, Organ, Harpsichord, Basso Continuo, Classical or Spanish guitar, Electric guitar, Bass guitar, Sitar, Sarangi, Tumbi, Solo, Duet, Trio, Soprano, Alto, Tenor, Bass, Backing vocals, A cappella, Chorus, Orchestra, String quartet, Basso continuo, Pop/rock group, Rhythm section, Acoustic.

Rhythm and Metre

Semibreve, Minim, Crotchet, Quaver, Semiquaver, Dotted, Syncopation, Swing rhythms, On the beat, Off-beat, Triplet, Chaal, Associated rests, Driving rhythms, Dance rhythms, Rock rhythms, Regular, Irregular, Accent, Simple time (2/4, 3/4, 4/4), Duple/triple/quadruple, Compound time (6/8)

Texture

Monophonic, Homophonic, Polyphonic, 2, 3 or 4 part textures, Unison, Chordal, Imitation, Layered, Melody and accompaniment, Countermelody, Descant, Round, Canon Drone, Alberti bass, Stab chords, Walking bass

Musical Styles

Western Classical Tradition, Baroque, Classical, Romantic, Chamber music, Jazz, Blues, Musical Theatre/Musical, Film Music, Rock, Soul, Hip-hop, Reggae, Ballad, Pop, Bhangra, Fusion, Minimalism

Technology

Synthesised/electronic, Panning, Phasing, Sample, Reverb, Echo, Amplified

Year Group: 11	Term 1	Term 2	Term 3	Term 4	Term 5
Topic	Forms and Devices	Popular Music	Music for Ensemble	Film Music	Exam Preparation
Key Content/ Knowledge	<p>Revisit area of study 1:</p> <p>Forms and Devices (with more advanced topics and practical content)</p> <p>Variation form and strophic form in classical music</p> <p>Recognition of features of baroque, classical and romantic periods</p> <p>Revisit: imitation, pedal, canon, alberti bass and all harmonic features</p> <p>Revisit and revision: <i>Eine Kleine Nachtmusik</i></p> <p>Exam techniques: hints and tips</p> <p>Building a vocabulary revision list</p> <p>Clarifying theoretical points</p>	<p>Revisit area of study 4:</p> <p>Popular Music (with more advanced topic, class or practical content)</p> <p>Bhangra and fusion</p> <p>Loops, samples, panning, phasing, melismatic/syllabic</p> <p>Revisit <i>Africa</i></p> <p>Exam techniques: hints and tips</p> <p>Building a vocabulary revision list</p> <p>Clarifying all relevant theoretical points</p>	<p>Revisit area of study 2:</p> <p>Music for Ensemble (with more advanced topic/class/practical content):</p> <p>Polyphonic, layered, round, canon and countermelody</p> <p>Cover all styles not completed in year 10</p>	<p>Revisit area of study 3:</p> <p>Film Music (with any further topics/content:</p> <p>Special effects, extreme dynamics and tempi, varying time signatures, other minimalistic techniques, chromatic and extended harmonies, use of pattern-work, sustained notes and polyphonic textures to vary the textures.</p> <p>Complete all coursework</p>	<p>Exam Preparation</p> <p>Examination practice questions</p> <p>Listening and appraising examination practice</p>

Assessment	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric Focus on Sound Units	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric Focus on Sound Units	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric Focus on Sound Units	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric Focus on Sound Units	Past Paper Assessment Composition and solo/ensemble performance graded using GCSE rubric Focus on Sound Units
Tier 2 and 3 Word Palette	<p>Melody Anacrusis, Conjunct (stepwise, Disjunct (angular), Arpeggio/broken cord, Scalic (ascending/descending) Low pitch, High pitch, Range Sequence, Imitation, Repetition, Contrast, Leitmotif, Motif, Octave, Tone/ Major 2nd, Major 3rd, Perfect 4th, Perfect 5th, Major 6th, Major 7th, Semitone, Microtone, Chromatic movement, Pentatonic, Blue notes, Trill/ornamentation/decoration Counter melody, Answering phrase, Thematic, Fanfare</p> <p>Articulation Staccato, Legato, Sustained, Accent, Pizzicato, Arco/bowed, Divisi, Double stopping, Tremolo, Distortion, Hammer on, Rim shot, Slap bass, Drum roll Muted, Glissando/slide, Pitch bend, Plucked, Slurred, Tongued, Detached, Humming, Syllabic, Melismatic, Scat, Vibrato, Falsetto, Belt, Rap</p> <p>Dynamics Pianissimo, Piano, Mezzo piano, Mezzo forte, Forte, Fortissimo, Crescendo, Diminuendo, Sforzando Tempo, Allegro/Vivace, Allegretto, Moderato/Andante, Adagio/Lento, Accelerando, Ritardando/Rallentando, Rubato, Pause</p> <p>Form and Structure Binary, Ternary, Rondo, Minuet and Trio, Repetition, Contrast, Theme and variations, Strophic, 32 bar song form/AABA, 12 bar Blues, Call and response, Ostinato, Bridge, Break, Loop, Improvisation, Verse, Chorus, Middle 8, Fill, Introduction, Outro Coda, Riff, Phrasing (regular and irregular)</p> <p>Harmony and Tonality Primary chords, Secondary chords, Inversion, Diatonic, Tonic, Subdominant, Dominant (7th), Perfect cadence, Imperfect cadence, Plagal cadence, Interrupted cadence, Chord progression/chord sequence, Harmonic rhythm, Drone, Pedal, Dissonance, Power chords, Major, Minor, Modulation to the Dominant and Relative Major/Minor Pentatonic</p> <p>Instruments /Sonority Strings, Violin, Viola, Cello, Double bass, Harp, Woodwind, Flute, Oboe, Clarinet, Saxophone, Bassoon, Brass Trumpet, French horn, Trombone, Tuba, Percussion, Timpani, Drum kit, Snare drum, Cymbal, Handheld percussion, Glockenspiel, Xylophone, Tabla, Dhol, Keyboard, Piano, Organ, Harpsichord, Basso Continuo, Classical or Spanish guitar, Electric guitar, Bass guitar, Sitar, Sarangi, Tumbi,</p>				

Solo, Duet, Trio, Soprano, Alto, Tenor, Bass, Backing vocals, A cappella, Chorus, Orchestra, String quartet, Basso continuo, Pop/rock group, Rhythm section, Acoustic.

Rhythm and Metre

Semibreve, Minim, Crotchet, Quaver, Semiquaver, Dotted, Syncopation, Swing rhythms, On the beat, Off-beat, Triplet, Chaaal, Associated rest, Driving rhythms, Dance rhythms, Rock rhythms, Regular, Irregular, Accent, Simple time (2/4, 3/4, 4/4). Duple/triple/quadruple, Compound time (6/8)

Texture

Monophonic, Homophonic, Polyphonic, 2, 3 or 4 part textures, Unison, Chordal, Imitation, Layered, Melody and accompaniment, Countermelody, Descant, Round, Canon Drone, Alberti bass, Stab chords, Walking bass

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