

# Curriculum Intent and Progression Document

## Music

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Subject Leader: Jacqueline Brewell

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### **Mission Statement**

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

### **Our Vision**

We are disciples who put our faith into action in all that we do.  
We are role models who encourage others to shine and be the best version of themselves that they can be.  
We are investigators who ask questions about the past, the present and the future.  
We are artists who show our creativity and talents with flair and imagination.  
We are storytellers who have a passion for reading and are able to communicate in many ways.  
We are problem solvers who tackle tasks with an open mind and a positive approach.  
We are team players who work together to achieve our goals.  
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.  
We **Believe. We Succeed. We Soar.**

### **Our Gospel Virtues**

**To achieve our full Christian potential, we all need to live out our Gospel Virtues: -**

#### **Love**

A Christ-like love respects the talent of each person in our school.

#### **Faith**

Faith helps us to do God's will in this world.

#### **Hope**

Hope helps us to see a new life beyond our present one.

#### **Peace**

We know that if we love one another, peace will be all around us.

#### **Mercy**

We believe that mercy will be shown by the way we forgive others.

#### **Community**

We believe our community here unites us all as followers of Jesus.

# Curriculum Intent General Principles:

Below, the General Principles of our whole school curriculum intention are in black print, along with what this translates to as regards Music in red:

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work. Our intention is for children to encounter Jesus through music. As well as this being in Choral Worship and other worship times, this is through purposeful listening of a range of music, including that used in our Christian daily meditation. Music can allow children to question and to experience God's awe and wonder and they will be encouraged to do this. As they progress, children's improvisations and compositions may be spiritually led.
- Experience the challenge and enjoyment of learning. Music learning and experiences in school will stretch the children beyond their normal experience of music; it will provoke thought, question and discussion; it will stimulate and ignite the senses; it will require focus and concentration which will reap great rewards, particularly in practical music making. We intend to 'unlock' the mystery of music for all our pupils so they can explore and enjoy the infinite possibilities that music brings.
- Learn within a coherent and progressive framework. Following last year's transition year, we have adopted the Model Music Curriculum (MMC) which is being taught through the newly released Charanga MMC resources - a coherent and progressive framework. In addition to the MMC, we have included further opportunities for all children to play musical instruments, both tuned and untuned to enhance their musical enjoyment and proficiency.
- See clear links between different aspects of their learning. Music is not a stand-alone subject. Music pervades all areas of our lives and has done throughout history, therefore links will be made with music across many subject areas (e.g. Grieg's 'Hall of the Mountain King' – English or Geography; Mussorgsky's 'Pictures at an Exhibition', especially the 'Promenade' – Art; Vangelis's 'Chariots of Fire' – PE; music children can move, dance or paint to in order to provide their own interpretation.) Within the subject itself, the children will be able to link their theoretical learning with the practicalities of playing an instrument, singing or active listening.
- Understand the purpose and value of their learning and see its relevance to their past, present and future. As well as continuing the theme in the point above, children will learn about influences on great music and where the music timeline sits alongside the standard historical timeline. For example, that Paul McCartney of The Beatles was influenced by the great composer Bach when writing the song 'Blackbird', which was about the Civil Rights Movement.
- Explore the breadth and depth of the national curriculum. The intention is that the learning goes beyond that of the National Curriculum and that areas of learning are more clearly defined.

# Curriculum Intent: Music (2022-23)

| EYFS<br>MUSIC   |  |  |  |  |   |
|---|--|--|--|--|---|
| PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT   |  |  |  |  |   |
| ADVENT 1<br>Children will...  | ADVENT 2<br>Children will...   | LENT 1<br>Children will...   | LENT 2<br>Children will...   | PENTECOST 1<br>Children will...  | PENTECOST 2<br>Children will...   |
| <p><b>Original Scheme – Unit 1 Me!</b></p> <p>L1: Know what the pulse of a piece of music is</p> <p>L2: Know how to find the pulse in a piece of music and do this in different ways</p> <p>L3: Know how to copy rhythms</p> <p>L4: Know that some notes are high and others are low</p> <p>L5: Know that there are different styles of music</p> <p>L6: Know how to sing at least 3 nursery rhyme songs and be able to attempt to perform one of them.</p> | <p><b>Original Scheme – Unit 2 My Stories</b></p> <p>L1: Know that different music makes people feel different things</p> <p>L2: Know how to move to music in different ways, depending on how the music makes them feel</p> <p>L3: Know how to sing songs adding actions</p> <p>L4: Know how to hold an untuned percussion instrument; know how to make it make a sound</p> <p>L5: Know what a glockenspiel and beaters are; know how to hold a beater; know how to play one note; know how to play one note together</p> <p>L6: Know how to create their own sounds using instruments.</p> | <p><b>Original Scheme – Unit 3 Everyone!</b></p> <p>L1: Know how to describe/verbalise some ways different music makes them feel</p> <p>L2: Know how to play a note (tuned or untuned percussion) to the beat of the beginning of a nursery song.</p> <p>L3: Know how to play a note (tuned or untuned percussion) to the beginning of a nursery song by changing the pattern (whole-class together)</p> <p>L4: Know how to play a note (tuned or untuned percussion) to the beginning of a nursery song by changing the pattern independently</p> <p>L5: Know how to play a note (tuned or untuned percussion) along to a</p> | <p><b>Original Scheme – Unit 4 Our World</b></p> <p>L1: Know that the same song can be sung in different ways</p> <p>L2: Know that songs can be sung in different languages</p> <p>L3: Know that songs have been written throughout history, so some songs are very old and some are new</p> <p>L4: Know that some tunes do not have any words</p> <p>L5: Know at least 3 more nursery songs</p> <p>L6: Know they can play their instrument and/or sing by themselves (and have a go, if they are confident enough to do so)</p> | <p><b>Original Scheme – Unit 5 Big Bear Funk</b></p> <p>L1: Know that the song is in a funk style and be able to describe this in their own words</p> <p>L2: To know that songs can have different sections</p> <p>L3: Know how to clap to/play basic word phrases (e.g. 'Big Bear', 'Big bear funk')</p> <p>L4: Know that different words can make the same clapping/playing pattern</p> <p>L5: Know that we can count to music (e.g. 1 2 3 4, 1 2 3 4, etc.) and the 1 beat is the strongest; to clap/play together on the 1 only.</p> <p>L6: Know how to play a repeated pattern (riff) from the phrase 'Funky music' using two notes</p> | <p><b>Original Scheme – Unit 6 Reflect, Rewind, Replay</b></p> <p>L1: Know that some music is 'classical' and some music is 'pop' and that these are music styles</p> <p>L2: Know how to listen for the different sounds that make up a piece of music (e.g. voice, instruments) and begin to name some of them</p> <p>L3: Know, using the digital support tool, the names of some of the instruments they can hear.</p> <p>L4: Know that different instruments play different tunes at the same time to make the music</p> <p>L5: Know how to compose a short tune for part of a nursery</p> |

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|  |  | nursery song independently<br>L6: Know how to perform a practiced nursery song by singing, playing instruments and adding actions |   |  | rhyme or song (whole-class)<br>L6: Know and perform 3 contrasting nursery rhymes/songs from the year, using voice and instruments. |
| <b>VOCABULARY</b>                                |  |   |   |  |  |
| Pulse, rhythm, pitch (high and low), performance | Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low | Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise   | Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise | Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise, funk, compose | Pulse, rhythm, pitch, performance, glockenspiel, beaters, rhyme, high, low, improvise, funk, compose, classical, pop               |

| <b>Year 1<br/>MUSIC</b>   |  |   |  |  |  |
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| <b>PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT</b>  |  |   |  |  |  |
| ADVENT 1<br>Children will...  | ADVENT 2<br>Children will...   | LENT 1<br>Children will...  | LENT 2<br>Children will...   | PENTECOST 1<br>Children will...  | PENTECOST 2<br>Children will...  |
| <b>MMC Y1 Unit 1</b><br><b>How can we make friends when we sing together?</b><br>L1: Know that notes can be high and low and this is called the pitch<br>L2: Know that notes can be fast and slow | <b>MMC Y1 Unit 2</b><br><b>How does music tell stories about the past?</b><br>L1: Know that a repeated pattern is called a riff or ostinato and be able to play a short riff | <b>MMC Y1 Unit 3</b><br><b>How does music make the world a better place?</b><br>L1: Know that we need to warm up our bodies and voices to make music safely and well<br>L2: Know we can look at the words to work out | <b>MMC Y1 Unit 5</b><br><b>What songs can we sing to help us through the day?</b><br>L1: Know that different percussive sounds can be used to add to the story-telling of a song | <b>Ocarinas – from 1-2-3 Ocarina Book</b><br>L1: Know what an ocarina is and how to hold it; know that sound is made by blowing through it and covering the different holes; know where and how strongly to blow through the ocarina for playing | <b>Ocarinas – from 1-2-3 Ocarina</b><br>L1: Know the notes high D, B and G; know how to clap and say some tunes from last term; know how to play some tunes from last term |

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| <p>and this is called the tempo (speed)<br/> L3: Know that notes can be loud and quiet (soft) and this is called the dynamics<br/> L4: Know how to improvise to a backing track using two notes<br/> L5: Know how to play a short musical part in a group, while other children in a second group play a different, complementary part<br/> L6: Know how to write down their short composition in any way they choose.</p> | <p>L2: Know how to create a graphic score using a grid to show ups and downs<br/> L3: Know how to respond to music using dance<br/> L4: Know that music is composed, which means written (like a story) and the person who writes the music is called a composer<br/> L5: Know how to compose a short melody using 3 notes and write it down so it can be read and played again<br/> L6: Know how to create a very simple graphic score using the 'Create a graphic score' app in Charanga (use search facility to find – doesn't matter which one you use. Can't save on this app)</p> | <p>what the song is about/what it means<br/> L3: Know that we must listen to each other (and the music) when singing as a group<br/> L4: Know that the people watching a performance is called the audience; know how to select pieces to perform for an audience<br/> L5: Know that practice is essential for any performance and be able to practice their choice of songs<br/> L6: Know how to perform at least 2 songs to an audience, which are to be performed holistically (ie with activities for appropriate context)</p> | <p>L2: Know that 'question and answer' is a form of music<br/> L3: Know how to improvise in pairs using question and answer<br/> L4: Know how to play a simple instrumental part for the unit song by ear<br/> L5: Know that melodies rise and fall (travel up and travel down)<br/> L6: Begin to know the difference between a rhythmic pattern (long and short notes) and a pitched pattern (high and low notes)</p> | <p>(whisper 'doo'); know what covering the holes fully looks and feels like; know where to rest the fingers when not covering holes<br/> L2: Know that notes have different letter names and that we can write them down in different ways; know how to clap and talk through the tune 'Hi D' (p9); know how to play a high D; know how to play the 'Hi D' tune.<br/> L3: Know how to clap and talk through the tune 'Three B's' (p10); know how to play a B; know how to play the 'Three B's' tune<br/> L4: Know how to apply knowledge of high D and B to combine the notes into one tune; clap and talk through the tunes 'Ocarina Groove', 'Doo-ing Well' and 'Time for Tea'<br/> L5: Know how to play a G; know how to clap and say the tune 'Over the Water'; know how to play the tune 'Over the Water'</p> | <p>L2: Know what 'tonguing' is; know what 'slurring' is, how to do it on the ocarina and what the symbol is to show is which notes we need to slur (P 17)<br/> L3: Know how to play a low D; know how to clap, say and play the tune 'Down and Up'<br/> L4: Know how to play the note E; know how to clap, say and play the tune 'InDEEDy'<br/> L5: Know why it is important to rehearse tunes for a performance<br/> L6: Know how to perform on the ocarina to a small, friendly audience</p> |
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|  |  |  |  | L6: Know how to apply knowledge of high D, B and G to play a tune containing all 3 notes; know how to clap and say the tune 'High Jump'; know how to play the tune 'High Jump' |  |
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**VOCABULARY**

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|--|--|---|--|---|---|
| Pulse, beat, rhythm, melody, pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition | Pulse, beat, rhythm, melody, pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), riff, ostenati, graphic score | Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), riff, ostenati, graphic score | Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score | Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score, ocarina | Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score, ocarina. Tounging, slurring |
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**Year 2  
MUSIC**

**PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT**

| ADVENT 1<br>Children will... | ADVENT 2<br>Children will... | LENT 1<br>Children will...           | LENT 2<br>Children will... | PENTECOST 1<br>Children will... | PENTECOST 2<br>Children will...               |
|------------------------------|------------------------------|--------------------------------------|----------------------------|---------------------------------|---|
| <b>MMC Y2 Unit 1</b>         | <b>MMC Y2 Unit 2</b>         | <b>Ocarinas – from 1-2-3 Ocarina</b> | <b>MMC Y2 Unit 3</b>       | <b>MMC Y2 Unit 5</b>            | <b>Ocarinas – from 1-2-3 Ocarina and Play</b> |

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| <p><b>How does music help us to make friends?</b></p> <p>L1: Know that songs have different sections and begin to recognise some of these</p> <p>L2: Know how to mark the beat of listening songs by tapping or clapping and recognise tempo (speed), including changes of tempo</p> <p>L3: Know how to group notes into twos (and threes) by tapping knees on the first (strongest beat) and clapping the remaining beat(s)</p> <p>L4: Know that notes can be grouped into fours (4/4 time) and move/walk to a steady beat in 4/4 time, with emphasis on the first beat</p> <p>L5: Know that they can use personal ideas for music in improvisation and demonstrate these if confident enough to do so; improvise with the song using 3 notes</p> <p>L6: Create rhythm patterns using notes of</p> | <p><b>How does music teach us about the past?</b></p> <p>L1: Know how to describe listening music using their increasing music vocabulary</p> <p>L2: Know that the different sounds that make up music (e.g. voice, different instruments) is called the timbre of the music</p> <p>L3: Know how to copy back short phrases using notes of 1 beat, 2 beats and half beats (crotchet, minim, quaver)</p> <p>L4: Know how to listen to a short phrase and create an answering phrase using notes of 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver)</p> <p>L5: Know how to play along with the song using notes G, A, B</p> <p>L6: Know how to compose along with the song using notes G, A, B, D, E</p> | <p>L1: Know the notes high D, B, G, low D and E; know how to tongue and slur notes on the ocarina</p> <p>L2: Know how to count/clap and say the tune 'Water Wheel' (includes a dotted minim); know how to play the tune 'Water Wheel' (p21)</p> <p>L3: Know how to count/clap and say the tune 'Summer Meadow' (includes dotted crotchet-quaver); know how to play the tune 'Summer Meadow'</p> <p>L4: Know how to play the note A; know how to count/clap and say the tune 'Buzz'; know how to play the tune 'Buzz'</p> <p>L5: Know how to combine the knowledge of all the notes so far to play them in one tune; know how to count/clap and say the tune 'Ay-Up Ay-Up'; know how to play the tune 'Ay-Up Ay-Up'</p> <p>L6: Know how to play the note C; know how to count/clap and say the tune 'Easy Peasy Lemon Squeezy'; know</p> | <p><b>How does music make the world a better place?</b></p> <p>L1: Know that major keys make music sound happy, positive and minor keys make music sound sad, spooky</p> <p>L2: Know how they feel about the music 'Maple Leaf Rag' and be able to express this; share their thoughts on what the composer intended for this music when he wrote it</p> <p>L3: Know how to listen to and copy back two-note melodic patterns using the notes A and E (doh-so) from memory (and from notation)</p> <p>L4: Know how to listen to melodic patterns using A and E and create a simple melodic answer using notes of 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver)</p> <p>L5&amp;6: Know how to compose a short piece, as a group or individually, by first creating the rhythm, then adding the pitch</p> | <p><b>How does music make us happy?</b></p> <p>L1: Know that the style of the song 'I wanna be in a band' is rock; be able to identify some of the elements of the structure of the song (e.g. introduction, riff, etc.)</p> <p>L2: Know how to lead by inventing rhythms for others to copy on untuned percussion</p> <p>L3: Know that the song 'Music is All Around' is in a jazz style; be able to compare this piece with the piece from week 1 using musical vocabulary</p> <p>L4: Know that the musical term for loud is 'forte' (f) and the musical term for quiet (soft) is 'piano' (p)</p> <p>L5: Know how to improvise simple riffs (repeated patterns), including question and answer phrases</p> <p>L6: Know that performers should be confident and when singing should stand up straight, smile and try to ensure that the listener</p> | <p><b>Your Ocarina Book 1</b></p> <p>L1: Know the notes high D, B, G, low D, E, A and C</p> <p>L2: Know how to play 'Old MacDonald' (for end of term performance) (P12 – PYO Bk 1)</p> <p>L3: Know how to play 'Little Bird' (for end of term performance) (P17 – PYO Bk 1)</p> <p>L4: Know how to play the note F#; know how to play 'Muffin Man' (for end of term performance) (P18 – PYO Bk 1) (Depending on group ability, you may prefer to teach and rehearse 'London's Burning, P8, which is simpler)</p> <p>L5: Know why and how to rehearse for performance</p> <p>L6: Know how to perform on the ocarina with increased confidence to a friendly audience</p> |
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| 1 beat, 2 beats, half beats and their rests (crotchet, minim, quaver) |   | how to play the tune 'Easy Peasy Lemon Squeezy  |   | can hear all the words being sung  |  |
| <b>VOCABULARY</b>   |   |   |   |  |  |
| Year 1 vocabulary + Chant, verse, chorus, rest                        | Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases | Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases | Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor | Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor, untuned percussion, rock, structure, introduction, jazz, forte (loud), piano (quiet/soft) | Year 1 vocabulary + Chant, verse, chorus, rest, timbre, 'question and answer' phrases, major, minor, untuned percussion, rock, structure, introduction, jazz, forte (loud), piano (quiet/soft) |

| <b>Year 3 MUSIC</b>   |   |   |   |   |   |
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| <b>PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT</b>  |   |   |   |   |   |
| ADVENT 1<br>Children will...  | ADVENT 2<br>Children will...  | LENT 1<br>Children will...  | LENT 2<br>Children will...  | PENTECOST 1<br>Children will...   | PENTECOST 2<br>Children will...   |
| <b>MMC Y3 Unit 1</b><br><b>How does music bring us closer together?</b><br>L1: Know that the 5 lines on which we write music is called a stave (or staff); know that we write the notes on the lines and in the spaces<br>L2: Know that we know the names of the lines and spaces by looking at the clef; know the names of the lines and | <b>Glockenspiel 1 – Charanga Original Scheme Y3, Autumn 2</b><br>L1: Know how to play the note E and play it in a simple one-note tune; know how to play the note D and play it in a simple one-note tune<br>L2: Know how to play the notes D and E in a tune together<br>L3: Know how to play the note C; know how | <b>Recorders 1 – Charanga 'Instruments' tab 'Blown Away 1'</b><br>L1: Know how to hold the recorder; know that the different holes are covered/uncovered to make different pitched notes; know how hard to blow into the instrument to make a sound; know how to play the note B; know how to clap the rhythm | <b>MMC Y3 Unit 2</b><br><b>What stories does music tell us about the past?</b><br>L1: Know that the song 'Love What We Do' is a disco song and be able to discuss the features of the song using musical vocabulary<br>L2: Know how to place disco music in its historical, cultural and global context | <b>MMC Y3 Unit 3</b><br><b>How does music make the world a better place?</b><br>L1: Whilst learning to sing the pop song 'Your Imagination', know how to maintain correct posture and breath control; know the meaning/intent of the song<br>L2: Know that all melodies have a key; know that we can play a | <b>MMC Y3 Unit 5</b><br><b>How does music make a difference to us every day?</b><br>L1: Know the song 'He's Got the Whole World in his Hands' is a Gospel song; know and recognise some of the musical features of the song; know to begin to place Gospel in its historical, cultural and global context |

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| <p>spaces for the treble clef ('Every Good Boy Deserves Football' and 'FACE')</p> <p>L3: Know that a crotchet is worth 1 beat (and what a crotchet looks like); know that a quaver is worth a half beat, so that two quavers together also make 1 beat and they are called 'paired quavers' (and what paired quavers look like); know that crotchets are counted in 1's ('1, 2, 3, 4...') and paired quavers are counted: 'one and, two and, three and...' etc.</p> <p>L4: Know that music is broken up into small pieces called bars, shown by bar lines on the music; know that each bar has the same number of beats in it; know that the number of beats is determined by the time signature; know that we go back to counting from 1 at the beginning of every bar</p> <p>L5: Know that the top number on a time</p> | <p>to play simple tunes with both the notes C and D</p> <p>L4: Know how to play the note F; know how to play simple tunes using the notes D, E and F</p> <p>L5: Know how to play simple tunes with the notes C, D and E</p> <p>L6: Compose for the glockenspiel using the notes C, D, E and F</p> | <p>of simple tunes on the note B; know how to play these simple tunes</p> <p>L2: Know how to play the note A; know how to clap the rhythm of simple tunes containing the notes A and B; know how to play these simple tunes</p> <p>L3: Know how to play the note G; know how to clap the rhythm of simple tunes containing the notes G, A and B; know how to play these simple tunes</p> <p>L4: Know how to play the note E; know how to clap the rhythm of simple tunes containing the notes G, A, B and E; know how to play these simple tunes</p> <p>L5: Know how to play the note D; know how to clap the rhythm of simple tunes containing the notes G, A, B, D and E; know how to play these simple tunes</p> <p>L6: Know how to play the note F; know how to clap the rhythm of simple tunes containing the notes G, A, B, D, E</p> | <p>L3: Know that the song 'When the Saints Go Marchin' In' is a New Orleans Jazz song and be able to discuss the features of the song using musical vocabulary</p> <p>L4: Know how to place New Orleans Jazz in its historical, cultural and global context</p> <p>L5: Know that the song 'My Bonnie Lies Over the Ocean' is a sea shanty folk song and be able to discuss the features of the song using musical vocabulary</p> <p>L6: Know that sea shanties are only one form of folk songs and that there are many others; know that folk songs are traditional stories in music, are often old and passed down and are found all over the world</p> | <p>scale of the key; know that the song 'Your Imagination' is in the key of C Major and is in 4/4 time, which means 4 crotchet beats in a bar</p> <p>L3: Know that music in 3/4 time (ie music that has the 3/4 time signature) has 3 crotchet beats in a bar; know how to clap along to the first beat of the bar in this time signature</p> <p>L4: Know how to improvise as a whole class using the given 3 notes G, A, B; then know how to take turns improvising either as a solo or in small groups</p> <p>L5: Know that the G Major scale includes an F# and this is shown in the key signature; know the similarities and differences between C Major and G Major</p> <p>L6: Using the Charanga 'Music Notepad' app and prior knowledge, know how to compose a 4 bar melody in G major (with</p> | <p>L2: Know that some music changes key part way through and listen to identify this in today's song; know that when singers sing different tunes at the same time, but they sound lovely, this is them singing in harmony; know that when singers all sing the same tune together, this is them singing in unison</p> <p>L3: Know that 'allegro' means fast and 'adagio' means slow in music; know how to improvise using the instructions allegro, adagio, forte, piano (Y2 Pent 1)</p> <p>L4: Know that the key of F Major contains a Bflat and listen to the scale; know that the time signature 2/4 means 2 crotchet beats in a bar; know how to apply this knowledge to improvise using 3 notes F, G, A in 2/4 time</p> <p>L5: Know that practice is vital for every performance; select favourite song/songs for final performance in the</p> |
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| signature tells us how many beats in the bar and the bottom number tells us what type of beats they are; know that '4' on the bottom means crotchet beats<br>L6: Know that a minim is worth two beats (and what a minim looks like) |  | and F; know how to play these simple tunes |  | a clef and key signature); know how to save your work in the app | last lesson, allocate parts/instruments<br>L6: Know how to perform with increasing confidence |
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**VOCABULARY**

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| Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature | Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature | Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature | Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song | Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song, key, scale, C Major, 4/4 time, 3/4 time, solo, key, signature, sharp (#), flat ( <b>b</b> ), G Major | Year 2 vocabulary + Stave (or staff), lines and spaces, EGBDF and FACE, crotchet, quaver, paired quavers, bar, bar line, time signature, disco, New Orleans jazz, sea shanty, folk song, key, scale, C Major, 4/4 time, 3/4 time, solo, key signature, sharp (#), flat ( <b>b</b> ), G Major, gospel, harmony, unison, allegro, adagio, F Major, 2/4 time |
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**Year 4  
MUSIC**

**PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT**

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| ADVENT 1<br>Children will... | ADVENT 2<br>Children will... | LENT 1<br>Children will... | LENT 2<br>Children will... | PENTECOST 1<br>Children will... | PENTECOST 2<br>Children will... |
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| <p><b>MMC Y4 Unit 1</b><br/><b>How does music bring us together?</b><br/>L1: Know that the song 'Hoedown' is 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; to know what the composer intended it for<br/>L2: Know that a dot after a note adds half the value onto it, so a dotted crotchet is worth one and a half beats; know how to clap back/echo very simple rhythmical phrases/riffs which include dotted crotchets<br/>L3: Know that the song 'I'm Always There' is a Soul Ballard; know where to place this style of music historically, culturally and globally<br/>L4: Know how to copy back and create rhythmic phrases using minims, dotted crotchets, crotchets and quavers<br/>L5: Know the generic names of the notes in a scale as 'do, re, mi, far, so, la, te, doh' and that the first note of a scale (the one it is named</p> | <p><b>Glockenspiel 2 - Charanga Original Scheme Y4, Autumn 2</b><br/>L1: Know how to play the notes D, E, F and play simple tunes containing these notes<br/>L2: Know how to play the notes C, D, E, F and play simple tunes containing these notes<br/>L3&amp;4: Know how to play the note G and play simple tunes containing C, D, E, F and G<br/>L5: Know how to play tunes with more complex rhythm patterns containing the notes C, D, E and F<br/>L6: Compose for the glockenspiel using the notes C, D, E, F and G</p> | <p><b>Recorders 2 – Charanga 'Instruments' tab 'Blown Away 1' (Ls 1&amp;2 only) and 'Blown Away 2'</b><br/>L1 (Bk 1): Know how to play the notes G, A, D, E and F; know how to clap the rhythm of simple tunes containing the notes G, A, B, D, E and F; know how to play these simple tunes<br/>L2 (Bk 1): Know how to play the notes C and high D; know how to clap the rhythm of and play simple tunes containing the notes D, E, F, G, A, B, C, high D<br/>L3 (Bk 2): Know how to play the note low C and use it in tunes; know that slur signs can 'tie' two notes together<br/>L4: Know how to play the note F#; know that the sharp sign sometimes appears in front of the note, which means that just this one note is sharpened; know that the sharp sign sometimes appears after the clef</p> | <p><b>MMC Y4 Unit 3</b><br/><b>How does music improve our world?</b><br/>L1: Know the song 'Bringing Us Together' is a disco song and identify the key as major and the time signature as 4/4<br/>L2: Listening to 'Mambo!' from West Side Story, know how to respond to the music and internalise it in their own bodies; know that this is Latin American music<br/>L3: (also from L2 unit plan) Know that the texture of the music is the layers of sound (e.g. solo, duet, melody and accompaniment); Know how to compose a simple accompaniment to the song 'Bringing Us Together'<br/>L4: Know how to play a part on the recorder or glockenspiel to the song 'Old Joe Clark'<br/>L5: Know that the song 'Dance With Me' is a 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral waltz; know that the waltz is a</p> | <p><b>MMC Y4 Unit 4</b><br/><b>How does music teach us about our community?</b><br/>L1: Know that the song 'Let Your Spirit Fly' is a contemporary R&amp;B song; know where this style is placed in its historical, cultural and global context<br/>L2: Know that the music 'Symphony No. 5, 4<sup>th</sup> Movement' by Ludwig Van Beethoven is Classical Orchestral Music; know where this style is placed in its historical, cultural and global context; know that 'accelerando' means getting faster (often written as 'acc') and that 'rallentando' means getting slower (often written as 'ral')<br/>L3: Know that 'crescendo' means getting louder and 'decrescendo' means getting softer (quieter)<br/>L4: Know that a song sung in a round is when one group begins, then the next group begin after an interval of e.g. 2 bars; know how to</p> | <p><b>MMC Y4 Unit 5</b><br/><b>How does music shape our way of life?</b><br/>L1: Know that the song 'Train is A-Comin' is a gospel song; know the two different meanings of the song<br/>L2: Know how to sing the song 'Train is A-Comin'; know the structure of the song (e.g. introduction, instrumental section, verse, etc.)<br/>L3: Know that a piece of music is in a minor key and be able to explain how you know<br/>L4&amp;5: Know what a pentatonic scale is; using the Charanga app 'Music Notepad', know how to compose a melody in the style of something you have heard, played or sung, using one of the suggested pentatonic scales and include clef, time signature and key signature (make sure they save the work in the app)<br/>L6: Know how to act as a member of an</p> |
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| <p>after) is also called the tonic</p> <p>L6: Know how to play a part on the glockenspiel to the song 'Hoedown'</p> |  | <p>sign and this means that all the notes on this line or in this space are sharpened.</p> <p>L5: Know that practice is important to ensure a performance is as good as it can be.</p> <p>L6: Know how to perform to a friendly audience on the recorder (challenge: and the glockenspiel)</p> | <p>dance and is always in 3/4 time; know how to respond to this music</p> <p>L6: Following further practice, know how to perform a part on the glockenspiel or recorder to the song 'Old Joe Clark'</p> | <p>sing the song 'Freres Jacques' in a round</p> <p>L5: Know that the song 'The Other Side of the Moon' is a rock song; know where this style is placed in its historical, cultural and global context</p> <p>L6: Know how to play a part on the recorder or glockenspiel to the song 'Let Your Spirit Fly'</p> | <p>audience; know how to feedback on a performance using musical vocabulary</p> |
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VOCABULARY

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| <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic</p> | <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic</p> | <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic, slur, tie</p> | <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz</p> | <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz; contemporary R&amp;B (rhythm and blues), symphony, classical music, accelerando (acc), ralenando (ral), crescendo (cresc), decrescendo, round, rock</p> | <p>Year 3 vocabulary + 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral music; dotted crotchet, Soul Ballard, 'do, re, mi, far, so, la, te, doh', tonic, slur, tie, Latin American, texture, duet, accompaniment, waltz; contemporary R&amp;B (rhythm and blues), symphony, classical music, accelerando (acc), ralenando (ral), crescendo (cresc), decrescendo, round, rock, structure, instrumental, pentatonic scale, audience</p> |
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Year 5

**MUSIC**

**PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT**

| ADVENT 1<br>Children will...  | ADVENT 2<br>Children will...  | LENT 1<br>Children will...  | LENT 2<br>Children will...   | PENTECOST 1<br>Children will...  | PENTECOST 2<br>Children will... |
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| <p><b>MMC Y5 Unit 1</b><br/><b>How does music bring us together?</b><br/>L1: Know the style of the song 'Ghost Parade'; know that it is in a minor key; know that it is in 6/8 time and that this means there are 6 quaver beats in a bar<br/>L2: Know the structure of the song 'Ghost Parade'; know how to improvise to the song using 4 given notes, including two flats<br/>L3: Know how to copy back (echo) and create patterns of seven notes: A, B, C, D, E, F#, G<br/><i>(For lessons 4-6, base from the L4 plan; put the videos into the Charanga search box to find them quickly)</i><br/>L4: Know what rap music is; know how to create, edit and save a beat in the Charanga app 'Quickbeats'</p> | <p><b>MMC Y5 Unit 2</b><br/><b>How does music connect us with our past?</b><br/>L1: Know that the value of a dotted quaver is 1.5 times that of a quaver, ie three quarters of a beat; know that the value of a semiquaver is a quarter of a beat (and what one looks like)<br/>L2: Know the structure of the song 'The Sparkle in My Life'; know that a coda is a section at the very end of a piece of music to bring it to an end, in particular when verses have been sung<br/>L3: Know that the song 'Dreaming of Mars' is in 20<sup>th</sup> and 21<sup>st</sup> Century Orchestral style; know that it uses both C major and C minor keys and be able to identify these sections in the piece;</p> | <p><b>MMC Y5 Unit 3</b><br/><b>How does music improve our world?</b><br/>L1: Know that the song 'Freedom is Coming' is a South African Pop song; know where this is placed historically, culturally and historically; know that the term 'mitre' is the musical term for time signature<br/>L2: Know how to create an accompaniment to the song 'Freedom is Coming' on either/and the glockenspiel and recorder, using minims and the notes Eflat and Bflat; know that fortissimo (ff) means very loud, pianissimo (pp) means very quiet; mezzo forte (mf) means quite loud; mezzo piano (mp) means quite quiet<br/>L3: Know that a semibreve is worth 4 beats; know that a dotted minim is worth 3 beats</p> | <p><b>MMC Y5 Unit 4</b><br/><b>How does music teach us about our community?</b><br/>L1: Know that the song 'Erie Canal' is a Reggae song; know where Reggae is placed historically, culturally and historically; know that this song is in a minor key and is in 4/4 time<br/>L2: Know that the music 'Dances in the Canebrakes: No 2, Tropical Noon' has dynamic contrasts and be able to discuss these using musical vocabulary<br/>L3: Know that triplet quavers (known as simply 'triplets') have a value of 1 beat; know the emotion/feeling/intent of the song 'Heroes' and explain this to the class/each other in small groups</p> | <p><b>LMS Clarinets</b></p> <ul style="list-style-type: none"> <li>• Know that the clarinet is part of the woodwind family of instruments</li> <li>• Know that there are 5 sections to a clarinet</li> <li>• Know how to assemble a clarinet</li> <li>• Know that the reed vibrates to make the sound when air is blown over it</li> <li>• Know that the levers are called keys and that they cover and uncover holes to make different notes</li> <li>• Know how to hold the instrument</li> <li>• Know how to shape their lips to blow the instrument</li> <li>• Know how hard to blow into the instrument to make a sound</li> <li>• Know how to play notes G, F, E, D, C initially one at a time, then gradually combining notes in one piece of music</li> <li>• Perform as an ensemble, with increasing proficiency</li> </ul> |                                 |

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| <p>L5: Know how to use the alphabet and rhyme to write rap lyrics (suggest in pairs); know how to combine their saved Quickbeats beat (and edit where necessary) and their rap lyrics to compose a short rap song</p> <p>L6: Know how to perform their rap song to their class (possibly film and send out on SeeSaw)</p> | <p>L4: Know how to play a part on either the recorder or glockenspiel to the song with up to 4 given notes including Bflat and G#</p> <p>L5: Know how to sing the song 'Get On Board'; know the structure of the song, including the meaning of 'Bridge' and 'Scat'</p> <p>L6: Know how to perform the song 'Get On Board' for recording (for SeeSaw), demonstrating increasing confidence and technique</p> | <p>L4&amp;5: Know how to compose a simple melody on the Charanga app 'Music Notepad' of 6 bars, with time signature, key signature, from crotchets, quavers, minims and semibreves and their rests, with dynamics</p> <p>L6: Know that 'ternary form' is a piece of music in 3 parts where the first and third parts are either identical or very similar; compose a melody to be played with the backing track from 'Freedom is Coming' that has a beginning, middle and end and rising and/or falling phrases of 3 notes</p> | <p>L4: Know how to introduce a song (Heroes) to an audience; know how to evaluate your performance (e.g. what went well? What could I/we do better next time?)</p> <p>L5: Know that 'syncopation' is when the normal 1<sup>st</sup> beat of a bar is not emphasised and instead a different beat within the bar is emphasised; know how to compose a short melody (4 bars) demonstrating syncopation</p> <p>L6: Know how to compose a simple melody on the Charanga app 'Music Notepad' of up to 8 bars, with time signature, key signature, from crotchets, quavers, minims and semibreves and their rests, with dynamics, and influenced by one of the songs/pieces of music we have studied this term, Reggae, triplet, syncopation</p> |  |
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**VOCABULARY**

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| Year 4 Vocabulary +<br>6/8 time, rap, lyrics | Year 4 Vocabulary +<br>6/8 time, rap, lyrics,<br>dotted quaver,<br>semiquaver, coda,<br>bridge, scat | Year 4 Vocabulary +<br>6/8 time, rap, lyrics,<br>dotted quaver,<br>semiquaver, coda,<br>bridge, scat, fortissimo<br>(ff), pianissimo (pp),<br>mezzo forte (mf),<br>mezzo piano (mp),<br>semibreve, dotted<br>minim, ternary form | Year 4 Vocabulary +<br>6/8 time, rap, lyrics,<br>dotted quaver,<br>semiquaver, coda,<br>bridge, scat, fortissimo<br>(ff), pianissimo (pp),<br>mezzo forte (mf),<br>mezzo piano (mp),<br>semibreve, dotted<br>minim, ternary form | Year 4 Vocabulary +<br>6/8 time, rap, lyrics, dotted quaver, semiquaver,<br>coda, bridge, scat, fortissimo (ff), pianissimo (pp),<br>mezzo forte (mf), mezzo piano (mp), semibreve,<br>dotted minim, ternary form, woodwind, clarinet,<br>reed, key |
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**Year 6  
MUSIC**

**PRIOR KNOWLEDGE WILL BE DETERMINED BEFORE NEW CONTENT IS TAUGHT**

| ADVENT 1<br>Children will...  | ADVENT 2<br>Children will...  | LENT 1<br>Children will...   | LENT 2<br>Children will...   | PENTECOST 1<br>Children will...   | PENTECOST 2<br>Children will...  |
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| <p><b>MMC Y6 Unit 1</b><br/><b>How does music bring us together?</b><br/>L1: Know how to sing and play along to 'Do What You Want To'<br/>L2: Know how to listen and respond to 'Fanfare for the Common Man'<br/>L3: Know how to sing and play along to 'It's All About Love'<br/>L4: Know the style of 'It's All About Love'; know how to create a graphic score to represent the theme of the music</p> | <p><b>MMC Y6 Unit 2</b><br/><b>How does music connect us with our past?</b><br/>L1: Know how to copy back rhythms from memory; know how to create rhythmic answers and patterns using a combination of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests<br/>L2: Know how to sing the song 'My Best Friend'; know how to compose and play, either individually or</p> | <p><b>Ukuleles (Charanga Instruments Tab)</b><br/>L1 (step 1): Know how to hold the ukulele; know how to move the hand/wrist to strum the instrument; know the difference between pluck and strum; know how to begin to strum open string patterns rhythmically and on the beat; know that stringed instruments may need tuning and why<br/>L2 (step 2): Know how to pluck open strings; know how to play the chord of C</p> | <p><b>Ukuleles (Charanga Instrument Tab)</b><br/>L1 (step 6): Know how to swap between the given two chords with increasing confidence<br/>L2 (step 7): Know how to sing at the same time as playing (2-chord pieces)<br/>L3 (step 8): Know how to play the chord G; know how to swap between the chords C, F and G in a song<br/>L4&amp;5: Know how to select and practice songs for a performance (including</p> | <p><b>MMC Y6 Unit 4</b><br/><b>How does music teach us about our community?</b><br/>L1: Know how to listen and respond to 'Let's Rock'; know how to sing and play along to 'Let's Rock'<br/>L2: Know how to sing and improvise to 'Let's Rock'<br/>L3: Know how to listen and respond to 'Simple Gifts'; know how to sing and play along to 'Simple Gifts'<br/>L4: Know how to listen and respond to 'Danny</p> | <p><b>Y6 End of Year Production (play with music)</b></p> <ul style="list-style-type: none"> <li>• Know how to learn the songs for the show</li> <li>• Know how to learn to play the musical parts for the show</li> <li>• Know how to learn to use instruments to create sound effects for the show</li> <li>• Know how to learn to perform the complete</li> </ul> |

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| <p>L5: Know how to sing and play along to 'Sunshine on a Rainy Day'</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by the songs learnt this unit, to include time and key signatures and dynamics</p> | <p>part of a group, a melody to match the backing track for this song</p> <p>L3: Know that the song 'Singing Swinging Star' is in swing style, which is a form of jazz; know how this music connects to the past; know how to listen and respond to this song; know how to sing this song</p> <p>L4: Know how to improve the singing of 'My Best Friend' and 'Singing Swinging Star'; know how to improvise to 'My Best Friend'</p> <p>L5: Know how to listen and respond to 'Roll Alabama'; know that this is a folk song performed in a rock style; know how it connects us to the past; know how to sing 'Roll Alabama'</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by the songs learnt this unit, to include time and key signatures and dynamics</p> | <p>L3 (step 3): Know how to play the chord of F</p> <p>L4 (step 4): Know how to play clean chords of C and F; know how to swap between these two chords in a song</p> <p>L5 (step 5): Know how to play a clean chord of G7; swap between the chords of G7 and C in a song</p> <p>L6: Know how to play some of the songs already covered in this unit</p> | <p>songs which require the player to sing along – can be songs already covered, or suggested additional material)</p> <p>L6: Know how to perform to an audience on the ukulele, including singing along to some songs.</p> | <p>Boy'; know how to sing the song 'Simple Gifts'; know how to compose a short piece to 'Simple gifts', structuring musical ideas and including rising and falling musical shapes (phrases)</p> <p>L5: Know how to listen and respond to 'Friendship Should Never End' and place it in its historical, cultural and global context; learn to sing and play along with this song</p> <p>L6: Know how to use Music Notepad to compose a 4, 6, 8 or 12 bar piece, influenced by the songs learnt this unit, to include time and key signatures and dynamics</p> | <p>show, with increasing proficiency</p> <ul style="list-style-type: none"> <li>• Know how to perform for an audience</li> </ul> |
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VOCABULARY

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| Y5 vocabulary +<br>Chord, triad, chord progression | Y5 vocabulary +<br>Chord, triad, chord progression, swing | Y5 vocabulary +<br>Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord | Y5 vocabulary +<br>Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord | Y5 vocabulary +<br>Chord, triad, chord progression, swing, neck, body, frets, finger board, pluck, strum, open, chords, tuning, clean chord |
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