









Listening

Orange: New learning. Black: Deepening learning.

Interrelated Musical Dimensions						
						<b>A B A B</b>
Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure
Year 1						
Identify high and low sounds	Identify long and short sounds	Identify loud and quiet	Identify fast, medium and slow pulses	Identify bright, dull, scratchy, smooth	Identify layers of sound: singular and multiple: voices and instruments (same and varied instruments)	Identify intro, verse, chorus, outro
Identify high and low c on a c major scale on glockenspiel	Identify fast, medium and slow rhythms	<b>Musical Literacy</b> loud dynamics associated with excitement or anger, quiet dynamics associated with sadness	<b>Musical Literacy</b> slow tempo associated with sadness, fast tempo associated with excitement or anger	<b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel	Identify monophonic (single melody)	
Musical literacy - low pitch associated with sadness or anger, high pitch associated with excitement						
Year 2						
Identify high and low sounds	Identify long and short sounds	Identify loud and quiet	Identify fast, medium and slow pulses	Identify bright, dull, scratchy, smooth, <b>breathy (including ocarina)</b>	Identify layers of sound: singular and multiple: voices and instruments (same and varied instruments)	Identify intro, verse, chorus, <b>pre chorus, bridge, instrumental solo, outro</b>
<b>Identify high and low d on a d major scale and d pentatonic scale on ocarina</b>	Identify fast, medium and slow rhythms	<b>Musical Literacy</b> loud dynamics associated with excitement or anger, quiet dynamics associated with sadness	<b>Musical Literacy</b> slow tempo associated with sadness, fast tempo associated with excitement or anger	<b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel	<b>Identify monophonic (single melody)</b>	
Musical literacy - low pitch associated with sadness or anger, high pitch associated with excitement	Understand you fit rhythm to a steady pulse					
Year 3						
<b>Identify and compare the pitch of a range of sounds</b>	Identify fast, medium and slow rhythms	<b>Identify and compare the dynamics of a range of sounds</b>	Identify fast, medium and slow pulses	Identify bright, dull, scratchy, smooth, <b>breathy, distorted, clean, resonant (ukulele)</b>	Identify layers of sound: singular and multiple: voices and instruments (same and varied instruments)	Identify intro, verse, chorus, pre chorus, bridge, instrumental solo, outro
Identify high and low c on a c major scale and pentatonic <b>on a ukulele with GCEA tuning</b>	Understand that music can be written in different patterns E.g. 2/4 (a march), ¾ (a waltz) and 4/4 (steady pulse to a count of 4).	<b>Musical Literacy</b> loud dynamics associated with excitement, anger <b>or a heightened emotion</b> quiet dynamics associated with sadness, <b>melancholy or a heightened emotion</b>	<b>Musical Literacy</b> slow tempo associated with sadness, <b>melancholy</b> , fast tempo associated with excitement or anger	<b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel	<b>Identify homophonic</b> (harmony supporting melody)	<b>Identify both popular verse chorus structure (v,c,v,c,b,c), derivatives (e.g. v,v,c,v,c,b,v,c) and non-linear structures</b>
Identify when each string on a Ukulele with standard tuning (GCEA) is tuned correctly	Identify and discuss the impact of a range of sound lengths				<b>Identify canons</b> (same melody starting at different times)	
Musical literacy - low pitch associated with sadness, <b>melancholy</b> or anger, high pitch associated with excitement	Identify where there are bars of music that repeat 2, 4, 8 times				<b>Musical Literacy</b> explain using musical vocabulary, how the texture (layers of sounds) impact the composition and its mood	

Year 4						
<p>Identify and compare the pitch of a range of sounds</p> <p>Identify high and low notes <b>C, D, E, F, G on a trumpet, trombone and baritone</b></p> <p>Identify c major and pentatonic scales</p> <p>Musical Literacy low pitch associated with sadness, melancholy or anger, high pitch associated with excitement</p>	<p>Identify fast, medium and slow rhythms</p> <p>Understand that music can be written in different patterns E.g. 2/4 (a march), ¾ (a waltz) and 4/4 (steady pulse to a count of 4).</p> <p>Identify and discuss the impact of a range of sound lengths on <b>brass instruments</b></p> <p>Identify where there are bars of music that repeat 2, 4, 8 times</p>	<p>Identify and compare the dynamics of a range of sounds <b>on brass instruments</b></p> <p><b>Musical Literacy</b> loud dynamics associated with excitement, anger or a heightened emotion quiet dynamics associated with sadness, melancholy or a heightened emotion</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the dynamics (forte and piano) impact the composition</p>	<p>Identify fast, medium and slow pulses</p> <p><b>Musical Literacy</b> slow tempo associated with sadness, melancholy, fast tempo associated with excitement or anger</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the tempo (largo, andante, allegro, presto) impact effect of the composition</p>	<p>Identify bright, dull, scratchy, smooth, breathy, resonant, distorted, clean, <b>brassy (brass)</b></p> <p><b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel</p>	<p>Identify layers of sound: singular and multiple: voices and instruments (same and varied instruments)</p> <p><b>Identify homophonic</b> (harmony supporting melody)</p> <p><b>Identify canons</b> (same melody starting at different times)</p> <p><b>Identify polyphonic</b> (more than one simultaneous melody)</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the texture (layers of sounds) impact the composition and its mood</p>	<p>Identify intro, verse, chorus, pre chorus, bridge, instrumental solo, outro</p> <p>Identify both popular verse chorus structure (v,c,v,c,b,c), derivatives (e.g. v,v,c,v,c,b,v,c) and non-linear structures</p>
Year 5						
<p>Identify and compare the pitch of a range of sounds</p> <p>Identify high and low notes <b>on keyboard strings/orchestral instruments/musical compositions</b></p> <p>Identify c major <b>and c minor scales</b></p> <p><b>Musical Literacy</b> low pitch associated with sadness, melancholy or anger, high pitch associated with excitement</p>	<p>Identify fast, medium and slow rhythms</p> <p>Understand that music can be written in different patterns E.g. 2/4 (a march), ¾ (a waltz) and 4/4 (steady pulse to a count of 4).</p> <p>Identify and discuss the impact of a range of sound lengths <b>in orchestral instruments</b></p> <p>Identify where there are bars of music that repeat 2, 4, 8 times</p>	<p>Identify and compare the dynamics of a range of sounds <b>on orchestral instruments/classical compositions</b></p> <p><b>Musical Literacy</b> loud dynamics associated with excitement, anger or a heightened emotion, quiet dynamics associated with sadness, melancholy or a heightened emotion</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the dynamics (forte and piano) impact the composition</p>	<p>Identify fast, medium and slow pulses</p> <p><b>Musical Literacy</b> slow tempo associated with sadness, melancholy, fast tempo associated with excitement or anger</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the tempo (largo, andante, allegro, presto) impact effect of the composition</p>	<p>Identify bright, dull, scratchy, smooth, breathy, resonant, brassy, <b>raspy, piercing, warm</b></p> <p><b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel</p> <p><b>Know how instruments are categorised into families through sound and timbre in an orchestra (percussion, brass, woodwind, strings)</b></p>	<p>Identify layers of sound: singular and multiple: voices and instruments: <b>instrumental families (percussion, brass, woodwind, strings) (same and varied instruments)</b></p> <p><b>Identify homophonic</b> (harmony supporting melody)</p> <p><b>Identify canons</b> (same melody starting at different times)</p> <p><b>Identify polyphonic</b> (more than one simultaneous melody)</p> <p><b>Musical Literacy</b> explain using musical vocabulary, <b>how the instruments selected in a piece to create texture</b> (layers of sounds) impact the composition and its mood</p>	<p>Identify intro, verse, chorus, pre chorus, bridge, instrumental solo, outro</p> <p>Identify both popular verse chorus structure (v,c,v,c,b,c), derivatives (e.g. v,v,c,v,c,b,v,c) and non-linear structures</p>

Year 6						
<p>Identify and compare the pitch of a range of sounds using a pitch wheel, pitch modulator and sine, square, triangle, sawtooth waveforms</p> <p>Identify that LFO's (Low Frequency Oscillators) change the pitch of a sound</p> <p>Identify high and low notes on a synthesizer electronic instruments/musical compositions and know that synthesizers can play a much wider range of pitch than any acoustic instrument. From the lowest to the highest sounds that humans can hear</p> <p>Identify c major and c minor scales</p> <p><b>Musical Literacy</b> low pitch associated with sadness, melancholy or anger, high pitch associated with excitement</p>	<p>Identify fast, medium and slow rhythms</p> <p>Understand that music can be written in different patterns E.g. 2/4 (a march), ¾ (a waltz) and 4/4 (steady pulse to a count of 4).</p> <p>Identify and discuss how to impact sound lengths using a synthesizer (attack, decay, sustain, release)</p> <p>Identify where there are bars of music that repeat 2, 4, 8 times</p>	<p>Identify and compare the dynamics of a range of sounds on <b>electronical compositions</b></p> <p><b>Musical Literacy</b> loud dynamics associated with excitement, anger or a heightened emotion, quiet dynamics associated with sadness, melancholy or a heightened emotion</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the dynamics (forte and piano) impact the composition</p> <p>Increasing amplitude makes a sound louder on a synthesizer</p>	<p>Identify fast, medium and slow pulses</p> <p>Understand that synthesizers allow the programming of drums percussion and this allows us to set/change the BPM (beats per minute)</p> <p><b>Musical Literacy</b> slow tempo associated with sadness, melancholy, fast tempo associated with excitement or anger</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the tempo (largo, andante, allegro, presto) impact effect of the composition</p>	<p>Identify bright, dull, scratchy, smooth, breathy, resonant, brassy, raspy, piercing, warm, <b>industrial</b>, spacey</p> <p>Know that synthesizers can produce sounds multi timbre and that filters and equalisers can manipulate timbre</p> <p>Know filters and envelopes can manipulate the timbre of synthesised sounds</p> <p><b>Musical Literacy</b> explain in their own vocabulary, how the timbre of different sounds make them feel</p> <p>Know how instruments are categorised into families through sound and timbre in an orchestra (percussion, brass, woodwind, strings)</p>	<p>Identify layers of sound: singular and multiple: voices and instruments: instrumental families (percussion, brass, woodwind, strings) (same and varied instruments)</p> <p><b>Identify homophonic</b> (harmony supporting melody)</p> <p><b>Identify canons</b> (same melody starting at different times)</p> <p><b>Identify polyphonic</b> (more than one simultaneous melody) Textures can be manipulated using LFO (Low frequency oscillators)</p> <p><b>Musical Literacy</b> explain using musical vocabulary, how the instruments selected in a piece to create texture (layers of sounds) impact the composition and its mood</p>	<p>Identify intro, verse, chorus, pre chorus, bridge, instrumental solo, outro</p> <p>Identify both popular verse chorus structure (v,c,v,c,b,c), derivatives (e.g. v,v,c,v,c,b,v,c) and non-linear structures</p> <p>Understand that a standard classical symphony form is usually in four movements (pt 1 allegro sonata (fast) pt 2 slow pt 3 minuet (dance with 3 beats in a bar) pt 4 allegro</p>

Aural Memory		
		
Percussion	Tuned Spine Instruments	Tuned Other
Year 1		
<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes.</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li></ul>
Year 2		
<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Ocarina</b> range of timbres from loose and breathy to deeply textured and buzzy</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li><li>o <b>Voice</b> ostinato a repeated melody</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li></ul>
Year 3		
<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Ocarina</b> range of timbres from loose and breathy to deeply textured and buzzy</li><li>o <b>Ukulele</b> produce a plucked, resonating and jangly sound like a classical guitar. Provides rhythm and lead</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li><li>o <b>Voice</b> ostinato a repeated melody</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression.</li><li>o <b>Voice</b> (homophonic) a harmony supports the melody</li><li>o <b>Voice</b> (canons and rounds) same melody different start time</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes</li><li>o <b>Organ</b> (Rock/Hammond) originally used in church and gospel music it became used in jazz, rock and roll then rock. Soulful, vibrato, driven and distorted sound</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Electric guitar</b> clean and overdrive/distortion sound</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li></ul>
Year 4		

<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Ocarina</b> range of timbres from loose and breathy to deeply textured and buzzy</li><li>o <b>Ukulele</b> produce a plucked, resonating and jangly sound like a classical guitar. Provides rhythm and lead</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li><li>o <b>Voice</b> ostinato a repeated melody</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression.</li><li>o <b>Voice</b> (homophonic) a harmony supports the melody</li><li>o <b>Voice</b> (canons and rounds) same melody different start time</li><li>o <b>Trumpet</b> highest range in the brass family and three valve keys to change the pitch</li><li>o <b>Trombone</b> wide range of notes using a slide. Sounds deeper than a trumpet; typically considered to produce bass sounds</li><li>o <b>Baritone</b> lower sounding valve instrument. Closer to the trombone than trumpet. It has deep and warm sound</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes</li><li>o <b>Organ</b> (Rock/Hammond) originally used in church and gospel music it became used in jazz, rock and roll then rock. Soulful, vibrato, driven and distorted sound</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead.</li><li>o <b>Electric guitar</b> clean and overdrive/distortion sound</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li></ul>
Year 5		
<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li><li>o <b>Drums (Hip Hop)</b> live loops and/or selected samples that are primarily constructed around the Kick, snare and hi-hats (Roland 808 Kick drum</li><li>o <b>Scratching (Hip Hop)</b> DJ or turntablist technique of moving a vinyl record back and forth on a turntable to produce percussive or rhythmic sounds</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Ocarina</b> range of timbres from loose and breathy to deeply textured and buzzy</li><li>o <b>Ukulele</b> produce a plucked, resonating and jangly sound like a classical guitar. Provides rhythm and lead</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li><li>o <b>Voice</b> ostinato a repeated melody</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression.</li><li>o <b>Voice</b> (homophonic) a harmony supports the melody</li><li>o <b>Voice</b> (canons and rounds) same melody different start time</li><li>o <b>Voice</b> (polyphonic) more than one simultaneous melody</li><li>o <b>Trumpet</b> highest range in the brass family and three valve keys to change the pitch</li><li>o <b>Trombone</b> wide range of notes using a slide. Sounds deeper than a trumpet; typically considered to produce bass sounds</li><li>o <b>Baritone</b> lower sounding valve instrument. Closer to the trombone than trumpet. It has deep and warm sound</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes</li><li>o <b>Organ</b> (Rock/Hammond) originally used in church and gospel music it became used in jazz, rock and roll then rock. Soulful, vibrato, driven and distorted sound</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead.</li><li>o <b>Electric guitar</b> clean and overdrive/distortion sound</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li><li>o <b>Cello</b> part of the orchestral string family. Sound produced by moving a bow over the string or plucking it. A dark, majestic sound</li><li>o <b>Violin</b> (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li><li>o <b>Flute</b> part of the woodwind family but has no reed. Sound is produced by blowing over a hole. Soft graceful and whispery but also penetrating and shrill like</li><li>o <b>Bassoon</b> reed instrument and part of the orchestral woodwind family. A light buzzing quality at their lowest sound and warm, nasal sound higher up. The bassoon is lower than the Oboe.</li><li>o <b>Oboe</b> reed instrument and part of the orchestral woodwind family. A bright, penetrating sound. The Oboe is very versatile and capable of piercing high notes.</li><li>o <b>Clarinet</b> reed instrument and part of the orchestral woodwind family. A warm, rich tone.</li><li>o <b>Sampling (Hip Hop)</b> reuse of a portion (sample) of a sound recording in a new recording. It is a foundation of</li><li>o <b>Bass (Hip Hop)</b> alongside drums provides a backbone for the rapper to freestyle and can be recorded with a traditional bass guitar or synth bass</li></ul>

Year 6		
<ul style="list-style-type: none"><li>o Percussion produced sounds by striking, shaking, scraping</li><li>o Percussion tambourine, claves, cabasa, cymbals, gogo bells, guiro, maracas, sleigh bells, triangle</li><li>o Drums provide the tempo and a rhythm. Can also influence textures, dynamics and timbre</li><li>o Drums (Hip Hop) live loops and/or selected samples that are primarily constructed around the Kick, snare and hi-hats (Roland 808 Kick drum</li><li>o Scratching (Hip Hop) DJ or turntablist technique of moving a vinyl record back and forth on a turntable to produce percussive or rhythmic sounds.</li><li>o Drums (Hip Hop/Electronic) live loops and/or selected samples that are primarily constructed around the Kick, snare and hi-hats (Roland 808 Kick drum)</li><li>o Drums (Jazz) brushes can replace sticks producing a smooth/flowing sound</li><li>o Identify synth drums/mallets, keys, bass, leads, pads/strings/soundscapes and effects</li></ul>	<ul style="list-style-type: none"><li>o <b>Glockenspiel</b> bright penetrating sound</li><li>o <b>Glockenspiel</b> plastic/wooden beaters change the timbre</li><li>o <b>Ocarina</b> range of timbres from loose and breathy to deeply textured and buzzy</li><li>o <b>Ukulele</b> produce a plucked, resonating and jangly sound like a classical guitar. Provides rhythm and lead</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression</li><li>o <b>Voice</b> monophonic a single melody</li><li>o <b>Voice</b> ostinato a repeated melody</li><li>o <b>Voice</b> melodic instrument, capable of depth of expression.</li><li>o <b>Voice</b> (homophonic) a harmony supports the melody</li><li>o <b>Voice</b> (canons and rounds) same melody different start time</li><li>o <b>Voice</b> (polyphonic) more than one simultaneous melody</li><li>o <b>Trumpet</b> highest range in the brass family and three valve keys to change the pitch</li><li>o <b>Trombone</b> wide range of notes using a slide. Sounds deeper than a trumpet; typically considered to produce bass sounds</li><li>o <b>Baritone</b> lower sounding valve instrument. Closer to the trombone than trumpet. It has deep and warm sound</li><li>o <b>Synthesizers</b> Oscillators create different shaped waveforms = different sounds. (sine wave - a smooth rising/falling shape produces a mild soft tone) (square wave - looks like a near perfect square that produces a reedy/hollow sound) (sawtooth wave - shaped like teeth on sawblade and produces a sharp biting tone)</li><li>o <b>Synthesizers</b> Low and high pass combined filters let parts of the sound through. Low pass lets only low frequencies through making the sound darker. High pass let only high frequencies making the sound brighter</li></ul>	<ul style="list-style-type: none"><li>o <b>Piano</b> 88 keys all play different notes</li><li>o <b>Organ</b> (Rock/Hammond) originally used in church and gospel music it became used in jazz, rock and roll then rock. Soulful, vibrato, driven and distorted sound</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead</li><li>o <b>Guitar</b> stringed instruments that can be strummed or plucked</li><li>o <b>Guitar</b> acoustic and electric. Provide rhythm and lead.</li><li>o <b>Electric guitar</b> clean and overdrive/distortion sound</li><li>o <b>Bass guitar</b> low sound that alongside drums forms an important backbone to music</li><li>o <b>Cello</b> part of the orchestral string family. Sound produced by moving a bow over the string or plucking it. A dark, majestic sound</li><li>o <b>Violin</b> (Fiddle in folk music) part of the orchestral string family. Sound is produced by moving a bow over it. A bright, vibrant instrument; able to create many tones/timbres</li><li>o <b>Flute</b> part of the woodwind family but has no reed. Sound is produced by blowing over a hole. Soft graceful and whispery but also penetrating and shrill like</li><li>o <b>Bassoon</b> reed instrument and part of the orchestral woodwind family. A light buzzing quality at their lowest sound and warm, nasal sound higher up. The bassoon is lower than the Oboe.</li><li>o <b>Oboe</b> reed instrument and part of the orchestral woodwind family. A bright, penetrating sound. The Oboe is very versatile and capable of piercing high notes.</li><li>o <b>Clarinet</b> reed instrument and part of the orchestral woodwind family. A warm, rich tone.</li><li>o <b>Sampling (Hip Hop)</b> reuse of a portion (sample) of a sound recording in a new recording. It is a foundation of</li><li>o <b>Bass (Hip Hop)</b> alongside drums provides a backbone for the rapper to freestyle and can be recorded with a traditional bass guitar or synth bass</li><li>o <b>Double bass</b> used in jazz music in the 1890’s. Supplies low pitched walking bass lines outlining chord progressions</li><li>o <b>Saxophone</b> a reed instrument and part of orchestral woodwind family. A versatile sound combing smooth warm tones with piercing, raspy sounds</li><li>o <b>Harmonica</b> a reed instrument also known as French harp or mouth organ used in many world genres notably blues.</li><li>o <b>Slide Guitar</b> slide guitar is a technique for playing the guitar that is often used in blues music. It involves playing guitar while holding a hard object against the strings creating glissando effects and deep vibratos that imitate the human singing voice.</li><li>o <b>Sampling (Hip Hop/Electronic)</b> use of a portion (sample) of a sound recording in a new recording. It is a foundation of</li><li>o <b>Bass (Hip Hop/Electronic)</b> alongside drums provides a backbone for the rapper to freestyle and can be recorded with a traditional bass guitar or synth bass</li></ul>