



Coddington C of E Primary and Nursery School

Music Progression Document

Key Areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening & Respond/Appraise	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about</p> <ul style="list-style-type: none"> • Lyrics – what the song is about. • Any musical dimensions features in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). • Identify the main sections of the song, 	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about :</p> <ul style="list-style-type: none"> • Some of the style indicators of that song (musical characteristics that give the song its style). • The lyrics: what the song is about. • Any musical dimensions featured in the song and where they are used (texture, 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the units in those styles.</p> <p>To choose two or three other songs and to be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style). • The lyrics: what the songs are about. 	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the units in those styles.</p> <p>To choose two or three other songs and to be able to talk about:</p> <ul style="list-style-type: none"> • Some of the style indicators of the songs (musical characteristics that give the songs their style). • The lyrics: what the songs are about.

				<p>intro, verse, chorus.</p> <ul style="list-style-type: none"> Name some of the instruments they have heard in the song. <p>Know that a riff is a repeated phrase/chorus.</p>	<p>dynamics, tempo, rhythm and pitch).</p> <ul style="list-style-type: none"> Identify the main sections of the song (introduction, verse, chorus) Name some of the instruments they heard in the song. <p>To know that they can apply their knowledge of a riff to identify it.</p>	<ul style="list-style-type: none"> Any musical dimensions features in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the songs (intro, verse, chorus). Name some of the instruments they heard in the songs. <p>The historical context of the songs. What else was going on at this time?</p>	<ul style="list-style-type: none"> Any musical dimensions features in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch, timbre). Identify the main sections of the songs (intro, verse, chorus). Name some of the instruments they heard in the songs. The historical context of the songs. What else was going on at this time? <p>To know and talk about the fact that we each have a musical identity. To know and talk about a piece of music given to them that they can use and apply their knowledge to describe what they are hearing.</p>
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Vocabulary	Sounds, expression, thoughts, dance, performance, feelings, responses.	Melody, singers, rhythm, beat, pitch, perform, keyboard, audience.	Melody, pulse, rhythm, pitch, perform, audience, tempo, keyboard,	Verse, introduction, chorus, rhythm, pitch, tempo, keyboard, melody, backing vocals, introduction, verse, structure, hook, pentatonic scale, imagination, texture, dynamics, pitch, electric guitar, bass, drums.	Keyboard, electric guitar, bass, drums, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, melody, solo, pentatonic scale, unison, patterns, lyrics, by ear, notation, backing vocals, lyrics, piano, introduction, verse, chorus, riff.	Old school, hip hop, rap, riff, synthesizer, unison, melody, compose, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, ballad, verse, chorus, interlude, strings, piano, guitar, bass, drums, bossanova, swing, syncopation, tune, note names, notation, big bands, rock, amplifier, tempo, compose, soul, groove, harmony.	Style, melody, compose, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, motown, hook, riff, solo, blues, jazz, by ear, unison, harmony, phrases, gospel, rap, lyrics, deejaying, electronic music, acoustic.
Explore & Create (Musical Activities)	<p>Create their own songs, or improvise a song around one they know.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals</p> <p>To know that rhythms are different from the steady pulse.</p> <p>To know that we add high and low sounds,</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm and pitch work together. • Pulse: finding the pulse – the heartbeat of the music • Rhythm: the long and short 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.

			pitch, when we sing and play our instruments.	Know the difference between a musical question and an answer.	<ul style="list-style-type: none"> patterns over the pulse. Know the difference between pulse and rhythm. Pitch: high and low sounds that create melodies How to keep the internal pulse <p>Musical leadership: creating ideas for the group to copy or respond to.</p>	<ul style="list-style-type: none"> How to keep the internal pulse. <p>Musical leadership: creating musical ideas for the group to copy or respond to.</p>	<ul style="list-style-type: none"> How to keep the internal pulse. Musical leadership: creating musical ideas for the group to copy or respond to. <p>Creating individual parts for each group member and leading in performance.</p>
Vocabulary	Create, songs, improvise, explore, refine, artistic effect.	Pulse, rhythm, pitch, melody, compose, improvise, singers, lyrics.	Pulse, rhythms, pitch, improvise, compose, perform, audience, questions and answers, melody, tempo, glockenspiel, high and low sounds.	Pulse, rhythm, pitch, beat, questions and answers, structure, verse, chorus, compose, tempo, melody, texture, backing vocals, riff, introduction, hook, pentatonic scale, imagination.	Pulse, rhythm, pitch, long and short patterns, melodies, high and low sounds, internal pulse, compose, unison, dynamics, texture, hook, pentatonic scale, musical style, rapping, lyrics, digital electronic sounds, backing vocals, piano, acoustic guitar, percussion.	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, internal pulse, musical ideas, respond, old school, hip hop, rap, riff, funk, unison, melody, compose, verse, chorus, piano, note values, note names, big bands, rock, beat, harmony.	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, song, internal pulse, musical ideas, leading, performance, style, melody, improvise, dynamics, compose, ostinato, phrases, lyrics, rap, acoustic, improvisation.
Singing	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	To confidently sing or rap five songs from memory and sing them in unison.	To know that we can confidently sing five songs from memory. To know that unison is everyone singing at the same time. To know that songs include other ways of using the voice e.g. rapping (spoken word). To know why we need	To know and be able to talk about: <ul style="list-style-type: none"> Singing in a group can be called a choir. Leader or conductor – a person who the choir or group follow. Songs can make you feel different 	To know and be able to talk about : <ul style="list-style-type: none"> Singing in a group can be called a choir. Leader or conductor: a person who the choir or group follow. Songs can make you feel different 	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead 	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience.

	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing a range of well-known nursery rhymes and song 		to warm up our voices.	<p>things e.g. happy, energetic or sad.</p> <ul style="list-style-type: none"> Singing as part of an ensemble or large group is fun, but that you must listen to each other. <p>To know why you must warm up your voice. Know that a riff is a repeated phrase/chorus. To know that repeated phrases/riffs occur in many songs.</p>	<p>things e.g. happy, energetic or sad.</p> <ul style="list-style-type: none"> Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: how a solo singer makes a thinner texture than a large group. <p>To know why you must warm up your voice. To know that they can apply their knowledge of a riff to identify it. To know how to use a riff/chorus in a song.</p>	<p>vocal, backing vocals or rapping.</p> <p>To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</p>	<p>To choose a song and be able to talk about :</p> <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. <p>To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</p>
Vocabulary	Music, pitch, tone, songs, melody, rhymes.	Sing, rap, songs, memory, rhythm, pitch, melody, perform, unison.	Sing, songs, memory, unison, voice, rapping, warm up, voices, notes, tune, harmony, audience.	Sing, songs, group, choir, leader, conductor, feelings, ensemble, listen, warm up, riff, phrase, chorus, repeat, tune, rhythm, pitch, tempo, dynamics, melody, verse.	Pulse, rhythm, pitch, heartbeat, long and short patterns, high, low, melodies, internal pulse, copy, respond, melody, compose, tempo, dynamics, lyrics, rapping, by ear, notation, backing vocals, piano.	Sing, songs, parts, memory, strong internal pulse, features, unison, solo, lead vocal, backing vocals, rapping, lyrics, warming up, voice, dynamics, pitch, pulse, rhythm, compose, chorus, verse, introduction, notes, values, notation, tempo, harmony.	Sing, songs, parts, memory, internal pulse, style, feeling, context, audience, features, unison, solo, lead vocal, backing vocals, rapping, meaning, lyrics, warming up, voice, melody, improvise, rhythm, pitch, timbre, structure, harmony.
Playing	Play instruments with increasing control to express their feelings and ideas.	To know the names of the notes in their instrumental part from memory or when written down. To know the names of the instruments they are playing.	To know the names of the notes in their instrumental part from memory or when written down. To know the names of unturned percussion instruments played in class.	To know and be able to talk about <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder. <p>Know that a riff is a</p>	To know and be able to talk about: <ul style="list-style-type: none"> The instruments used in class (glockenspiel, recorder or xylophone). 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down –use symbols and show staff notation. 	To know and be able to talk about: <ul style="list-style-type: none"> Different ways of writing music down – use symbols and begin to use staff notation.

				repeated phrase/chorus.	<ul style="list-style-type: none"> Other instruments they might play or be played in a band or orchestra or by their friends. <p>To be able to choose a musical instrument for effect.</p>	<ul style="list-style-type: none"> The notes C,D,E,F,G,A,B, C on the treble stave <p>The instruments they might play or be played in a band or orchestra or by their friends.</p>	<ul style="list-style-type: none"> The notes C,D,E,F,G,A,B, C on the treble stave and begin to use them. <p>The instruments they might play or be played in a band or orchestra or by their friends.</p>
Vocabulary	Control, feelings, ideas, instruments.	Notes, instruments, instrumental, memory, playing, melody, perform, audience, beat, time.	Notes, instrumental, instruments, memory, written, untuned percussion, tuned percussion, pulse, rhythm, pitch, perform, melody, dynamics, tempo, glockenspiel.	Instruments, glockenspiel, recorder, riff, repeat, phrase, chorus, introduction, verse, chorus, compose, pulse, rhythm, pitch, tempo, dynamics, melody, texture, riff, introduction, compose, pentatonic scale, imagination.	Instruments, glockenspiel, recorder, xylophone, guitar, trumpet, piano, saxophone, play, band, orchestra, musical, effect, melody, pulse, rhythm, pitch, tempo, dynamics, structure, compose, riff, melody, solo, pentatonic scale, unison, patterns, musical style, rapping, lyrics, sounds, by ear, notation, percussion.	Music, recording, symbols, staff notation, notes, treble stave, instruments, play, band, orchestra, riff, loops, scratching, unison, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, verse, chorus, introduction, ballad, bossanova, syncopation, swing, tune, note values, note names, treble cleff, big bands, rock, back beat, amplifier, tempo, soul, groove, bass line, harmony.	Writing music, composition, symbols, staff notation, notes, treble cleff, instruments, band, orchestra, melody, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions, soul, producer, hook, riff, solo, blues, jazz, by ear, harmony, intonation, ostinato phrases, acoustic, gospel, urban, neo soul, motown.
Improvisation	Create their own songs or improvise a song around one they know.	To know that improvisation is about making up your own tunes on the spot. To know that when someone improvises, they make up their own	To know that improvisation is making up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone	To know and be able to talk about improvisation. <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot.

		tune that has never been heard before. To know that everyone can improvise.	can improvise and you can use one or two notes.	<ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before, it is not written down and belongs to them. <p>To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <p>To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <p>To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well known improvising musicians. To know that different effects are created by different combinations of notes i.e cords or discords.</p>	<ul style="list-style-type: none"> When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <p>To know that using one or two notes confidently is better than using five. To use their knowledge to select a combination of notes to create an effect i.e. cords or discords. To know that if you improvise using the notes you are given you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To find their own examples of improvising musicians.</p>
Vocabulary	Create, song, improvise.	Improvisation, making up, tune, melody, rhythm, pitch, compose, imagination.	Improvisation, making up, tune, notes, pulse, rhythm, pitch, compose, perform, audience, melody, instruments.	Improvisation, make up, tunes, notes, introduction, verse chorus, pitch, rhythm, tempo, dynamics, melody, backing, hook, pentatonic scale, imagination.	Improvisation, make up, tunes, belonging, notes, riffs, phrases, repeat, instruments, voices, pitch, melody, pulse, rhythm, dynamics, structure, compose, solo, pentatonic scale, unison, patterns, musical, rapping, lyrics, sounds, drums, by ear, notation, backing,	Improvisation, make up, tunes, belonging, notes, confidence, riffs, musicians, effects, combinations, cords, discords, deck, backing loops, scratching, unison, melody, compose, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, producer, groove, by ear, unison, harmony	Improvisation, tunes, belonging, notes, confidence, knowledge, combination, effect, cords, discords, riffs, musicians, melody, compose, pause, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions, producer, groove, by ear, unison, harmony

					piano.	interlude, tag ending, bass, drums, appraising, syncopated, note values, note names, notation, treble cleff, beat, amplifier, tempo, harmony.	ostinato, phrases.
Composition	<p>Create collaboratively sharing ideas, resources and skills.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>To know that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p> <p>To gradually build up to using C,D,E,F,G in their compositions.</p>	<p>To know that composing is like writing a story with music.</p> <p>To know that everyone can compose.</p> <p>To extend their composition with the use of sharps and flats.</p>	<p>To know and be able to talk about</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story; it can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc) <p>To know that tuned and untuned instruments can be used for their compositions.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • Different ways of recording compositions (letter names, symbols, audio etc.) <p>To know that they can select tuned and untuned instruments for their composition and that these will produce different effects.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. <p>To know that composition can take the form of one or more layers.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. • Notation: recognise the connection between sound and symbol. <p>To know that by using different layers this will produce a different sound.</p> <p>To know and be able to talk about their choice of layers.</p>

<p>Vocabulary</p>	<p>Explore, instruments, sounds, listen.</p>	<p>Composing, writing, music, notes, rhythm, pitch, compose, melody, guitar, drums, perform, singers, keyboard, percussion, groove, audience, imagination.</p>	<p>Composing, writing, music, extend, sharps, flats, notes, instruments, voices, drums, bass, guitars, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo, percussion.</p>	<p>Composition, music, created, recorded, play, perform, compose, names, symbols, audio, tuned, untuned, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, structure, imagination.</p>	<p>Discuss, composition, music, created, writing, played, performed, repetition, recording, letter names, symbols, audio, select, tuned, untuned, different effects. Guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, solo, backing, patterns, musical style, electronic sounds, unison, acoustic.</p>	<p>Discuss, compare, composition, music, created, writing, played, performed, repetition, pulse, rhythm, pitch tempo, dynamics, texture, structure, notation, connection, sound, symbol, layers, synthesizer, deck backing loops, scratching, unison, melody, verse, chorus, interlude, appraising, note values, note names, treble cleff, amplifier, bass line, harmony.</p>	<p>Discuss, communicate, composition, music, created, writing, played, performed, composition, pulse, rhythm, pitch, shaped, tempo, dynamics, texture, structure, notation, connection, sound, symbol, layers, different sounds, melody, compose, improvise, timbre, dimensions, producer, groove, hook, riff, solo, by ear, unison, harmony, ostinato, phrases, lyrics, deejaying, electronic music, acoustic music.</p>
<p>Performance</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>To know that a performance is sharing music with other people, called an audience.</p>	<p>To know that a performance is sharing music with an audience.</p> <p>To know that a performance can be a special occasion and involve a class, a year groups or a whole school.</p> <p>To know that an audience can include your parents and friends.</p>	<p>To know and be able to talk about</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence • A performance can be a special 	<p>To know and be able to show that :</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence • A performance can be a 	<p>To know and be able to create a performance that shows an awareness of :</p> <ul style="list-style-type: none"> • Performing is sharing music with other people, an audience. • A performance doesn't have to be a drama! It can be to one person or to each other. • You need to know and have planned everything that will be performed. • You must sing or rap the words clearly and play with confidence 	<p>To know and create a performance which will reflect the identity of the individual/group :</p> <ul style="list-style-type: none"> • Performing is sharing music with an audience with belief. • A performance doesn't have to be a drama! It can be to one person or to each other. • Everything that will be performed must be planned and learned. • You must sing or rap the words clearly and play with confidence

				<p>occasion and involve an audience including of people you don't know.</p> <ul style="list-style-type: none"> • It is planned and different for each occasion. <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>special occasion and involve an audience including of people you don't know.</p> <ul style="list-style-type: none"> • It is planned and different for each occasion. <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know. • It is planned and different for each occasion. <p>It involves communicating feelings, thoughts and ideas about the song/music.</p>	<ul style="list-style-type: none"> • A performance can be a special occasion and involve an audience including of people you don't know. • It is planned and differed for each occasion. <p>A performance involves communicating ideas, thought and feeling about the song/music.</p>
Vocabulary	Songs, performance, share, audience, music, solo, groups	Performance, sharing, music, audience, songs.	Performance, sharing, music, people, audience, planning, order, sing, rap, confidence, special occasion, communication, feelings, thoughts, ideas.	Performing, music, sharing, audience, planned, sing, rap, words, play, confidence, special occasion, communicating, thoughts, feelings, ideas, songs, music, instruments, order, structure, instruments.	Performing, sharing, music, audience, planned, sing, rap, play, confidence, special occasion, communication, feelings, thoughts, ideas, songs, music, conductor, leader, vocals, instruments, solo, improvise.	Performing, creative, awareness, sharing, music, audience, planning, sing, rap, play, confidence, special occasion, communicating, feelings, thoughts, ideas, songs, music, backing tracks, unison, improvise, structure, interlude, appraising, harmony, working together.	Performing, creative, groups, sharing, music, audience, belief, planned, learned, sing, rap, words, play, confidence, special occasion, different genres, communicating, ideas, thoughts, feelings, song, music, compose, improvise, dynamics, structure, dimensions, by ear, unison, harmony, lyrics, acoustics.