

Belton - Music Long Term Plan EYFS (Underlined - skills that are repeated through units)

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
EYFS Skills	Unit 1 Pulse	Unit 2 Voice	Unit 3 Rhythm	Unit 4 Pitch	Unit 5 Technology / structure & form	Unit 6 20 th Century Music
	<p><u>Skill 1 -I can keep a steady pulse with some accuracy (eg clapping, marching, tapping)</u> (Unit 3)</p> <p>Skill 2 -I can imitate movements in response to music.</p> <p>Skill 3 - I can explore, respond and identify long and short sounds.</p>	<p>Skill 1-I can sing songs, which contain a small range of notes (2 or 3 notes for example).</p> <p>Skill 2-I can take turns when singing and be a good listener.</p> <p>Skill 3 -I can perform actions to accompany songs. (Move like a snake etc)</p>	<p>Skill 1 -I can explore rhythm through play</p> <p>Skill 2 -I can create rhythms and suggest symbols to represent rhythms</p> <p><u>Skill 3 -I can keep a steady pulse with some accuracy while playing</u> (Unit 1)</p> <p>Skill 4 -I can recognise and control changes in tempo</p> <p>Skill 5 -I can listen to ideas from others, taking turns</p>	<p>Skill 1 -I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally</p> <p>Skill 2 -I can sing broadly in tune with a limited pitch range</p> <p><u>Skill 3 -I can create music, and suggest symbols to represent sounds (Eg a large foot for Daddy bear, small foot for baby bear)</u> (Unit 5)</p> <p>Skill 4 -I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments</p>	<p>Skill 1-To explore and change sounds and music through play and technology.</p> <p>Skill 2-To comment and respond to recordings of own voice, other classroom sounds.</p> <p><u>Skill 3 -To create music and suggest symbols to represent the sounds.</u> (Unit4)</p> <p>Skill 4 -To begin to demonstrate an understanding of musical structure</p>	<p>Skill 1 -To comment and respond to recorded music from different traditions, genres, styles and times.</p>

Music Long Term Plan - Cycle A

(Underlined - skills that are repeated through units)

Term	Autumn				Spring			Summer				
Unit	Unit 1 Pulse				Unit 2 Voice			Unit 4 Pitch				
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
1 / 2 Skills - Year 1 Year 2	-I can create, explore, respond and identify long and short sounds. <u>-I can sing / play with good sense of pulse.</u> (Unit 3)	<u>-I can follow simple musical directions for faster, slower, stopping and starting.</u> (Unit 2) <u>-I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing. I can perform with a good sense of pulse and rhythm.</u> (Unit 3)	-I can keep a steady pulse with some accuracy (eg. clapping, marching, tapping and playing instruments) -I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc	I can comment on my own and other people's performances. I can respond to visual and aural cues.	<u>I can sing and perform songs which contain a small range of notes (3 - 5 notes for example), with growing confidence.</u> (Unit 4) <u>I can sing with accuracy, within a range of notes.</u> (Unit 4)	<u>-I can follow simple musical directions for faster, slower, stopping and starting.</u> (Unit 1) I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)	I can recognise and represent higher and lower sounds using graphic notation. <u>I can recognise and demonstrate the link between pitch and shape using graphic notation.</u> (Unit 4)	<u>I can sing and perform songs which contain a small range of notes (3 - 5 notes for example), with growing confidence.</u> (Unit 2) <u>I can sing with accuracy, within a range of notes.</u> (Unit 2)	-I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can demonstrate increased understanding of basic musical features as appropriate to a specific music content (E.g. Getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc)	<u>-I can use graphic notation to record pitch changes</u> (Unit 3) <u>I can recognise and demonstrate the link between pitch and shape using graphic notation.</u> (Unit 2)	<u>-I can listen to ideas from others and use them to help improve my work</u> (Unit 3)	<u>I can listen and respond appropriately to a variety of live and recorded music, making observations about the music</u> (Unit 5 & 6)

Term	Autumn				Spring Term			Summer				
Unit	Unit 1 Pulse				Unit 2 Voice			Unit 4 Pitch				
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
3/4 Skills Year 3 Year 4	-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 2 & 4) -I can sing and play confidently and fluently, maintaining an appropriate pulse. (Unit 3)	-I can maintain a part in a piece / rhythm game consisting of two or more parts. -I can follow and lead simple performance directions. (eg call and response patterns)	-I can follow and lead simple performance directions, demonstrating my understanding of pulse -I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) (Unit 3)	-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. (Unit 3, 4, & 5) -I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 3 & 4)	-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 1 & 4) I can sing with an awareness of my breathing and pronunciation. (Unit 4)	I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) I can sing fluently with confidence.	I can hear a melody and create a graphic score represent it. I can use standard or graphic notation to create a melody.	-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 1 & 2) Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) (Unit 3) I can sing with an awareness of my breathing and pronunciation. (Unit 2)	I can begin to create simple rhythmic patterns, melodies and accompaniments. Create simple rhythmic patterns, melodies and accompaniments (Unit 3)	I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch	Listen and evaluate a range of live+ recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. (Unit 6)	-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. (Unit 1, 3 & 5) -I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 1 & 3)

<p>Year 5/6 Skills Year 5 Year 6</p>	<p>-I can maintain a strong sense of pulse throughout pieces with and without syncopation or Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments</p>	<p>-I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. -I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers (smaller groups / more parts) (Unit 3)</p>	<p>-I can maintain an independent part in a group when singing or playing (Unit 2 & 3) Share opinions about own and others' music and be willing to justify these using musical vocabulary including discussing structure (unit 5 only). (Unit 3, 4 & 6)</p>	<p>Offer comments about own and others' work and ways to improve using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these. Accept feedback and suggestions from others. (Unit 3 & 6) Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>	<p>-I can maintain an independent part in a group when singing or playing (Unit 1 & 3) I can experiment with and refine sounds with my voice.</p>	<p>I can experiment and perform sounds made by my voice. I can maintain a part in a performance with my voices.</p>	<p>I can follow and perform a vocal piece using a graphic / notated score. I can create and perform a vocal piece by following a graphic / notated score</p>	<p>I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p>	<p>I can begin to create music which demonstrates understanding of basic structure and discuss the choices made I can create music which demonstrates understanding of structure and discuss the choices made (Unit 5)</p>	<p>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music (Unit 4 & 6) -I can use a variety of musical devices, timbres, textures, techniques when creating and playing music (Unit 3, 5 & 6)</p>	<p>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. (Unit 6) I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. (Unit 5 & 6)</p>	<p>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only). (Unit 1, 3 & 6)</p>
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Music Long Term Plan - Cycle B

(Underlined - skills that are repeated through units)

	Autumn					Spring				Summer			
	Unit 3 Rhythm					Unit 5 Technology / Structure & Form				Unit 6 20 th Century Music			
Year 1 / 2	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 4

Skills - Year 1 Year 2	-I can begin to play rhythmic patterns found in speech -I am beginning to recognise rhythmic patterns found in speech	-I can confidently copy given rhythms -I can demonstrate I understand the differences between pulse and rhythm through physical movement playing and singing I can perform with a good sense of pulse and rhythm (Unit 1)	-I can begin to understand the differences between pulse and rhythm through physical movement playing and singing -I can sing / play with good sense of pulse (Unit 1)	-I can begin use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work (Unit 4) I can offer comments about others' work and accept suggestions discussing musical structure (Unit 5)	To use technology to create and change sounds. Experiment changing sounds through technology.	To demonstrate an understanding of musical structure I can listen and respond appropriately to a variety of live and recorded music making observations about the music (Unit 4 & 6)	To comment and respond to recordings of own and other's compositions. I can offer comments about others' work and accept suggestions discussing musical structure (Unit 3)		To listen to recorded music, and use one element, from different traditions, genres, styles and times. I can listen and respond appropriately to a variety of live and recorded music making observations about the music (Unit 4 & 5)			
Term	Autumn					Spring				Summer			
Unit	Unit 3 Rhythm					Unit 5 Technology / Structure & Form				Unit 6 20 th Century Music			
Year 3 / 4	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 4
Skills - Year 3	-I can listen and copy rhythmic patterns Create simple rhythmic patterns	-I can play rhythms confidently while maintaining an	-I can demonstrate I understand the differences between pulse and rhythm through	-I can create graphic notation to represent rhythm.	-I can offer comments about own and others' work and ways to improve	To use technology to create, change and combine sounds.	To recognise and use basic musical structure. To recognise, respond and use basic	-I can offer comments about own and others' work and ways to improve, using appropriate		To listen to and use features of recorded music from different traditions, genres, styles and times.	To demonstrate quality of key musical skills and elements.		

Year 4	<u>melodies and accompaniments</u> (Unit 4)	<u>appropriate pulse</u> -I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) (Unit 1)	<u>playing an instrument</u> -I can sing and play confidently and fluently, maintaining an appropriate pulse. (Unit 1)	Aurally, identify, recognise, respond to and use basic symbols (standard and invented) including rhythms from standard Western notation (Eg crotchet, quavers) and basic changes in pitch within a limited range	<u>using appropriate musical vocabulary</u> I can accept feedback and suggestions from others. (Unit 1, 4 & 5) -I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 1 & 4)	To use voice, sounds, technology and instruments in creative ways	musical structure.	<u>musical vocabulary</u> . I can accept feedback and suggestions from others. (Unit 1, 3 & 4)		<u>Listen and evaluate a range of live+ recorded music from different traditions, genres, styles and times, responding appropriately.</u> Share opinions about own and others' music and be willing to justify these. (Unit 4)			
Year 5/6 Skills Year 5 Year 6	<u>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.</u> (Unit 4 & 6) -I can use a variety of musical devices,	-I can maintain an independent part in a group when singing or playing. (Unit 1 & 2)) -I can maintain an independent	<u>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and</u>	-I can respond to and use musically basic symbols including Western notation -I can follow staff and		To use voice, sounds, technology and instruments in creative ways. -I can use a variety of musical devices, timbres,	To use and identify key features of basic musical structure. I can create music which demonstrates understanding of structure and discuss the choices made	<u>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</u> (Unit 4 & 6)	.	<u>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music.</u> (Unit 3 & 4) -I can use a variety of musical devices, timbres, textures,	To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques. To experiment with voice, sounds, technology and instruments in	<u>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</u> Share opinions	<u>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and</u>

	timbres, textures, techniques when creating and playing music (Unit 4, 5 & 6)	part in a small group when playing or singing (eg. a drone, ostinato, rhythm) (Unit 1)	<u>justifying these.</u> <u>Accept feedback and suggestions from others.</u> <u>(Unit 3 & 6)</u> <u>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only).</u> <u>(Unit 1, 4 & 6)</u>	other notations while playing short passages of music		textures, techniques when creating and playing music (Unit 3, 4 & 6)	(Unit 4)			techniques when creating and playing music (Unit 3, 4 & 6)	creative ways to explore new techniques.	<u>about own and others' music and be willing to justify these.</u> <u>(Unit 4)</u> <u>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only).</u> <u>(Unit 1, 3, 4)</u>	<u>justifying these.</u> <u>Accept feedback and suggestions from others.</u> <u>(Unit 1 & 3)</u> <u>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.</u> <u>(Unit 4 & 5)</u>
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Music Long Term Plan - Cycle A

(Underlined - skills that are repeated through units)

Term	Autumn				Spring			Summer				
Unit	Unit 1 Pulse				Unit 2 Voice			Unit 4 Pitch				
Year	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5
1 / 2	<u>-I can create,</u>	<u>-I can follow simple musical</u>	<u>-I can keep a steady</u>	<u>I can comment on my own and</u>	<u>I can sing and perform songs,</u>	<u>-I can follow simple musical</u>	<u>I can recognise</u>	<u>I can sing and perform songs,</u>	<u>-I can recognise and</u>	<u>-I can use graphic</u>	<u>-I can listen to ideas from others</u>	<u>I can listen and respond</u>

Skills - Year 1 Year 2	explore, respond and identify long and short sounds. -I can sing / play with good sense of pulse. (Unit 3)	<u>directions for faster, slower, stopping and starting.</u> (Unit 2) -I can <u>demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing.</u> I can <u>perform with a good sense of pulse and rhythm.</u> (Unit 3)	pulse with some accuracy (eg clapping, marching, tapping and playing instruments) -I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc	other people's performances. I can respond to visual and aural cues.	<u>which contain a small range of notes (3 - 5 notes for example), with growing confidence.</u> (Unit 4) I can sing, <u>with accuracy, within a range of notes.</u> (Unit 4)	<u>directions for faster, slower, stopping and starting.</u> (Unit 1) I can follow and use performance instructions. (including, starting, stopping, dynamics and tempo)	and represent higher and lower sounds using graphic notation. I can <u>recognise and demonstrate the link between pitch and shape using graphic notation.</u> (Unit 4)	<u>which contain a small range of notes (3 - 5 notes for example), with growing confidence.</u> (Unit 2) I can sing, <u>with accuracy, within a range of notes.</u> (Unit 2)	broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can demonstrate increased understanding of basic musical features as appropriate to a specific music content (E.g. Getting louder, softer, higher, lower, faster, slower, describe how sounds are made, combined, etc	<u>notation to record pitch changes</u> (Unit 3) I can <u>recognise and demonstrate the link between pitch and shape using graphic notation.</u> (Unit 2)	<u>and use them to help improve my work.</u> (Unit 3)	<u>appropriately to a variety of live and recorded music, making observations about the music</u> (Unit 5 & 6)
Term	Autumn				Spring Term			Summer				
Unit	Unit 1 Pulse				Unit 2 Voice			Unit 4 Pitch				
	Skill 1	Skill 2	Skill 3	Skill 4	Skill 1	Skill 2	Skill 3	Skill 1	Skill 2	Skill 3	Skill 4	Skill 5

<p>Year 3/4 Skills</p> <p>Year 3</p> <p>Year 4</p>	<p><u>-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 2 & 4)</u></p> <p><u>-I can sing and play confidently and fluently, maintaining an appropriate pulse. (Unit 3)</u></p>	<p>-I can maintain a part in a piece / rhythm game consisting of two or more parts.</p> <p>-I can follow and lead simple performance directions. (eg call and response patterns)</p>	<p>-I can follow and lead simple performance directions, demonstrating my understanding of pulse</p> <p>-I can maintain an independent part in a small group when playing (eg a drone, ostinato, rhythm) (Unit 3)</p>	<p><u>-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. (Unit 3, 4, & 5)</u></p> <p><u>-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 3 & 4)</u></p>	<p><u>-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 1 & 4)</u></p> <p><u>I can sing with an awareness of my breathing and pronunciation. (Unit 4)</u></p>	<p>I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,)</p> <p>I can sing fluently with confidence.</p>	<p>I can hear a melody and create a graphic score represent it.</p> <p>I can use standard or graphic notation to create a melody.</p>	<p><u>-I can sing and play confidently and fluently, maintaining a steady pulse. (Unit 1 & 2)</u></p> <p><u>Maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) (Unit 3)</u></p> <p><u>I can sing with an awareness of my breathing and pronunciation. (Unit 2)</u></p>	<p>I can begin to create simple rhythmic patterns, melodies and accompaniments</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>(Unit 3)</p>	<p>I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch</p>	<p><u>Listen and evaluate a range of live+ recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. (Unit 6)</u></p>	<p><u>-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. (Unit 1, 3 & 5)</u></p> <p><u>-I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (Unit 1 & 3)</u></p>
<p>Year 5/6 Skills</p> <p>Year 5</p> <p>Year 6</p>	<p>-I can maintain a strong sense of pulse throughout pieces with and without syncopation</p> <p>Create simple rhythmic pieces</p>	<p>-I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.</p> <p>-I can maintain an independent part in a group when singing or playing with</p>	<p><u>-I can maintain an independent part in a group when singing or playing. (Unit 2 & 3)</u></p> <p>Share opinions about own and others' music and be willing to justify these</p>	<p><u>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these. Accept feedback and suggestions from others.</u></p>	<p><u>-I can maintain an independent part in a group when singing or playing. (Unit 1 & 3)</u></p> <p>I can experiment with and refine sounds with my voice.</p>	<p>I can experiment and perform sounds made by my voice.</p> <p>I can maintain a part in a performance with my voice.</p>	<p>I can follow and perform a vocal piece using a graphic / notated score.</p> <p>I can create and perform a vocal piece by following a graphic / notated score</p>	<p>I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p> <p>I can demonstrate increasing confidence,</p>	<p>I can begin to create music which demonstrates understanding of basic structure and discuss the choices made</p> <p>I can create music which demonstrates understanding of structure</p>	<p><u>Begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music. (Unit 4 & 6)</u></p> <p><u>-I can use a variety of musical</u></p>	<p><u>Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Share opinions about own and others' music and be willing to justify these. (Unit 6)</u></p>	<p><u>Share opinions about own and others' music and be willing to justify these using musical vocabulary, including discussing structure (unit 5 only). (Unit 1, 3 & 6)</u></p>

	which demonstrate understanding of rhythm or melodies or accompaniments	<u>an awareness of other parts / performers (smaller groups / more parts) (Unit 3)</u>	<u>using musical vocabulary including discussing structure (unit 5 only) (Unit 3, 4 & 6)</u>	(Unit 3 & 6) Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.				expression, skill and level of musicality through taking different roles in performance and rehearsal	<u>and discuss the choices made (Unit 5)</u>	<u>devices, timbres, textures, techniques when creating and playing music (Unit 3, 5 & 6)</u>	<u>I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context (Unit 5 & 6)</u>	
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Genres for Unit 6 – 20th Century music

Yr6: Hip Hop, minimalism (Philip Glass), war time music

Yr5: Jazz, expressionism, film music (Jurassic Park)

Yr4: Musicals, minimalism (Steve Reich/Kraftwerk), rap (JayZ, Beyonce)

Yr3: House, Rock & Roll/blues, reggae

Yr2: Film music

Yr1: Folk music, Experimental, Disco

EYFS: Country Music, Big Band, Michael Jackson

Teaching resources

<https://leicestershiremusichub.org/lsmc-teaching-resources>

Glossary

Pulse- The regular 'heartbeat' of a piece, holding the core timing together in a song

Tempo - The speed at which a piece of music is played

Rhythm - The pattern of sounds played through time, formed by a series of notes

Dynamics- How loudly or softly to play a part or piece of music

Volume - How loud or quiet a sound is

Melody - the tune

Pitch - how high or low a note is

Tone - A musical or vocal sound with reference to its pitch, quality, and strength

Timbre - The quality of sound that makes one voice or instrument differ from another

Texture - how the pitches and rhythms are combined, determining the overall quality of the sound in a piece of music.