

George Street Music curriculum



Intent

At our School, the intention is to embed the belief that musical education is for everyone, and that we are all musicians. Our aim is to instil an enjoyment of music and an understanding of what music is through listening, singing, playing, and composing across a wide variety of musical styles and genres. We believe that this is crucial for our children, as part of their development and their Cultural Capital, building confidence and a lifelong interest in music.

Implementation

The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom music lessons as well as the weekly singing assemblies. We follow the Oak National Academy curriculum, as well as the Singing and Musical Skills Progression from the Herts Music Hub. This ensures that our children follow through a methodical and comprehensive approach to their learning, building on skills across all year groups.

In addition to their class lessons:

- There are multiple performance opportunities across the year, which include: Harvest and Spring Concerts, and the Carol Concert in Key Stage 2 and Nativity Play in EYFS and Key Stage 1, as well as Performing Arts Week and the Year 6 end of year performance.
- We have an active and growing choir, which participates in the national event, Voice in a Million. They also regularly perform at St Mary's House, our local supported housing residence.
- Year 5 receive weekly instrument lessons as a class through the Herts Music Service, with the option to continue in Year 6, through weekly lunchtime group.
- Individual lessons in piano are offered.
- Classes attend local Unisong singing events with other schools.
- A weekly 20 minute singing assembly is held for Key Stages 1 and 2, and Nursery and Reception sing daily. Songs are also included in Monday and Friday's assemblies.

Impact

By the end of their journey through Key Stages 1 and 2, children have had opportunities to perform to an audience up to 18 times and are confident in doing so. They have learned the basics of pulse, rhythm, pitch, and using their voices to create different moods and patterns, for example call and response or a round. They can use a range of pitched and unpitched instruments and can work as a coordinated group to play in time together.

By the end of Key Stage 2, children have had lots of experience with following more complex rhythms accurately, and have an understanding of pitch, harmonies and texture, which allows them to perform with musicality. They can listen critically to musical pieces and talk about them using correct vocabulary, and understand how they have been structured and why.

From the National Curriculum:

Music programmes of study:

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

The following George Street Music Curriculum is made of these components. The individual documents may be viewed by following these links.

Links to videos and Documents:

<p>PDFs for NOA curriculum coverage:</p> <p>Oak National Accademy curriculum Learning Intentions for each unit:</p> <p>Key Stage 1: Music</p> <p>Key Stage 2: Music</p>	<p>To play lesson videos:</p> <p>Oak National Academy</p>	<p>Progression in singing:</p> <p>https://www.hertsmusicservice.org.uk/media-library/documents/pmc-resources/progression-in-singing-final-21.07.pdf</p>	<p>Progression of Musical Skills, Knowledge and Understanding:</p> <p>https://www.hertsmusicservice.org.uk/media-library/documents/pmc-resources/progression-in-musical-skills-knowledge-and-understanding-final-version.pdf f</p>
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Our lessons are 30 minutes, weekly. Year 5 learn their music through their First Access weekly one-hour violin lessons, through the Herts Music Trust. Where there are fewer units than half terms, Autumn 2 has been left empty to allow for a focus on the Christmas nativity and Concert.

From the National Oak Academy: Six underlying attributes at the heart of Oak’s curriculum and lessons.

- Lessons and units are so that pupils build on what they already know to develop powerful knowledge.
- Knowledge is and mapped in a format so that pupils make meaningful connections.
- Our curriculum enables schools to tailor Oak’s content to their curriculum and context.
- Our curriculum is through rigorous application of best practice and the science of learning.
- We prioritise creating a curriculum by committing to diversity in teaching and teachers, and the language, texts and media we use, so all pupils feel positively represented.
- Creating an curriculum that addresses the needs of all pupils is achieved to accessibility guidelines and requirements.





Each lesson from the National Oak Accademly syllabus focuses on one skill, although we understand that musical skills such as rhythm, pitch, playing together and dynamics will be present in all music.

Key Stage 1 includes 9 units, taught across years 1 and 2, and Key Stage 2 includes 18 units, taught across Years 2, 3, 4 and 6. Year 5 has their lessons through First Access, and therefore does not follow the National Oak Academy scheme, although they continue to build upon prior learning. **THIS PAGE IS UNDER CONSTRUCTION**

Overview of National Oak Learning Intentions:




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	1. Pulse <ol style="list-style-type: none"> To Understand Pulse Creating Simple Patterns Understanding how sound is represented by symbols Physicalising pulse in different ways Maintaining pulse and identifying strong beats Identifying tempo 	Lessons from the National Oak Academy are not taught during this half term, and instead the focus is on singing skills, taught through the songs we are learning for our Christmas performances.	2. Timbre <ol style="list-style-type: none"> Different ways to use your voice Differnet ways to use your body Different ways to use instruments High and low sounds Loud and quiet sounds Instruments of the orchestra 	3. Rhythm <ol style="list-style-type: none"> rhythm vs pulse rhythms rhythm symbols and patterns rhythm notation Reading and writing rhythmic notation Improvising rhythms 	4. Pitch <ol style="list-style-type: none"> What is pitch? High sounds Low sounds Following the pitch Changing the pitch Creating high and low sounds 	5. Contrasts <ol style="list-style-type: none"> Rhythm Pitch dynamics Articulation Meliody Timbre
Year 2	6. Musical Devices <ol style="list-style-type: none"> Conjunct melodies Disjunct melodies Imitation Sequence Riffs Drone 		7. pulse and Metre <ol style="list-style-type: none"> Un 1. 	8. Tempo, Dynamics, Timbre <ol style="list-style-type: none"> Un 1. 	9. Rhythm <ol style="list-style-type: none"> Un 1. 	1. Pulse and Metre 1 <ol style="list-style-type: none"> Un 1.
Year 3	2. Timbre 1 <ol style="list-style-type: none"> Body Percussion Basics Exploring different sounds developing body persussion (1) Developing body percussion (2) Composing a body percussion piece Compose and perform your body percussion piece 		3. Rhythm 1 <ol style="list-style-type: none"> Un 1. 	4. Pitch <ol style="list-style-type: none"> Un 1. 	5. Texture <ol style="list-style-type: none"> Un 1. 	6. Musical processes <ol style="list-style-type: none"> Un 1.
Year 4	7 Pulse and Metre 2 <ol style="list-style-type: none"> Understanding pulse and rhythm Exploring 4 beats and 2 beats in a bar Exploring 3 beats in a bar Exploring 6 beats in a bar Exploring 5 beats in a bar Recognising tme signatures 	8 Timbre 2 <ol style="list-style-type: none"> 	9 Rhythm 2 <ol style="list-style-type: none"> Un 1. 	10 Duration <ol style="list-style-type: none"> Un 1. 	11 Timbre 3 <ol style="list-style-type: none"> Un 1. 	12 Rhythm 3 <ol style="list-style-type: none"> Un 1.
Year 5	Lessons from the National Oak Academy are not taught in Year 5, as they learn their music through First Access instrument lessons.					
Year 6	13. Tonality <ol style="list-style-type: none"> Recognising melody Constructing and playing a melody using a scale Magical stories and tone poems Melody and tonality Spreading the news and telling a tale-the passing down of tunes in folk song Renaissance and Baroque variations, opera arias and jazz scat - show off that melody! 	14. Structure <ol style="list-style-type: none"> Un 1. 	15. Beat, pulse, rhythm, structure <ol style="list-style-type: none"> Un 1. 	16. Metre <ol style="list-style-type: none"> Un 1. 	17. Harmony <ol style="list-style-type: none"> Un 1. 	18. Rhythm 4 <ol style="list-style-type: none"> Un 1.

EYFS does not follow the National Oak Accademy. Their curriculum is based around the Singing Progression and Progress in Musical Skills documents, in addition to the Early Learning Goal for Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Christmas Play		Spring Concert	Performing Arts Week	
The following is not in order of term, but across the whole year:						
ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.						
Singing Progression	<ul style="list-style-type: none">Be comfortable exploring the voice – vocal sounds & different voices, e.g., sounds you can make with your lips, teeth, tongue, sound effects, voices of different traditional characters (such as The 3 Bears) or animals, insects, birds, and sounds of machines... Say and chant simple poems and phrases in time with the whole classAdapt their singing and spoken voices as appropriate to the style or mood of the song. Begin to find their singing voice. Sing and respond to a range of classroom songs, e.g. circle time songs, line-up songs. Join in with a variety of action songsHave a very small vocal range – think of the playground chant “na na ne na na”, but singing notes accurately within this (a developing sense of pitch). (approx. E-G/A):<div></div>Sing a range of accompanied and unaccompanied songs.Be able to begin and end a song at the same time (starting and stopping together).					
Progress in Musical Skills	<p>Duration (pulse and rhythm)</p> <ul style="list-style-type: none">-Long notes -Short notes -Simple rhymes and rhythms from songs -Exploring pulse through movements, clapping and dancing -Word/speech rhythms -Simple rhythm Question and AnswerTimbre (Characteristics/qualities of sound)-Consider different types of sound and find words to describe them -Use of voices: explore -Different sounds and instruments: materials, size, method of use -Sounds of percussion instruments, e.g., “What’s in the Music Basket?” listening games-High notes and low notes (including ‘up and down’ stories and songs) -Environmental sounds (‘found sounds’), animal sounds and voices -Singing, playing, composing and internalising two notes (e.g., G to E)<div></div> <p>Dynamics</p> <ul style="list-style-type: none">-Loud (f) -Quiet (p) -Volume –Silence <p>Tempo</p> <ul style="list-style-type: none">-Fast -Slow -Speed of the music, ie, walk, jog, run, sprint -Pulse of the music (the ‘heartbeat’/steady beat of the music) <p>Structure</p> <ul style="list-style-type: none">-Taking turns -Beginning (start) -Middle -End (stop) –Copying					

Instruments	- Any small, hand-held percussion instrument, such as a tambourine or bells, a single drum stick. (Tuned instruments, such as chime bars, glockenspiels or boomwhackers shouldn't all be played at the same time, but could be used as part of continuous or enhanced provision in the environment.)
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Year 1


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Christmas Play		Spring Concert	Performing Arts Week	
Oak Academy Topics	1. Pulse		2 Timbre	3 Rhythm	4 Pitch	5. Contrasts
Singing Progression	Perform an action to keep the pulse (e.g., clapping), whilst singing. Accurate unison singing, with a sense of increasing confidence.		Sing songs in a range of genres, conveying different feelings (happy, sad, angry etc), and with a sense of enjoyment	Chant poems and lyrics together. Sing in time to a pulse. Be able to do actions which fit the rhythm or pulse of the song.	Vocal range gradually expands outwards: (approx. D-B): 	Singing in tune over a slightly wider vocal range (greater accuracy of pitch). Greater breath control, aiming to take breaths at ends of short phrases. Diction becoming clearer. Control over two dynamic variations (loud/quiet).
Progress in Musical Skills	Simple Pulse games and activities		-Divide instruments and sounds into 'ests': wooden sounds, metal sounds etc, and the way they are played (are they scraped/plucked/hit?) -Difference between pitched and unpitched percussion	-Simplified word names for crotchets and quavers , eg:  (Or rhythm names - Ta, te-te etc) - Copy and instigate rhythms to accompany songs -Simple rhythm scores and rhythm cards - Making a phrase (from 2 rhythm cards, then 4, etc)	Basic concept of relative pitch (higher than, but lower than) - Singing, playing, composing and internalising 3 notes (e.g., E, G, A) -Basic graphic scores 	- Getting louder - -getting quieter
Instruments	Non-pitched instruments: Any small, hand-held percussion instrument, such as a tambourine or bells, or single drum stick.		Range of pitched and un-pitched instruments , both metal and wood. Eg. Wooden blocks, single chime bars.		Pitched instruments: Chime bars Desk bells Boom-whackers	-

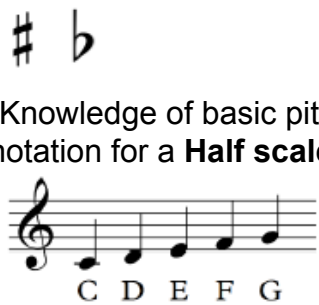
Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Christmas Play		Spring Concert	Performing Arts Week	
Oak Academy Topics	6. Musical devices		7 Pulse and Metre	8 Tempo, Dynamics, Timbre	9 Rhythm	1 Pulse and Metre 1
Singing Progression	Call and response. Echo sing (my turn, your turn) short phrases, with accuracy. Sing a simple second part (such as a single repeating note).		Be able to change the tempo of a song.	Control over two dynamic variations (loud/quiet). Distinguish if pitch is getting higher, lower, or staying the same. Demonstrate good singing posture.		
Progress in Musical Skills	-Simple call and response (question and answer) and echoing phrases		-Being able to maintain a steady pulse		-Patterns (the same/different / repeated patterns)	Pulse games and activities


Instruments	Glockenspiels:		Non-pitched instruments: Single drumstick per child wooden instruments that can be hit, tapped or stroked by a beater/stick (not including bells or tambourines)		Non-pitched instruments: Any small, hand-held percussion instrument, such as a tambourine or bells, or single drum stick	Non-pitched instruments: Cups – 1 each Single drumstick per child wooden instruments that can be hit, tapped or stroked by a beater/stick (not including bells or tambourines)
	Musical Devises unit involves going up and down notes in order (conjunct melody), and out of order (disjunct) (Could also use bells or chime bars, but each of these are separate from the rest, whereas the glockenspeils are all attached.)					

Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Carol Concert		Spring Concert	Performing Arts Week	
Oak Academy Topics	2 Timbre 1		3 Rhythm 1	4 Pitch	5 Texture	6 Musical Processes
Singing Progression		Awareness of good posture and diction when singing. Follow simple conducting cues from a teacher – stopping/starting, faster/slower and louder/quieter. Start to become aware of the tone of voice and how it can be changed.		Have an increasing awareness of the shape of the melody (ascending/descending) and identify if a pitch is changing by step, jump or by leap. Be able to sing short, stepwise phrases, independently.	Increased confidence and accuracy in performing rounds.	Start to sing in phrases (breathing correctly)
Progress in Musical Skills			<ul style="list-style-type: none"> - Semi quavers, crotchet rests and Minim Rests -Time signatures 2/4 and 3/4 and 4/4 -Basic knowledge of accents in pulse and beats in a bar -Basic understanding of Pulse and Rhythm together -Ways to record rhythm accurately 	-Singing, playing, composing and internalising 5 notes - the Pentatonic scale (eg D E G A B)  -Ascending and descending melodies (shape of a melody) -Octaves, steps, slides and leaps -More common sharp and flat notes ie only F#, Bb	-Basic knowledge of Solo, duet, trio, ensemble performance	-Difference between melody and accompaniment - Drones - Unison

				 <p>-Knowledge of basic pitch notation for a Half scale:</p> <p>-Simple melodic ostinato/drone</p> <p>-Hooks and Riffs</p>		
Instruments	<p>Non-pitched instruments: Single drumstick per child wooden instruments that can be hit, tapped or stroked by a beater/stick</p> <p>(not including bells or tambourines)</p>		<p>Non-pitched instruments: Any small, hand-held percussion instrument, such as a tambourine or bells, or single drum stick</p>	<p>Pitched instruments: Chime bars Desk bells Boom-whackers Glockenspiels</p>	Purple Mash: BusyBeats	Instrument which can play a tune, eg Glockenspiel Recorder Keyboard

Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Carol Concert		Spring Concert	Performing Arts Week	
Oak Academy Topics	7 Pulse and Metre 2	8 Timbre 2	9 Rhythm 2	10 Duration	11 Timbre 3	12 Rhythm 3
Singing Progression		<p>Vocal range gradually expands even further: (approx. C-c):</p>  <p>Sing songs in a range of genres, confidently.</p>				

Progress in Musical Skills	<p>Counting in before starting to sing or play Starting to include tempo changes in performances and compositions</p> <p>-Accelerando (<i>speed up</i>) -Ritardando (Rit) or Rallentando (Rall) (<i>slow down</i>)</p> <p>-Moderato -Allegro (fast) -Largo (slow)</p> <p>Does not match lessons on Oak - this needs to be covered in addition to the video lessons- could be talked about in terms of any songs practised throughout the year)</p>	<p>-Becoming more aware of what instruments and voices can do, and more able to control them -Basic understanding of science of timbre</p>	-More complex rhythm cards/rhythms from songs	-ostinato rhythms	<p>LINK TO SCIENCE:</p> <p>-Vibration (basic knowledge of the science of sound) -Basic knowledge of Families of the Orchestra -Exploring different sounds from different instruments (building and 'aural sound bank')</p> <p>-Standard line-up of instruments in pop/rock groups, Blues bands, Jazz bands and Big Bands (e.g., WW2 music) Carefully selecting appropriate sounds for a task prior to hearing them (and appropriate combinations of instruments and sounds). MAY NOT MATCH OAK EXACTLY – additional teaching is needed to cover these areas</p>	<p>-Understanding of accents in pulse and beats in a bar -Understanding of Pulse and Rhythm together ie, Rap, Dance Music, Marches -More complex rhythmic scores and 'reading ahead'</p> <p>-World instruments e.g., Djembe, Sitar, Tabla drums, Steel pans</p>
Instruments	<p>Non-pitched instruments: Single drumstick per child wooden instruments that can be hit, tapped or stroked by a beater/stick</p> <p>(not including bells or tambourines)</p>	<p>Pitched instruments: Chime bars Glockenspiels</p> <p>For the lessons with two notes (high and low pitched) two chosen notes of the glockenspiel could be used so that all children are playing the same notes. in the video, two bowls are used)</p>	Body percussion		Experiencing instruments from as many groups as possible: string (could use ukulele, although not an orchestral instrument) woodwind (recorder)	Djembe drums, steel pans


Year 5


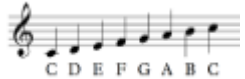
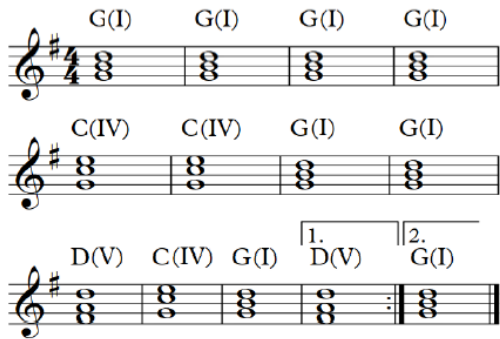
Year 5 is taught an instrument throughout the year for 1 hour weekly and therefore does not follow the Oak Academy topics.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Carol Concert		Spring Concert	Performing Arts Week	
Singing Progression	<p>Good breath control - can breathe at directed points. Perform a song with attention to phrasing and the shape of the melody (ascending, descending). Diction is always clear. Control over a wider dynamic range from pp-f. Control over a wider variety of tempi - getting faster/slower, pause.</p>					

	Sing independently with increasing confidence (within a part, for example – sometimes singing without a conductor)
Musical Skills taught through First Access Violin Lessons	<ul style="list-style-type: none"> • Holding the instrument • Bow hold • Names of the strings • Using the letter names to play a short series of notes • Playing in unison • Following direction to play in time • Counting, clapping, plucking and bowing rhythms • Reading notes • Using rests • Using the repeat symbol • Playing to accompaniment or backing music • Performing confidently • First, second and third finger placement and their notes' names • Playing increasingly more complex tunes • Playin in parts • beginning to read notation • use the finger pattern of D Major to play • sing a one octave scale • play traditional songs, including Frere Jaques, Old MacDonald and Christmas carols • use some simple time signatures
Instruments	Violins

Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Additional Enrichment	Harvest Festival	Carol Concert		Spring Concert	Performing Arts Week	End of Year Performance
Oak Academy Topics	13 Tonality	14 Structure	15 Beat, pulse, rhythm, structure	16 Metre	17 Harmony	18 Rhythm 4
Singing Progression	<p>Have a wider vocal range covering slightly more than an octave. (approx. A below Middle C -d, or possibly the e above):</p>  <p>Sing songs in a wide variety of styles, showing accuracy and expression</p>				<p>Sing confidently, accurately and expressively in a wide variety of musical genres.</p> <p>Sing in 2 or 3 parts, including harmonies.</p>	
Progress in Musical Skills	-Basic knowledge of Major and Minor (Happy = major/Sad = minor)	-Techniques for Beginning and Ending compositions	-Pulse games and activities-	Compound time signatures (e.g. 6/8)	Polyrhythmic	

	<p>-Simple major triads (C maj, F maj, G maj)</p> <p>-Basic knowledge of Chords I, IV, V</p> <p>-Basic knowledge of note clusters/discords</p> <p>-Awareness of Treble and Bass clefs</p>  <p>-Pentatonic and Blues scales and using the same Pentatonic scale repeated in different octaves</p> <p>-Full 8 note scale</p>  <p>-Basic understanding of sharps and flats</p> <p>-Basic knowledge of the existence of different types of scales: Indian Ragas, Chromatic scales, modal scales</p> <p>-Conventional or graphic notation</p> <p>-Basic knowledge of science of pitch</p>	<p>-Sequences and loops (Music ICT)</p> <p>-Contrast</p> <p>-Ternary Form ABA'</p> <p>-Rondo Form A B A C A D A</p> <p>-Verse/Chorus</p> <p>-12-bar Blues chord structure</p> 	World instruments	<p>-Basic knowledge of irregular time signatures and accent patterns e.g., 5/4</p> <p>MAY NOT MATCH OAK EXACTLY – additional teaching is needed to cover these areas</p>	<p>-Polyphonic (weaving parts together)</p> <p>-Understanding of what an accompaniment is</p> <p>-Increased knowledge of ensemble performances, ie, Brass bands, string quartets, jazz bands</p>	
Instruments	<p>Glockenspiels</p> <p>Chime bars – working with a full set, not one each</p> <p>Keyboards</p>	<p>(The lessons do not require children to play, sing or clap: it is theory work. Class teacher can include time to compose their own Binary form composition using glockenspiels or steel drums)</p>	<p>Woodblock</p> <p>Guiro (scraper instrument)</p> <p>Shaker</p> <p>Cymbal</p> <p>Tambourine</p> <p>Djembe Drums</p>	<p>2 cups per child</p> <p>Chime bars</p> <p>Boom whackers</p> <p>Desk bells</p> <p>(two or three complimenting pitches could be chosen from this range, eg ECG from all three, in order to sound nice together)</p>	<p>Chime bars</p> <p>Steel drums</p> <p>glockenspiels</p>	Any range of pitched or unpitched intruments.