Music Vocabulary Organiser

Key vocabulary for <u>all</u> pupils is the inter-related dimensions of music and their meaning:	
Pitch	How high or low a note sounds
Duration	The length of the notes – long or short
Dynamics	The volume of the music – loud or quiet
Tempo	The speed of the music – fast or slow
Timbre	The sound quality of an instrument
Texture	Layers of sound
Structure	The musical plan – beginning, middle and end

Reception - EYFS

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Song Sound Voice Chant Create Record Play Play Stop Copy	Singing Whispering Speaking High Low	Beat Rhythm Moving Pattern Walk Jogging Shh	Loud Louder Quiet/Soft Fast Slow Quieter	Slow Fast Slower Faster	Explore how instruments sound and compare to known sounds e.g twinkling star, angry footsteps etc. Describe sounds: Squeaky Growly Scratchy Spiky Smooth	Together	Copy Repeat Call/answer	**Reading Notation** Suggest symbols to represent sounds e.g large foot for Daddy Bear, small foot for Baby Bear. Explore basic graphic notation such as big shapes, small shapes, colours etc.
In addition, pupils can begin to name the classroom percussion instruments that they are playing if appropriate e.g. Drum, Triangle, Claves, Chime bars, Maracas etc.								

KEY STAGE 1 – Year 1 & 2								
General	**Pitch**	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**	**Notation**
Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation **Walk** **I** **Jogging** **I I** **Rest** **Z** Dot notation 
In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc								

Pupils in Years 3 and 4 should continue to use Key Stage 1 vocabulary, and build upon it with:

LOWER KEY STAGE 2 – Year 3 & 4								
General	**Pitch**	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**	**Notation**
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Scale Note stave	Metre bar ostinato Stride	Piano *p (quiet)* Forte *f (loud)* Crescendo (*getting louder)* Decrescendo (*getting quieter*)	Accelerando (*getting faster)* Rallentando (*getting slower*)	Brass Woodwind Strings	Round Canon Part	motif Verse Chorus	**Crotchet = WALK**  **Quavers = JOGGING**  **Minim = STRIDE**  **Rest = SSH** 

In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g.
Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc

Pupils in Years 5 and 6 should continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it with:

UPPER KEY STAGE 2 – Year 5 & 6

General (as for LKS2)	**Pitch**	**Duration**	**Dynamics**	**Tempo**	**Timbre**	**Texture**	**Structure**	**Notation**
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Pentatonic Major Minor Harmony	Running faster Ski	*Pp - Pianissimo (very quiet)* *Mp - Mezzo piano (moderately quiet)* *Ff - Fortissimo (very loud)* *Mf – Mezzo forte (moderately loud)*	Allegro *(fast)* Adagio *(slow)*	Legato *(smooth)* Staccato *(spiky)*	Chord Ensemble Solo Duet Sample	Melody Accompaniment	**Semi-Quaver = RUNNING QUICKLY**  **Semibreve = Ski**

In addition, pupils should be able to name an increasingly wide range of musical instruments e.g.
Flute, Cello, Trombone, Xylophone, Bass Guitar etc