

Music Vocabulary Overview

'Working together to achieve success'



	Play & Perform	Improvise & Compose	Musical Notations	Dimensions	Listen & Appraise
EYFS	play practise perform rhyme/poem song/sing voice instruments	explore	pictures	(heart) beat/pulse rhythm pattern loud / quiet high/low	listen music
Y1	percussion (body/classroom)	Invent Improvise	symbols	pulse rhythm pitch - higher / lower repeating pattern / sequences silence louder / quieter	call & response
Y2	tuned percussion un tuned percussion conductor	create	graphic symbols dot notation	duration – long / short dynamics – loud / quiet tempo – fast/slow	verse chorus
Y3	rehearse audience choir expression diction	compose accompaniment	notation stave clef crotchet (paired) quaver crotchet rest	timbre structure forte piano	melody mood
Y4	unison ensemble	composition pentatonic bars	minim semi-breve	texture – thick(er), thin(ner) crescendo decrescendo	brass woodwind metallic/wooden (percussion) string electronic (keyboard)
Y5	mood posture reflect refine feedback	drone groove repetition musical contrasts	Use & apply all previous vocabulary	very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano)	period culture occasion solo duet
Y6	Use & apply all previous vocabulary	Use & apply all previous vocabulary	Use & apply all previous vocabulary	Use & apply all previous vocabulary	Use & apply all previous vocabulary

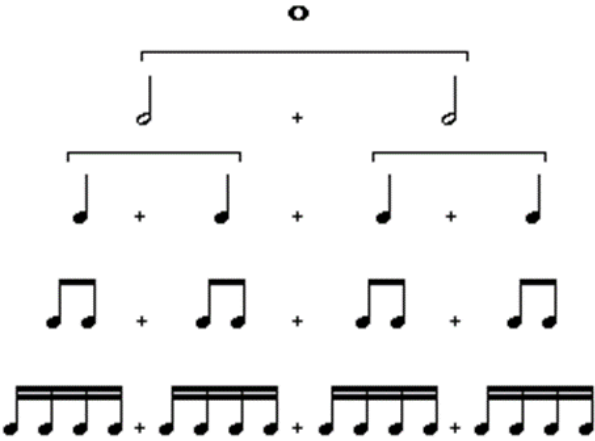
Across all areas & year groups pupils should be taught to name classroom & orchestral instruments as appropriate to the unit of work

Glossary of Music Vocabulary

'Working together to achieve success'



Word	Definition
Bars	A segment of time corresponding to a specific number of beats.
Beat/Pulse	A basic unit of time marking out the speed at which the music is played.
Body Percussion	Sounds produced using fingers, hands and feet plus mouthed effects, e.g. cheek pops, tongue clicks, clapping, and a wide range of vocal sounds.
Call & Response	Two distinct phrases, where the second phrase is heard as a direct response to the first.
Chants	Text spoken rhythmically, not sung.
Classroom Percussion	Untuned and tuned percussion instruments specifically designed for use in the classroom (e.g. boomwhackers).
Clef	A symbol found at the beginning of a line of music to show how high or low the notes are.
Crescendo	Gradually getting louder.
Crotchet	A note worth one beat, represented by a solid dot with a stem.
Crotchet Rest	A moment of silence in music. Rests can last for different lengths of time; rest 1 beat (crotchet)
Cuckoo Interval	A pitch pattern of two notes found in many Early Years and KS1 songs, sounding exactly like a 'cuc-koo' call. (Also described as So-Mi interval in Solfege).
Decrescendo	Gradually getting quieter.
Dot Notation	Visual symbols used to represent musical notes and chords.
Drone	A sustained sound, which could be a single note or a chord.
Duet	A piece played or sung by two performers.
Dynamics	Volume: very soft (<i>pianissimo</i>) soft (<i>piano</i>) moderately soft (<i>mezzo-piano</i>) moderately loud (<i>mezzo-forte</i>) loud (<i>forte</i>) very loud (<i>fortissimo</i>)
Ensemble	i) A group of players of any size and instrumental mix. ii) 'A sense of ensemble' describes a musical performance in which players keep together rhythmically and maintain a balance between parts.
Graphic notation, symbols or scores	Images or a mark that can signify a particular musical action.
Groove	Persistent repeated units, giving a feel of swing or togetherness.
Improvisation/Improvise	Creating and inventing music in real time, i.e. 'on the spot'.
Melody and accompaniment	A melodic tune which is accompanied by another line of music.
Minim	A note worth two beats, represented by a hollow dot with a stem.
Note Values	A semibreve is worth 4 beats A minim is worth 2 beats A crotchet is worth 1 beat A quaver is worth half a beat A semiquaver is worth a quarter of a beat

	 <p>1 semibreve = 2 minims = 4 crotchets = 8 quavers = 16 semiquavers</p>
Paired Quaver	A quaver is a note value that is worth half a beat. Paired quavers are 2 quavers next door to each other, with a horizontal line joining the two note stems together.
Partner Songs	Songs with two (or more) complete melodies that can be sung separately but go together because they are the same length and follow the same harmony (e.g. <i>She'll Be Comin' Round the Mountain</i> , and <i>When the Saints</i>).
Pentatonic Scale	A scale with five notes, e.g. C D E (F) G A (B) , very common in folk music.
Pitch	How high or low a note is.
Question & Answer	Two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering the first.
Rhythm	Variable sound patterns that fit over a steady pulse or beat: in songs, rhythms are dictated by the arrangement of syllables.
Round	A song in which singers perform the same melody but at staggered starting points, producing overlapping harmony. Rounds are most commonly performed in 2, 3 or 4 parts.
Semi-breve	A note worth four beats represented as a hollow oval with no stem attached.
Solo	A section of music, of any length, played or sung by one performer alone.
Stave	A set of five horizontal lines and four spaces.
Structure	How a piece is organised.
Syncopation	Playing on the off-beat.
Tempo	The speed or pace of music (fast/slow, faster/slower).
Texture	The overall effect of how melody, harmony and rhythm are combined in a piece of music.
Tuned Instruments	Percussion and orchestral instruments that can produce different notes e.g. xylophone, chime bars, glockenspiel, hand bells; violin, trumpet, flute, cello, piano, etc.
Unison	Playing or singing the same notes together, at the same pitch.
Untuned Instruments	Percussion that makes a unpitched sound when hit, shaken or scraped, e.g. woodblock, maracas, guiro, cymbal, drum.
Verse & Chorus	Music composed in a set pattern of sections, often Verse-Chorus-Verse-Chorus-Bridge- Chorus or similar. Used in most Pop songs.