







## Year 3 – Summer 2 - Whole School Music Vocabulary

Year 1	<p><b>Loud</b> – dynamics (volume)  <b>Quiet</b> – dynamics (volume)  <b>Fast</b> – tempo (speed)  <b>Slow</b> – tempo (speed)  <b>High</b> – referring to pitch – high notes  <b>Low</b> – referring to pitch – low notes  <b>Band</b> - playing/singing/performing together.  <b>Lyrics</b> - the words of a song.  <b>Performing</b> - singing and playing instruments.  <b>Pulse/beat</b> - the heartbeat or steady beat of a song/piece of music – what we tap or clap along to.</p>
Year 2	<p><b>Pulse/beat</b> - the heartbeat or steady beat of a song/piece of music – what we tap or clap along to.  <b>Rhythm</b> - the combination of long and short sounds to make patterns.  <b>Pitch</b> - the range of high and low sounds.  <b>Tempo</b> – an Italian word used to describe how fast/slow the music goes.  <b>Dynamics</b> – how loud or quiet the music is.  <b>Melody</b> – another name for a tune.  <b>Composing</b> – making/creating a piece of music or short musical phrase.  <b>Improvise</b> – make up a tune or play it on the spot.</p>
Year 3	<p><b>Notes</b> – the individual building blocks of a musical melody/tune or chords (e.g. C, D, E, F#, C# etc).  <b>Notation</b> – ways to represent the visual form of music/how music is written.  <b>Tuned instrument</b> – an instrument that can play specific notes and that can change its tuning ().  <b>Untuned instrument</b> – an instrument that can make sounds, but not be 'tuned' to play specific notes (e.g. most percussion instruments – triangle, woodblock, tambourine).  <b>Style</b> – the type of music, e.g. blues, rock, classical.  <b>Timbre</b> (pronounced 'tamba')– quality and character of sounds – playful, spooky, swirling etc.  <b>Texture</b> – layers of sounds in music/how sounds are combined in a piece of music.</p>
Year 4	<p><b>Chords</b> – a group of two or more notes played together (usually three notes).  <b>Harmony</b> – different notes sung or played at the same time to produce chords.</p> <p><b>Crotchet</b> – a 1-beat note. </p> <p><b>Minim</b> – a 2-beat note. </p> <p><b>Semibreve</b> – a 4-beat note. </p> <p><b>Quaver</b> – a half-beat note. </p> <p><b>Composers</b> – people who create music.  <b>Phrase</b> – a group of sounds that make sense when played in a sequence (like a musical sentence).</p>
Year 5	<p><b>Staff</b> – the five parallel lines on which musical notes are written.</p> <p><b>Time signature</b> – shows how many beats are in a bar, e.g. <math>\frac{4}{4}</math> means 4 crotchet beats in a bar (top number=how many beats, bottom number=type of beat).  <b>Scale</b> – an arrangement of notes in ascending and descending order.  <b>Solo</b> – an Italian word used to describe playing/singing/performing on our own.  <b>Unison</b> – singing or playing the same tune together.</p>
Year 6	<p><b>Acapella</b> – without accompaniment from musical instruments, i.e. voices only.  <b>Balance</b> – the level of volume at which players sing or play; if the balance is good then everyone can be heard.  <b>Coda</b> – short section which brings the song or piece to an end.  <b>Cover</b> – a version of a song performed by someone other than the original artist that might sound a bit (or very) different.  <b>Ensemble</b> – a French word used to describe playing/singing/performing together.  <b>Riff</b> – a short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.  <b>Consolidate all the above and use to describe, compare and evaluate different kinds of music.</b></p>

## Whole School Musical Concepts

These are the elements of music and are covered and revisited in all year groups.

<b>Pitch</b>	Pitch is the sound of a single note in relation to other notes. Words which can describe the pitch include: high, low, treble, bass, sharp or flat.
<b>Duration and Tempo</b>	Duration is the length of time each note is played for. Tempo is the speed of a piece of music. The tempo can change during a piece. The tempo describes the pulse or beat of the music. Sometimes we use Italian words to describe the tempo such as <i>lento</i> , which means slow, or <i>allegro</i> , which means lively.
<b>Dynamics</b>	Dynamics are used to describe the volume of one or more notes in a piece of music. The dynamic can change gradually or suddenly. Symbols known as dynamic markings, based on Italian descriptions, are often used.
<b>Texture</b>	The texture of a piece of music describes how the different sounds are being woven together. A thick texture uses several ideas at once. A thinner texture will have fewer parts. A whole class singing "Frere Jacques" is a thin texture. A few children singing the same song as a four-part round, starting at different times will create a thicker texture.
<b>Structure</b>	Structure is the overall framework of a piece of music. The structure of a song will usually have an introduction, some verses and a chorus.
<b>Timbre</b>	Timbre is the unique sound quality which helps us to distinguish between different instruments and voices. The different ways an instrument is played can change its timbre.
<b>Pulse and Rhythm</b>	Pulse is the heartbeat or steady beat of a song/piece of music – what we tap or clap along to. Rhythm is the combination of long and short sounds to make patterns.
<b>Notation</b>	Notation is the method used to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas. There are several different types of standard notation.