







# Music

## Year 6 – Summer 1

### 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>A capella</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>