Leverhulme Primary School

MUSICAL VOCABULARY PROGRESSION

<u>inter-related dimensions</u> of music and their meaning: This key vocabulary will be taught throughout our children's musical journey at Leverhulme during their music sessions.	
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

The progression of understanding this vocabulary has been set out over the following pages.

EYFS, 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 Ostinato	Loud Getting louder Quiet Getting quieter Silent ostinato	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation **Walk** **I** **Jogging** **Π** **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

Pu**pils in Years 3 and 4 will continue to use and revisit Key Stage 1 vocabulary, and build upon it.**

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 will continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it.

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								