



## Specific Musical Vocabulary for EYFS, KS1 and KS2



*(linked with Kapow and the National Curriculum)*

### The Interrelated Dimensions of Music

<ul style="list-style-type: none"> <li>● Pulse - the regular heartbeat of the music; its steady beat.</li> <li>● Rhythm - long and short sounds or patterns that happen over the pulse.</li> <li>● Pitch - high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>● Tempo - the speed of the music; fast or slow or in-between.</li> <li>● Texture - layers of sound. Layers of sound working together make music very interesting to listen to.</li> </ul>	<ul style="list-style-type: none"> <li>● Timbre - all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>● Dynamics - how loud or quiet the music is.</li> </ul>	<ul style="list-style-type: none"> <li>● Structure - every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>● Notation - the link between sound and symbol.</li> </ul>
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### KS1 (Curriculum Vocabulary)

*Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high-quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds.*

<p><b>Nursery</b> <b>Words you need to know:</b> nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p> <p><b><u>Progression Document:</u></b> <b>pulse and rhythm</b> listen, voice, instruments, experience, respond, explore, practise, make, movement, music, rhythm, song, sing, sounds.</p>	<p><b>Reception</b> <b>Words you need to know:</b> nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring.</p> <p><b><u>Progression Document:</u></b> <b>pulse, rhythm and pitch</b> Listen, talk, sequence, think, feel, ideas, song, sing, dance, play, explore, instruments, make and experiment.</p>	<p><b>Year 1</b> <b>Words you need to know:</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p> <p><b><u>Progression Document:</u></b> <b>pulse, rhythm, pitch and dynamics.</b> Instrumental families, instrument, wind, string, percussion, brass. Body percussion, opinion, musical cues, leader, conductor, notes, tune, pattern, rhythmic pattern, melody, composition.</p>	<p><b>Year 2</b> <b>Words you need to know:</b> Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p> <p><b><u>Progression Document:</u></b> <b>pulse, rhythm, pitch, dynamics and tempo.</b> Styles, Instrumental families, instrument, wind, string, percussion, brass. Opinion, styles, ensemble, leader, conductor, melodies, composition, improvisation, notated, graphic, pictorial, video, pattern.</p>
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### KS2 (Curriculum Vocabulary)

*Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of music, live music, recorded music, composers, musicians.*

<p><b>LKS2</b>                      <b>Year 3</b></p> <p><b>Vocabulary:</b> Structure, intro/introduction, verse,chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p> <p><b>Progression Document:</b>  <b>pulse, rhythm, pitch, dynamics and tempo.</b>  Styles, Instrumental families, instrument, wind,string, percussion, brass. leader, conductor, notes, ensemble, musical cues, rhythmic patterns, group, solo, melodies, improvisation,complex melodies, composition, inter-related dimensions.</p>	<p><b>LKS2</b>                      <b>Year 4</b></p> <p><b>Vocabulary:</b> Keyboard, electric guitar, bass, drums,improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure,compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, byear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civilrights, racism, equality.</p> <p><b>Progression Document:</b>  <b>pulse, beat, rhythm, pitch, texture, tempo,dynamics, timbre, structure, notation.</b>  Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language,genres, composers, interpretation, inter-related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes.</p>	<p><b>UKS2</b>                      <b>Year 5</b></p> <p><b>Vocabulary:</b> Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure,Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,drums, melody, cover, Old-school Hip Hop, Rap,riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p> <p><b>Progression Document:</b>  <b>pulse, beat, rhythm, pitch, texture, tempo,dynamics, timbre, structure, notation.</b>  Styles, genres, Instrumental families, instrument, wind, string, percussion, brass. Musical language,inter-related dimensions, ensemble, soloist, stylistically, musically, diction, tuning, leader, conductor, improvisation, composition, melodies, traditional notations.</p>	<p><b>UKS2</b>                      <b>Year 6</b></p> <p><b>Vocabulary:</b> style indicators, melody, compose, improvise,cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music,Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J azz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, genderequality, unison, harmony.</p> <p><b>Progression Document:</b>  <b>pulse, beat, rhythm, pitch, texture, tempo, dynamics,timbre, structure, notation.</b>  Instrumental families, instrument, wind, string, percussion, brass, musical language, inter-related dimensions, ensemble,soloist, stylistically, musically, diction, tuning,</p>
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