**Whole School 3 Key Words**

Pulse

Melody

Expression

# Domain Specific Vocabulary for EYFS and KS1

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| **EYFS** | | | |
| **pulse** | | **tempo** | |
| **rhythm** | | **rap** | |
| **pitch** | | **congo** | |
| **high sounds** | | **rondo** | |
| **low sounds** | | **concerto** | |
| **perform** | | **Funk** | |
| **unison** | | **groove** | |
| **phrase** | | **Nursery rhyme** | |
| **boogie** | | **percussion** | |
| **KS1** | | | |
| **The Foundational Elements of Music That Build and Deepen Over Time:**   * **Pulse** – the regular heartbeat of the music; the steady beat. * **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat. * **Pitch** – high and low sounds. * **Tempo** – the speed of the music – fast, slow or in-between. * **Dynamics** – how loud or quiet music is. * **Timbre** – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. * **Texture** – layers of sound working together make music very interesting to listen to. * **Structure** – every piece of music has a structure, eg introduction, verse, chorus, ending. | | | |
| acoustic | layering | | Graphic score |
| accompaniment | musical elements | | improvisation |
| body percussion | notation | | composition |
| call and response | ostinato | | texture |
| chord | phrase | | tuned percussion |
| drone | playing techniques | | untuned percussion |
| duration | score | | instruments |

# Domain Specific Vocabulary Lower KS2

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| **The Foundational Elements of Music That Build and Deepen Over Time:**   * **Pulse** – the regular heartbeat of the music; the steady beat. * **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat. * **Pitch** – high and low sounds. * **Tempo** – the speed of the music – fast, slow or in-between. * **Dynamics** – how loud or quiet music is. * **Timbre** – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. * **Texture** – layers of sound working together make music very interesting to listen to. * **Structure** – every piece of music has a structure, eg introduction, verse, chorus, ending. | | |
| **Year 3** | | |
| tuned percussion | accompaniment | duration |
| cluster [sounds] | Tuned/untuned percussion | body percussion |
| lyrics | conductor | call and response |
| notation | melodic phrase | drone |
| programme music | ostinati | improvise |
| track list | score | musical elements |
| round | step movement | pentatonic scale |
| **Year 4** | | |
| accompaniment | body percussion | call and response |
| conductor | duet | duration |
| improvise | internalise | interval |
| lyrics | melodic phrase | motif |
| musical elements | notation | ostinato/ostinati |
| pentatonic | programme music | score |
| rest [musical silence] | scale | castanets |

# Domain Specific Vocabulary Upper KS2

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| --- | --- | --- |
| **The Foundational Elements of Music That Build and Deepen Over Time:**   * **Pulse** – the regular heartbeat of the music; the steady beat. * **Rhythm** – long and short sounds or patterns that happen over the pulse, the steady beat. * **Pitch** – high and low sounds. * **Tempo** – the speed of the music – fast, slow or in-between. * **Dynamics** – how loud or quiet music is. * **Timbre** – all instruments, including voices have a certain sound quality, eg the trumpet has a very different sound quality to the violin. * **Texture** – layers of sound working together make music very interesting to listen to. * **Structure** – every piece of music has a structure, eg introduction, verse, chorus, ending. | | |
| **Year 5- names of instruments in the classical orchestra and:** | | |
| tuned percussion | accompaniment | duration |
| chord | untuned percussion | body percussion |
| glockenspiel | composer | call and response |
| lyrics | sound effects | chord sequence |
| notation | melodic pattern | improvisation |
| orchestration | ostinati | meter [song lines] |
| articulation | score | phrase/phrasing |
| bass | accent | melody instrument |
| cue | attack | acoustic sound |
| drone | descant | balance |
| synthesiser | cyclic pattern | coda |
| expression [musicality] | timpani | decay [of sound] |
| harmony | ensemble | electronic music |
| melody | glockenspiel | graphic notation |
| processed sound | Jazz style | layers |
| round | polyrhythm | prelude |
| triad | rest | rondo |
| concerto | sampling | strong beat |
| word setting | unison | symphony |
| choral |  |  |
| **Year 6- as above plus:** | | |
| articulation | diction | enunciate |
| block | 12-bar Blues | Bop/ Scat |
| drum machine | effects processor | film score |
| special effects | theme | motif |
| ensemble | bass/ treble clef | gamelan |
| harmony | harmonise | improvise/improvisation |
| loop | the “offbeat” | syncopation |
| Folk [music] | soundmaker | swing |
| choreograph | editing | recording studio |