

Gaskell Community Primary School Music Vocabulary Progression



YEAR GROUP	Each Year bu	uilds on the vo	cabulary from	the year befo	ore.							
EYFS	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation			
	Instrument Listen Sing Sound Voice Play Stop Copy	High Low	Beat Pattern Walk Jogging Shh	Loud Getting louder Quiet/Soft Getting quieter	Slow Getting slower Fast Getting faster	(General descriptive terms to describe sounds) Squeaky Growly Scratchy Spiky Smooth	Together	Repeat Call/answer	(If anything, very basic, graphic representational notation) Big shape/ small shape denoting loud or quiet etc.			
1	In addition, the cl Drum, Shakers, T General	hildren should begin apping sticks, Pitch	to name the classro	oom percussion inst	ruments that they a	Timbre	Texture	Structure	Notation			
Introduced and using vocab with support	Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation Walk I Jogging II Rest Z Dot notation			
		In addition, the children should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc										
2	General	Pitch	Duration	Dynamics	Тетро	Timbre	Texture	Structure	Notation			

Using	Instrument	High	Beat/ Pulse	Loud	Slow	Percussion	Together	Repeat	Graphic symbols
vocabulary	Listen	Low	Rhythm	Getting louder	Getting slower	Tuned		Call/answer	
with more	Song		Walk	Quiet	Fast	Untuned			Stick notation
independence	Sound		Jogging	Getting quieter	Getting faster				
	Voice		Rest	Silent		Spiky			Walk
	Chant		Thinking voice			Smooth			I
	Create								Jogging
	Record								II
	Play								Rest _
									Z
									D 1 1 1 1 1 1
									Dot notation

In addition, the children should begin to name the classroom percussion instruments that they are playing e.g. Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc

3 Introduced	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
and using with support	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	Quavers = JOGGING Minim = STRIDE Rest = SSH

In addition, as well as learning the names of the instrument families, the children should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc

4 Using more	General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
independently	Compose	Scale	Metre	Piano <i>p (quiet)</i>	Accelerando	Brass	Round	motif	Crotchet =
	Improvise	Note	bar	Forte f (loud)	(getting faster)	Woodwind	Canon	Verse	WALK

Mood	stave	ostinato		Rallentando	Strings	Part	Chorus	ı
Effect		Stride	Crescendo	(getting slower)				
			(getting louder)					
Orchestra			Decrescendo					
Dahaana			(getting quieter)					Quavers =
Rehearse Perform								JOG <u>GIN</u> G
Audience								
Expression								
Live								Minim =
Recorded								STRIDE
Traditional Style								ı
Style								
								9
								Rest = SSH
								•
								6
								•

In addition, as well as learning the names of the instrument families, the children should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc

5
Introduced
and using
with support

5 troduced	General (as for LKS2)	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
nd using h support	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 O

In addition, the children should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc

6 Using with more	General (as for LKS2)	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
independence	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 O

In addition, the children should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc