










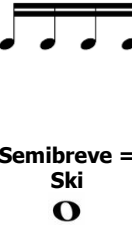
# Gaskell Community Primary School



## Music Vocabulary Progression



YEAR GROUP	Each Year builds on the vocabulary from the year before.								
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.
	In addition, the children should begin to name the classroom percussion instruments that they are playing e.g. Drum, Shakers, Tapping sticks,								
1 Introduced and using vocab with support	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	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  <b>Walk</b> I <b>Jogging</b> I I <b>Rest</b> 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	Tempo	Timbre	Texture	Structure	Notation

Using vocabulary with more independence	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  <b>Walk</b> I <b>Jogging</b> I I <b>Rest</b> 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								
3 Introduced and using with support	<b>General</b>	<b>Pitch</b>	<b>Duration</b>	<b>Dynamics</b>	<b>Tempo</b>	<b>Timbre</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>
	Compose Improvise Mood Effect  Orchestra  Rehearse Perform Audience Expression  Live Recorded Traditional Style	Scale Note stave	Metre bar ostinato Stride	Piano <i>p</i> (quiet) Forte <i>f</i> (loud)  Crescendo (getting louder) Decrescendo (getting quieter)	Accelerando (getting faster) Rallentando (getting slower)	Brass Woodwind Strings	Round Canon Part	motif Verse Chorus	<b>Crotchet = WALK</b>   <b>Quavers = JOGGING</b>   <b>Minim = STRIDE</b>   <b>Rest = SSH</b> 
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 independently	<b>General</b>	<b>Pitch</b>	<b>Duration</b>	<b>Dynamics</b>	<b>Tempo</b>	<b>Timbre</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>
	Compose Improvise	Scale Note	Metre bar	Piano <i>p</i> (quiet) Forte <i>f</i> (loud)	Accelerando (getting faster)	Brass Woodwind	Round Canon	motif Verse	<b>Crotchet = WALK</b>

	Mood Effect  Orchestra  Rehearse Perform Audience Expression  Live Recorded Traditional Style	stave	ostinato Stride	Crescendo ( <i>getting louder</i> ) Decrescendo ( <i>getting quieter</i> )	Rallentando ( <i>getting slower</i> )	Strings	Part	Chorus	 <p>Quavers = JOGGING</p> <p>Minim = STRIDE</p> <p>Rest = SSH</p>
	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								
<b>5</b> <b>Introduced</b> <b>and using</b> <b>with support</b>	<b>General</b> (as for LKS2)	<b>Pitch</b>	<b>Duration</b>	<b>Dynamics</b>	<b>Tempo</b>	<b>Timbre</b>	<b>Texture</b>	<b>Structure</b>	<b>Notation</b>
	Compose Improvise Mood Effect  Orchestra  Rehearse Perform Audience Expression  Live Recorded Traditional Style	Pentatonic Major Minor Harmony	Running faster Ski	<i>Pp - Pianissimo (very quiet)</i>  <i>Mp - Mezzo piano (moderately quiet)</i>  <i>Ff - Fortissimo (very loud)</i>  <i>Mf – Mezzo forte (moderately loud)</i>	Allegro ( <i>fast</i> ) Adagio ( <i>slow</i> )	Legato ( <i>smooth</i> ) Staccato ( <i>spiky</i> )	Chord Ensemble Solo Duet  Sample	Melody Accompaniment	 <p>Semi-Quaver = RUNNING QUICKLY</p> <p>Semibreve = Ski</p>
	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 independence	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	<i>Pp - Pianissimo (very quiet)</i>  <i>Mp - Mezzo piano (moderately quiet)</i>  <i>Ff - Fortissimo (very loud)</i>  <i>Mf – Mezzo forte (moderately loud)</i>	<i>Allegro (fast)</i> <i>Adagio (slow)</i>	<i>Legato (smooth)</i> <i>Staccato (spiky)</i>	Chord Ensemble Solo Duet  Sample	Melody Accompaniment	<b>Semi-Quaver = RUNNING QUICKLY</b>   <b>Semibreve = Ski</b> 
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									