

| MUSIC VOCABULARY MAP | | | |
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| TOPIC | EYFS | YEAR ONE | YEAR TWO |
| Performing | <ul style="list-style-type: none"> • Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds, some instrument names and where they come from | <ul style="list-style-type: none"> • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice, some instrument names and where they come from | <ul style="list-style-type: none"> accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch pulse • recorder • score • tuned percussion • untuned percussion • volume • |
| Composing | Conductor, voice, instrument, picture/symbol, create | Compose, composer | Notation, |
| Appraising | <ul style="list-style-type: none"> I liked/I didn't like because... It made me feel... | <ul style="list-style-type: none"> I liked the part when... It sounds like.... | <ul style="list-style-type: none"> I would change this part... I could hear... |

Vocabulary list and definitions

A capella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song.

Back beat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song.

Balance - The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad - A gentle love song

Band - Playing/singing/performing together.

Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing - Creating and developing musical ideas and 'mixing' these.

Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance.

Harmony - Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.

Melodic - Melody or tune.

Notation - Ways to visually represent music.

Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

Original - The first ever version of a song.

Ostinato - A short repeated pattern.

Outro - Short section which brings the song or piece to an end. Pentatonic scale
- A fixed five-note pattern e.g. the five black keys on a piano.

Performing - Singing and playing instruments.

Phrase - A musical sentence.

Pitch - The range of high and low sounds.

Pre-chorus - A short section in a song, before the chorus. Pulse/beat - The heartbeat or steady beat of a song/piece of music.

Recurring theme - A tune that repeats again and again in a piece of music.

Rhythm - The combination of long and short sounds to make patterns.

Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular - Non religious

Solo - An Italian word used to describe playing/singing/performing on our own.

Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

Style - The type of music e.g. blues or rock.

Style indicators - Identifiers that show us the genre of the music.

Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tag - (Usually) a short ending, tagged on to the main part of the song.

Tempo - An Italian word used to describe how fast/slow the music goes.

Texture - Layers of sound in music.

Timbre - The quality and character of the sound.

Urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.

Verse - A section in a song which has the same tune but different words.

| Objective | PERFORMING KNOWLEDGE | | | Knowledge needed and cross curricular links. |
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| | EYFS | Year one | Year two | |
| Children sing songs, make music and dance, and experiment with ways of changing them. EYFS use their voices expressively and creatively by singing songs and speaking | Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they experiment with creating sounds with different instruments? | Can they use their voice to speak/sing/chant? • Do they join in with singing? • Can they clap short rhythmic patterns? • Can they use instruments to perform a simple piece? • Can they respond to musical indications about when to play or sing? • Can they respond musically with | • Can they follow the melody using their voice or an instrument? • Can they sing songs as an ensemble following the tune (melody) well? • Can they perform in an ensemble with instructions from the | Knowledge of: Counting/patterns in maths Science – how sounds are made Movement - PE |

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| <p>chants and rhymes ♣ play tuned and untuned instruments musically</p> <p>Y1/Y2</p> | | <p>increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</p> <p>Listening • Respond to different moods of music, in different way</p> | <p>leader (e.g. hand signals to indicate pitch and duration of notes)? • Can they play simple rhythmic patterns on an instrument? • Can they sing/clap a pulse increasing or decreasing in tempo? • Do they have control when playing instruments? • Can they perform musical patterns keeping a</p> | |
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| | | | steady pulse? | |
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| Objective | COMPOSING KNOWLEDGE | | | Knowledge needed and Cross curricular links |
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| | EYFS | Year One | Year Two | |
| Children sing songs, make music and dance, and experiment with ways of changing them. EYFS Experiment with, create, select and combine sounds using the inter-related dimensions of music. Y1/Y2 | Can they make a range of sounds with their voice? • Can they make a range of sounds with instruments? • Can they represent sounds pictorially? | Can they make a range of sounds using their voice? • Can they make a range of sounds with instruments? • Can they identify changes in sounds? Can they tell the difference between long and short sounds? • Can they represent sounds pictorially? • | Can they order sounds to create a beginning, middle and end? • Can they represent sounds pictorially with increasing relevance? • Can they choose sounds to achieve an effect (including use of technology)? • Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? • Can they create short, rhythmic patterns – sequences of long | Knowledge of: Science – how sounds are made Structure of stories/music – b/m/e |

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| | | Can they make a sequence of sounds for a purpose | and short sounds? <ul style="list-style-type: none"> • Are they selective in the control used on an instrument in order to create an intended effect? • Can they create their own symbols to represent sounds? • Can they choose sounds to create an effect on the listener? | |
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| | APPRAISING KNOWLEDGE | | | Knowledge needed and Cross Curricular Links |
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| Objective | EYFS | Year One | Year Two | |
| Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings | Can they say if they like or dislike a piece of music? <ul style="list-style-type: none"> • Can they identify and distinguish environmental sounds? • Can they begin to describe the sounds? (e.g. | Can they form an opinion to express how they feel about a piece of music? <ul style="list-style-type: none"> • Can they recognise repeated patterns? • Can they tell the difference | Can they form an opinion to express how they feel about a piece of music? <ul style="list-style-type: none"> • Can they recognise repeated patterns? • Can they tell the difference between a fast | Links to PSHE/PSED and feelings Links to maths – patterns Links to science – high and low sounds |

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| <p>through design and technology, art, music, dance, role play and stories.</p> <p>EYFS</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Y1/Y2</p> | <p>loud, quiet, high, low, fast, slow) • Can they begin to express how music makes them feel</p> | <p>between a fast and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel?</p> | <p>and slow tempo, loud and quiet, and high and low sounds? • Can they hear the pulse in a piece music? • Can they tell the difference between loud and quiet sounds? • Can they describe how sounds are made and changed? • Can they respond to different moods in music and say how a piece of music makes them feel?</p> | |
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The Interrelated Dimensions of Music

Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

