



MUSIC VOCABULARY



Year Group	From Planning Document		Vocabulary
Reception		EYFS Children should know that music can be loud or quiet.	Music, musician, drum, piano, song, choir, loud, quiet
Year 1		Year 1 Children should know music can be fast or slow.	Violin, cello, guitar, string, conductor, tune, practise, verse, chorus, vocal, volume, fast, slow
Year 2	Year 2 Children should understand that notes have different lengths using the language of 'long' and 'short' notes.	Year 2 Children should know that there can be low notes and high notes.	Accompaniment, melody, brass, high, low, trumpet, trombone, double bass, recorder,
Year 3	Year 3 Teachers should use the correct language for note lengths during djembe drum lessons.	Year 3 Learn the meaning of pulse, rhythm and dynamics.	Djembe drum, French horn, tuba, clarinet, flute, solo, rhythm, percussion, lyric, major, minor, pulse, rhythm, dynamics
Year 4	Year 4 Children should be able to identify the symbol for crotchets and minims and be able to clap these rhythms over a pulse.	Year 4 Learn the meaning of pitch and tempo.	Acappella, soprano, alto, tenor, bass, saxophone, oboe, bassoon, harp, woodwind, harmony, improvise, treble clef, stave, chord, pitch, crotchet, minims, tempo.
Year 5	Year 5 Children should be able to identify the symbol for crotchets, minims, quavers and semi quavers and be able to clap these over a pulse.	Year 5 Learn the meaning of texture and structure Year 5 To know the names of the key eras in music. (Baroque, Classical, Romantic and 20 th century)	Glockenspiel, harpsichord, intonation (tuning), diction, octave, scale, crotchet, minims, quavers, semi-quavers, texture, structure, Baroque, Classical, Romantic, 20 th Century
Year 6	Year 6 As above, and play these rhythms on an instrument.	Year 6 Learn the meaning of timbre.	Crescendo, de-crescendo, quartet, timbre, vibrato