

# Richard Durning's Endowed Primary School

## Core Vocabulary Progression: Music



Music Progression of Vocabulary					
Year Group	Performing	Composing	Appreciate and Genres (from Charanga units)	Instruments	Dimension of Music
KS1 (Curriculum Vocabulary)	Singing, chants, rhymes, play, tunes instruments, untuned instruments, listen, high- quality live music, high quality recorded music, experiment, create sounds, select sounds, combine sounds.				
EYFS	<ul style="list-style-type: none"> <li>• nursery rhymes</li> <li>• action songs</li> <li>• sing</li> <li>• voice</li> <li>• play</li> <li>• learn</li> <li>• beat</li> <li>• pulse</li> <li>• play</li> <li>• stop</li> <li>• actions</li> <li>• hands</li> <li>• feet</li> <li>• move</li> <li>• big sound</li> <li>• soft sound</li> <li>• group</li> <li>• shake</li> <li>• tap</li> <li>• ring</li> </ul>	<ul style="list-style-type: none"> <li>• instruments</li> <li>• rhythm</li> <li>• high</li> <li>• low</li> <li>• long</li> <li>• short</li> <li>• pitch</li> <li>• make</li> <li>• ideas</li> </ul>	<ul style="list-style-type: none"> <li>• share,</li> <li>• explore,</li> <li>• listen</li> <li>• like</li> <li>• dislike</li> <li>• feeling</li> <li>• Think</li>   <li>• nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• instruments</li> <li>• voice</li> <li>• drum</li> <li>• bells</li> <li>• shaker</li> <li>• orchestra</li> </ul>	<ul style="list-style-type: none"> <li>• pulse</li> <li>• pitch</li> <li>• rhythm</li> </ul>

<p>Year 1</p>	<ul style="list-style-type: none"> <li>• rhythm</li> <li>• pitch</li> <li>• rap</li> <li>• improvise</li> <li>• melody,</li> <li>• perform,</li> <li>• Singing</li> <li>• chant</li> <li>• chorus</li> <li>• repeat</li> <li>• audience</li> <li>• chant</li> <li>• sound</li> <li>• loud</li> <li>• quiet</li> </ul>	<ul style="list-style-type: none"> <li>• compose</li> <li>• instruments</li> <li>• pattern</li> <li>• sequence</li> <li>• long</li> <li>• short</li> <li>• high</li> <li>• low</li> <li>• graphic score</li> <li>• Imagination</li> <li>• stave</li> <li>• minims</li> <li>• crotchets</li> <li>• quavers</li> </ul>	<ul style="list-style-type: none"> <li>• explore</li> <li>• feeling</li> <li>• listen</li> <li>• like</li> <li>• dislike</li> <li>• think</li> <li>• fast</li> <li>• slow</li>   <li>• Hip Hop</li> <li>• Jazz</li> <li>• Pop</li> <li>• Gospel</li> <li>• Reggae</li> <li>• 20th and 21st Century Orchestral</li> <li>• Lullaby</li> <li>• Waltz</li> <li>• Funk</li> <li>• Jazz: Swing</li> <li>• Marching Band</li> <li>• Country</li> <li>• Folk</li> </ul>	<ul style="list-style-type: none"> <li>• choir</li> <li>• bass guitar</li> <li>• drums</li> <li>• keyboard</li> <li>• percussion</li> <li>• brass</li> <li>• strings</li> <li>• trumpet</li> <li>• violin</li> <li>• recorder</li> <li>• tambourine</li> <li>• cymbals</li> </ul>	<ul style="list-style-type: none"> <li>• pulse</li> <li>• pitch</li> <li>• rhythm</li> <li>• dynamics</li> </ul>
<p>Year 2</p>	<ul style="list-style-type: none"> <li>• styles</li> <li>• melody (tune)</li> <li>• increasing</li> <li>• decreasing</li> <li>• rest</li> <li>• note</li> <li>• questions and answer</li> <li>• ensemble</li> <li>• conductor</li> <li>• leader</li> </ul>	<ul style="list-style-type: none"> <li>• composition</li> <li>• symbol</li> <li>• notation</li> <li>• structure</li> <li>• phrase</li> <li>• duration</li> <li>• pitch</li> <li>• graphic</li> <li>• pictorial</li> <li>• pattern</li> <li>• semibreves</li> <li>• rests</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate</li> <li>• Improve</li> <li>• opinion</li>   <li>• Gospel</li> <li>• 20th Century Orchestral Jazz</li> <li>• Rock</li> <li>• Pop</li> <li>• 20th and 21st Century Orchestral / Choral</li> <li>• Jazz: Swing</li> <li>• Jazz: Ragtime</li> <li>• Kwela</li> </ul>	<ul style="list-style-type: none"> <li>• instrumental families</li> <li>• instrument</li> <li>• wind</li> <li>• string</li> <li>• percussion</li> <li>• brass</li> <li>• glockenspiel</li> </ul>	<ul style="list-style-type: none"> <li>• pulse</li> <li>• pitch</li> <li>• rhythm</li> <li>• dynamics</li> <li>• tempo</li> </ul>

			<ul style="list-style-type: none"> <li>• Rock 'n' Roll</li> <li>• Romantic/20th Century Orchestral</li> <li>• Marching Band</li> <li>• Film Music</li> <li>• Calypso</li> <li>• Funk</li> <li>• Reggae</li> </ul>		
KS2 (Curriculum Vocabulary)	Play, perform, solo, ensemble, voices, musical instruments, accuracy, fluency, control, expression, improvise, compose, listen, recall sounds, aural memory, notations, appreciate, understand, history of music, live music, recorded music, composers, musicians				
Year 3	<ul style="list-style-type: none"> <li>• expression</li> <li>• control</li> <li>• notes</li> <li>• improvisation</li> <li>• complex melodies</li> <li>• musical cues</li> <li>• inter-related dimensions</li> <li>• group</li> <li>• rhythmic pattern</li> <li>• solo</li> <li>• expression</li> <li>• note</li> <li>• Control</li> <li>• Bass</li> <li>• major (happy)</li> <li>• minor (sad/angry)</li> </ul> <p>Italian Terms</p> <p>Loud- <i>forte</i> (f)  Quiet- <i>Piano</i> (p)  Medium – mezzo (m)</p> <p><i>Adagio</i>- slow</p>	<ul style="list-style-type: none"> <li>• metre</li> <li>• time signature</li> <li>• beat</li> <li>• Contrast</li> <li>• dotted crotchets</li> <li>• semiquavers</li> </ul>	<ul style="list-style-type: none"> <li>• composer</li> <li>• gradual</li> <li>• sudden</li> <li>• repetition</li> <li>• variation</li> <li>• Country</li> <li>• Baroque</li> <li>• Pop</li> <li>• Disco</li> <li>• Funk Jazz: New Orleans</li> <li>• Film Music Folk: Sea Shanty</li> <li>• Pop: Ballad</li> <li>• Soul</li> <li>• Musicals</li> <li>• Romantic</li> <li>• Rock</li> <li>• Native American Gospel</li> <li>• Jazz</li> <li>• 20th Century Orchestral</li> <li>• Hip Hop</li> </ul>	<ul style="list-style-type: none"> <li>• instrumental families</li> <li>• instrument</li> <li>• wind</li> <li>• string</li> <li>• percussion</li> <li>• brass</li> <li>• glockenspiel</li> <li>• drums</li> <li>• guitar</li> <li>• vocals</li> <li>• backing vocals</li> <li>• saxophone</li> </ul>	<ul style="list-style-type: none"> <li>• pulse</li> <li>• pitch</li> <li>• rhythm</li> <li>• dynamics</li> <li>• tempo</li> </ul>

	<p><i>Andante</i>- Walking pace  <i>Moderato</i>- Medium pace  <i>Allegro</i> - Lively  <i>Vivace</i> - Fast pace</p>				
Year 4	<ul style="list-style-type: none"> <li>part</li> <li>memorise</li> <li>improvise</li> <li>harmony</li> <li>musical language</li> <li>equality</li> <li>technique</li> <li>rapping</li> <li>pentatonic scale</li> <li>hook</li> <li>riff</li> <li>unison</li> <li>choreography</li> <li>digital/electronic sounds</li> <li>Synthesizers</li> <li>verse</li> <li>Chorus</li> <li>Soprano</li> <li>Alto</li> <li>Tenor</li> <li>Bass</li> </ul> <p>Italian Terms</p> <p><i>Pianissimo</i> = pp  <i>Fortissimo</i> = ff  <i>Crescendo</i> – get louder  <i>Decrescendo</i> – get quieter</p>	<ul style="list-style-type: none"> <li>record</li> <li>standard notation</li> <li>scale</li> <li>dynamics</li> <li>stylistically</li> </ul>	<ul style="list-style-type: none"> <li>silence</li> <li>character of music</li> <li>purpose</li> <li>style</li> <li>genre</li> <li>Interpretation</li> </ul> <ul style="list-style-type: none"> <li>20th and 21st Century Orchestral</li> <li>Reggae</li> <li>Soul: Ballad</li> <li>R&amp;B</li> <li>Pop</li> <li>Folk</li> <li>Jazz</li> <li>Disco</li> <li>Musicals</li> <li>Contemporary</li> <li>R&amp;B</li> <li>Classical</li> <li>Rock</li> <li>Gospel</li> <li>Choral</li> <li>Electronic</li> <li>Dance Music Funk</li> </ul>	<ul style="list-style-type: none"> <li>instrumental families</li> <li>instrument</li> <li>orchestra</li> <li>wind</li> <li>string</li> <li>percussion</li> <li>brass</li> <li>glockenspiel</li> <li>acoustic guitar</li> <li>birdsong</li> <li>flute</li> <li>clarinet</li> <li>violin</li> <li>cello</li> <li>trumpet</li> <li>tuba</li> </ul>	<ul style="list-style-type: none"> <li>pulse</li> <li>pitch</li> <li>rhythm</li> <li>dynamics</li> <li>tempo</li> <li>texture</li> <li>timbre</li> <li>structure</li> <li>notation</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>melodic phrase</li> <li>rhythmic phrase</li> <li>form</li> </ul>	<ul style="list-style-type: none"> <li>effect</li> <li>syncopated</li> <li>contrast</li> </ul>	<ul style="list-style-type: none"> <li>compare</li> <li>evaluate</li> <li>appreciate</li> </ul>	<ul style="list-style-type: none"> <li>instrumental families</li> <li>instrument</li> </ul>	<ul style="list-style-type: none"> <li>pulse</li> <li>pitch</li> </ul>

	<ul style="list-style-type: none"> <li>• round</li> <li>• rondo</li> <li>• ballad</li> <li>• note values</li> <li>• interlude</li> <li>• cover</li> <li>• groove</li> <li>• bass line</li> <li>• section</li> <li>• tuning</li> <li>• Bridge</li> <li>• homophonic</li> <li>• polyphonic</li> </ul>	<ul style="list-style-type: none"> <li>• traditional notation</li> <li>• dotted minim</li> <li>• dotted quavers</li> <li>• triple quavers</li> </ul>	<ul style="list-style-type: none"> <li>• 20th and 21st Century Orchestral</li> <li>• Gospel</li> <li>• Pop</li> <li>• Minimalism</li> <li>• Rock 'n' Roll</li> <li>• Jazz: Contemporary</li> <li>• South African</li> <li>• Pop</li> <li>• Reggae</li> <li>• Film Music</li> <li>• Hip Hop</li> <li>• Funk</li> <li>• Romantic</li> <li>• Rhythm &amp; Blues</li> </ul>	<ul style="list-style-type: none"> <li>• orchestra</li> <li>• wind</li> <li>• string</li> <li>• percussion</li> <li>• brass</li> <li>• trombone</li> <li>• baritone</li> <li>• French horn</li> <li>• double bass</li> <li>• ukulele</li> </ul>	<ul style="list-style-type: none"> <li>• rhythm</li> <li>• dynamics</li> <li>• tempo</li> <li>• texture</li> <li>• timbre</li> <li>• structure</li> <li>• notation</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• solo</li> <li>• lead</li> <li>• notations</li> <li>• by ear</li> <li>• ostinato</li> <li>• diction</li> <li>• ternary</li> <li>• binary</li> </ul>	<ul style="list-style-type: none"> <li>• musical device</li> <li>• chord</li> <li>• melody</li> <li>• bass line</li> </ul>	<ul style="list-style-type: none"> <li>• refine</li> <li>• analyse</li> <li>• introduction</li> <li>• ending</li> <li>• Soul</li> <li>• Pop</li> <li>• 20th and 21st Century Orchestral</li> <li>• Hip Hop Jazz: Swing</li> <li>• Rock</li> <li>• Disco</li> <li>• Romantic</li> <li>• Rock 'n' Roll</li> <li>• Zimbabwean</li> <li>• Pop</li> <li>• Folk</li> <li>• Gospel</li> <li>• Salsa</li> <li>• Reggae</li> </ul>	<ul style="list-style-type: none"> <li>• instrumental families</li> <li>• instrument</li> <li>• orchestra</li> <li>• wind</li> <li>• string</li> <li>• percussion</li> <li>• Brass</li> <li>• quartet</li> <li>• trio</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• pulse</li> <li>• pitch</li> <li>• rhythm</li> <li>• dynamics</li> <li>• tempo</li> <li>• texture</li> <li>• timbre</li> <li>• structure</li> <li>• notation</li> </ul>

			<ul style="list-style-type: none"><li>• Musicals</li><li>• Film Music</li></ul>		
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