


# BOLTON MUSIC SERVICE

## MUSICAL VOCABULARY

**Key vocabulary for all pupils is the inter-related dimensions of music and their meaning:**

<b>Pitch</b>	How high or low a note sounds
<b>Duration</b>	The length of the notes – long or short
<b>Dynamics</b>	The volume of the music – loud or quiet
<b>Tempo</b>	The speed of the music – fast or slow
<b>Timbre</b>	The sound quality of an instrument
<b>Texture</b>	Layers of sound
<b>Structure</b>	The musical plan – beginning, middle and end





## KEY STAGE 1 – Year 1 & 2

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>   <b>Jogging</b> Π <b>Rest</b> Z  Dot notation 

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

Pupils in Years 3 and 4 should continue to use Key Stage 1 vocabulary, and build upon it with:



## LOWER KEY STAGE 2 – Year 3 & 4

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

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

Pupils in Years 5 and 6 should continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it with:

## UPPER KEY STAGE 2 – Year 5 & 6

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