

## Music Curriculum NIFS – KEY SKILL VOCABULARY

### EYFS

<b>Duration</b>	How long a sound or silence lasts for
<b>Pitch</b>	High and Low
<b>Tempo</b>	Fast and slow
<b>Dynamics</b>	Loud and Quiet
<b>Timbre</b>	Tone quality (rough, smooth, wooden, tinny)
<b>Structure</b>	Different ways sounds are combined
<b>Pulse</b>	Steady, regular beat (in time)

### Year 1 and 2

<b>Duration</b>	How long a sound or silence lasts for
<b>Pitch</b>	High and Low
<b>Tempo</b>	Fast and slow
<b>Dynamics</b>	Loud and Quiet
<b>Timbre</b>	Tone quality (rough, smooth, wooden, tinny)
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long/ short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Improvise</b>	Make up / create
<b>Rests</b>	Silence / not playing
<b>Motif</b>	A short musical phrase
<b>Melodic</b>	Tune – A combination of rhythm and pitch
<b>Graphic Notation</b>	Using pictures or visual symbols to represent music

### Year 3 and 4

<b>Duration</b>	How long a sound or silence lasts for
<b>Pitch</b>	High and Low, getting higher / lower
<b>Tempo</b>	Fast and slow, getting faster / slower
<b>Dynamics</b>	Loud and quiet / getting louder / getting quieter
<b>Timbre</b>	Tone quality (rough, smooth, wooden, tinny)
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long/ short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group e.g. $\frac{3}{4}$ ; $\frac{4}{4}$
<b>Melody</b>	Tune – A combination of rhythm and pitch
<b>Harmony</b>	The simultaneous combination of tones, pleasing to the ear
<b>Pentatonic</b>	5 note scale

<b>Phrase</b>	Short section of music
<b>Sequence</b>	Segment, one after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Improvisation</b>	Creating part of or a whole piece of music intuitively and spontaneously and in line with chord progression or beat as a way of expressing self.
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)

## Year 5 and 6

<b>Duration</b>	How long a sound or silence lasts for
<b>Pitch</b>	High and Low, getting higher / lower
<b>Tempo</b>	Fast and slow, getting faster / slower
<b>Dynamics</b>	Loud and quiet / getting louder / getting quieter
<b>Timbre</b>	Sound quality of individual instruments
<b>Structure</b>	Different ways sounds are combined
<b>Texture</b>	Layering different sounds together
<b>Pulse</b>	Steady, regular beat (in time)
<b>Rhythm</b>	Patterns of long/ short sounds
<b>Ostinato</b>	Repeated rhythmic pattern
<b>Metre</b>	Organisation of beats in a group e.g. $\frac{3}{4}$ ; $\frac{4}{4}$
<b>Melody</b>	Tune – A combination of rhythm and pitch
<b>Theme</b>	Recurring melody in a piece of music
<b>Variation</b>	An altered version of a theme, melody or
<b>Pentatonic</b>	5 note scale
<b>Harmony</b>	The simultaneous combination of tones, pleasing to the ear
<b>Scale</b>	A set of 8 musical notes ordered by pitch
<b>Accompaniment</b>	An instrumental or vocal part designed to support or complement a melody
<b>Phrase</b>	Short section of music
<b>Sequence</b>	Segment, one after another
<b>Score</b>	Written form of musical notation
<b>Graphic Score</b>	Notation using pictures/symbols
<b>Staff notation</b>	Notation using a stave
<b>Stave</b>	Five horizontal lines and 4 spaces that each represent a different musical pitch
<b>Chord</b>	A harmonious combination of at least 3 tones to accompany a piece of music with either vocals or an instrument.
<b>Chord Progression</b>	Alternating chord patterns aligned to a tune in the accompaniment of a piece, usually

	following dominant, subdominant and tonic scheme.
<b>Improvisation</b>	Creating part of or a whole piece of music intuitively and spontaneously and in line with chord progression or beat as a way of expressing self.
<b>Binary Form</b>	Two sections of music usually repeated (AABB)
<b>Ternary Form</b>	Three sections of music (ABA)