


EYFS - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER



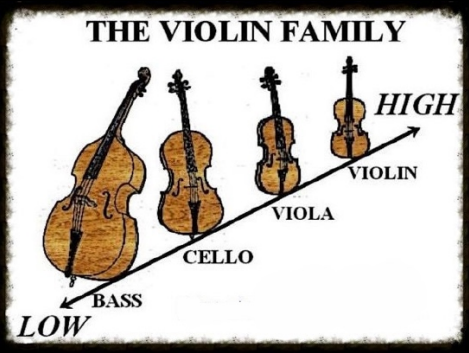




Beat	Basic unit of music which can keep us in time	Sing	Use our voice to make musical sounds
Nursery rhyme	Simple traditional song for children	Music	Using sounds
Copy	Repeat the same	Clap	









YEAR 1 - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER






Lyrics	Words to a song	Unison	All together
Song	Set of words to music	Notes	A symbol or letter we give to a specific sound
Instrument	What you can play to make a sound	Leader	
Glockenspiel		improvise	Making it up
Pulse	Steady beat of the music	Rhythm	Long and short sounds put together
March	It has a strong regular rhythm	symbols	Pictures
High		Melody	
Low		Performance	Presenting your music
audience	The people watching	Loud	
		Quiet	

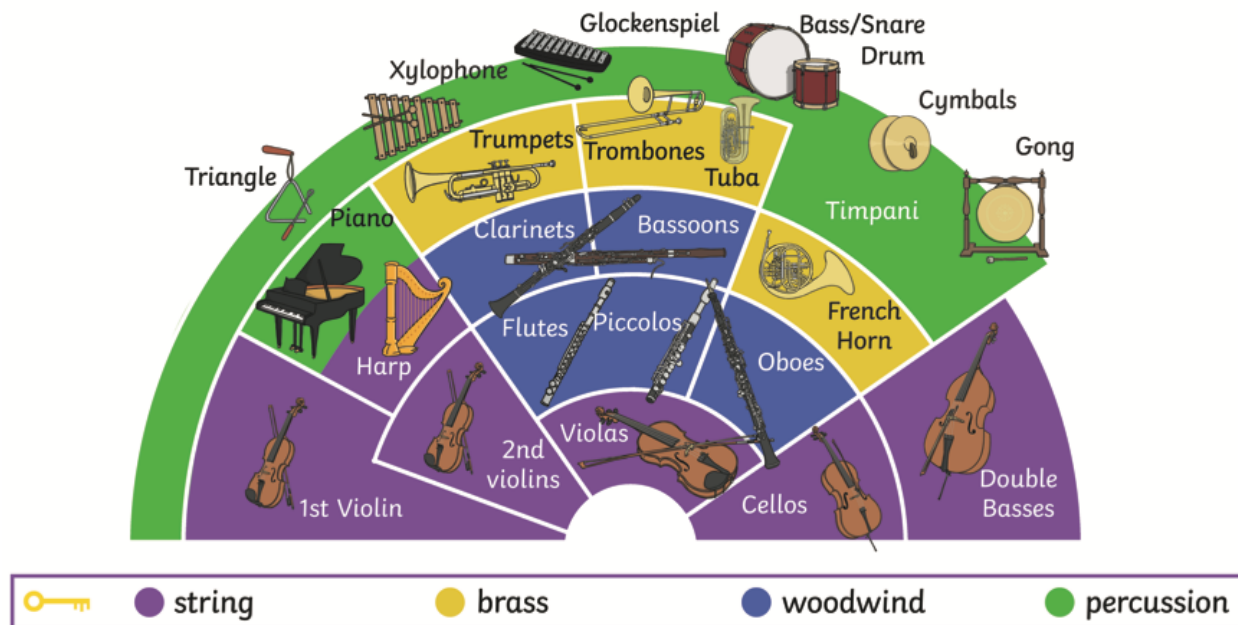
YEAR 2 - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER



<p>Chorus</p>	<p>A part of a song that is repeated after each verse</p>	<p>Piano</p>		<p>Rap</p>	<p>Style of popular music - singers use rhyme and rhythm to chant the lyrics</p>
<p>Repeating</p>		<p>Cymbals</p>		<p>Musical style</p>	<p>How the music sounds: Rock / Pop / Folk / Classical / Jazz / Rap</p>
<p>Brass</p>	<p>Family of instruments</p> 	<p>Percussion</p>	<p>Family of instruments</p> 	<p>Strings</p>	<p>Family of instruments</p> 
<p>tempo</p>	<p>How quick the music is</p>	<p>dynamics</p>	<p>The change in volume - loud and quiet</p>	<p>Pitch</p>	<p>How high or low a sound is</p>







Flute		Violin		Trumpet	
Orchestra	A large collection of musicians playing different instruments together - see below	Melody	The main tune	Notation	Writing down the music

This diagram shows the arrangement of instrument families in a typical, Western orchestra.




YEAR 3 - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER



<p>Quaver</p>	<p>A note lasting $\frac{1}{2}$ a beat</p> 	<p>Crotchet</p>	<p>A note lasting 1 beat</p> 	<p>Minim</p>	<p>A note lasting 2 beats</p> 
<p>Sections</p>	<p>A complete musical idea. For example: verse or chorus</p>	<p>Texture</p>	<p>How thick or thin a piece of music is: Thick - lots of different instruments or melodies Thin - small amount of instruments or melodies</p>	<p>Structure</p>	<p>How the music is put together. Sections may be repeated.</p>
<p>Composition</p>	<p>A piece of music you have "composed" - created yourself</p>	<p>Round</p>	<p>Sung or played in two or more groups. One group starts off then the next group sings the same song over the top later</p>	<p>Silence</p>	<p>No sound</p>
<p>Stave</p>		<p>Recorder</p>		<p>Woodwind</p>	<p>Family of instruments</p>  <p>piccolo flute clarinet oboe bassoon recorder</p>

YEAR 4 - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER



Musical elements	Features of the music - rhythm / pitch / texture	Binary	Music structure: 2 sections. A and B	Drone	A constant note playing in the background
Verse	A section of music in a song - differs from the chorus which is repeated	Two-part	2 instruments / vocals playing at the same time but different melodies.	Call and response	Call - played first Response - plays second The rhythms go well together
Refrain	Repeated line or musical phrase	Harmony	Sound of two or notes played together nicely	Treble clef	
Musical history	Music from the past	Ternary	Music structure: 3 sections ABA	Programme	A booklet / leaflet that shows the order of performances -

YEAR 5 - MUSICAL VOCABULARY - KNOWLEDGE ORGANISER



Ostinato	Repeating phrase (section) of music	Dimuendo	The music gets quieter	Bass	Low sounds
Canon	A piece of music where the melody is played then then imitated after a short delay.	Syncopated	Off beat	Cornet	 <p>(colour does not matter)</p>
Expression	Bringing the music to life - using dynamics / timbre and personal response	solo	Sung or played on its own	Trumpet	
Crescendo	The music is getting louder	timbre	Particular tone that distinguishes a sound or combination of sounds	trombone	



Rondo	Music structure: 5 sections ABACA	Metre	When beats are combined in groups of 2, 3 or more	accent	Emphasised note	
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The 8 Elements of Music

