

Music – Vocabulary Map		
EYFS	Key Stage One	Key Stage Two
<ul style="list-style-type: none"> <li>➤ Chant</li> <li>➤ Fast</li> <li>➤ Follow</li> <li>➤ High</li> <li>➤ Instrument</li> <li>➤ Low</li> <li>➤ Loud</li> <li>➤ Quiet</li> <li>➤ Repeat</li> <li>➤ Sing</li> <li>➤ Slow</li> <li>➤ Song</li> <li>➤ Sounds</li> </ul>	<p>As EYFS plus:</p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>➤ Rhythm</li> <li>➤ Rest</li> <li>➤ Beat</li> <li>➤ Echo</li> <li>➤ Call and response</li> <li>➤ Pulse</li> <li>➤ Tuba, glockenspiel, flute, piccolo and drum</li> <li>➤ Tuned</li> <li>➤ Untuned</li> <li>➤ Compose</li> </ul> <p><b>Year 2 - as Year 1 plus:</b></p> <ul style="list-style-type: none"> <li>➤ Melody</li> <li>➤ Diction</li> <li>➤ Improvise</li> <li>➤ Phrase</li> <li>➤ Names of some untuned percussion (claves, wood blocks, chime bars, scrapers, xylophones, boom whackers)</li> <li>➤ Sliding (glissando)</li> <li>➤ Smooth (legato)</li> <li>➤ Staccato (short/detached notes)</li> <li>➤ Motif</li> <li>➤ Conductor</li> <li>➤ Tempo</li> <li>➤ Pitch</li> <li>➤ Volume</li> </ul>	<p>Year 3 – as KS1 plus:</p> <ul style="list-style-type: none"> <li>➤ <i>names of orchestral instruments and families</i></li> <li>➤ pentatonic scale</li> <li>➤ chords</li> <li>➤ ostinato</li> <li>➤ unison</li> <li>➤ round</li> <li>➤ accompaniment</li> <li>➤ ensemble</li> <li>➤ time signature (number of beats in a bar) e.g. 3/4 time is 3 beats in a bar</li> <li>➤ harmony</li> <li>➤ acoustic/electric instruments</li> <li>➤ traditional</li> <li>➤ folk music</li> <li>➤ ABA – ternary form</li> <li>➤ Duration</li> <li>➤ Orchestra</li> <li>➤ Lyrics</li> <li>➤ Dynamics (loud and quiet)</li> <li>➤ Melodic phrase</li> </ul>

Year 4	Year 5	Year 6
--------	--------	--------

<p><b>Year 4 – as KS1 and Year 3 plus :</b></p> <ul style="list-style-type: none"> <li>➤ Gospel style</li> <li>➤ Verse</li> <li>➤ Chorus</li> <li>➤ Off-beat</li> <li>➤ Articulation</li> <li>➤ Unison</li> <li>➤ Bass notes</li> <li>➤ stepping notes/close together notes (pitch)</li> <li>➤ piano, vibraphone, saxophone, snare drum</li> <li>➤ mute</li> <li>➤ timbre (quality/colour of sound)</li> <li>➤ suite</li> <li>➤ graphic score</li> </ul>	<p><b>Year 5 – as KS1, Year 3 and 4 plus:</b></p> <ul style="list-style-type: none"> <li>➤ crochet</li> <li>➤ quavers</li> <li>➤ semiquavers</li> <li>➤ major/minor key</li> <li>➤ steady beat</li> <li>➤ sea shanty</li> <li>➤ body percussion</li> <li>➤ crescendo (getting louder)</li> <li>➤ spoken interludes</li> <li>➤ homophonic (singing in harmony)</li> <li>➤ congregation</li> <li>➤ hook</li> <li>➤ riff</li> <li>➤ metaphor</li> <li>➤ bridge</li> <li>➤ intro (introduction)</li> <li>➤ outro (ending)</li> </ul>	<p><b>Year 6 – all previous year groups plus:</b></p> <ul style="list-style-type: none"> <li>➤ count in</li> <li>➤ swing/swung rhythm</li> <li>➤ syncopation</li> <li>➤ arpeggio</li> <li>➤ chromatic</li> <li>➤ c major scale</li> <li>➤ layers (texture)</li> <li>➤ structure (question and answer)</li> <li>➤ rhythm section</li> <li>➤ brass section</li> <li>➤ woodwind section</li> <li>➤ big band</li> <li>➤ distortion</li> <li>➤ genre/style</li> <li>➤ fusion</li> <li>➤ rock</li> <li>➤ country</li> <li>➤ EDM (electronic dance music)</li> <li>➤ Impressionism</li> <li>➤ Classical</li> <li>➤ Protest song</li> </ul>
--	--	---