

Music vocabulary - Progression at Villa Real School

This vocabulary progression map draws upon KS1-KS3 music terminology exemplified in the National Curriculum and in Durham Music Service's Curriculum and Progress Map. It also acknowledges the diverse learning needs of our learners.

The progression map outlines the different stages of development in children's uses of musical terms, including knowing the definitions but, most importantly, being able to demonstrate their understanding in a practical way. With more straightforward terms e.g., pulse, the definition may come first, followed by increasingly complex musical activities around pulse. Often, however, children will be able to demonstrate a musical element (e.g., pitch) without a full comprehension of the term.

This should be used in conjunction with high-quality practical activities in music lessons, where the focus should be on performing, composing and listening to music.

Green – should know/use **Amber – more able may know/use** **Red words – most able may know/use**

| Key Stage 1 | Progression | | |
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| Pulse | Know that pulse is a steady beat . Start to tap, clap, nod or move in time. | Continue to work on tapping, clapping or moving in time. | |
| Rhythm | Recognise and perform simple rhythms e.g., stamp-stamp-clap (played in any way) from 'We Will Rock You' | Practise simple patterns of longer and shorter notes; imitate rhythms played by someone else; loop rhythms in an 'ostinato = persistent repeat | Practise playing rhythms whilst other parts of a piece of music are played at the same time (e.g., keeping a steady rhythm whilst someone sings or plays the guitar). Compose /create a rhythm. |
| Key Stage 2 | Progression | | |
| Tempo | Know that music can be fast or slow | Know that different pieces of music have different tempos (speeds). Allegro = fast Largo = slow | Following changes of tempo in pieces of music listened to by tapping, clapping or moving at appropriate speeds. Moderato = moderate speed |

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| Dynamics | Know that music can be played at different volumes. Imitate loud (Forte) and quiet (Piano) sounds heard | Identify changes in dynamics in music heard, ideally using musical terms such as crescendo (quiet to loud) and diminuendo (loud to quiet) | Make decisions about appropriate dynamics when performing music (both rhythmic and melodic). |
| Pitch | Know that sounds can be high and low and begin to identify pitches in music listened to | Know that pitch (frequency of how your ear hears the notes) is the musical word for high and low | Follow pitch-changes in melodies when singing or playing |
| Melody | Know that a melody is a tune . | Begin to imitate (copy) melodies heard | To improvise (adapt, change, extend) a melody or piece of music. |
| Key Stage 3 | Progression | | |
| Harmony | Start to recognise that music can be made up of different parts , like a jigsaw. Melodies are often accompanied by chords on a guitar or piano, for example | Know that there are different parts in pieces of music that have different musical roles . E.g., a lead guitar might play a solo in an instrumental section of a song or backing vocalists might accompany a lead singer | Compose a song or piece of music. Improvise with additional lyrics or repeat of a line for added interest or impact. |
| Timbre | Start to recognise different instrument sounds in pieces of music listened to (string, brass, woodwind, percussion) | Know that timbre is a word to describe the different sounds that instruments make. Consider <i>how</i> the sound is being made e.g., strings are played with a bow or pizzicato (plucked) | |
| Structure | Know that pieces of music or songs are made up of different sections e.g., verses choruses, bridges | Identify where a new section of music begins (e.g., where a chorus is) | |

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| <p>Texture</p> | <p>Know that texture refers to how different layers of sound are put together e.g. Melody and accompaniment (tune and chords, for example) Solo (one part only) Call and response (one part either echoing or 'responding to' the other')</p> | | |
| <p>Notation</p> | <p>Know that music can be written down in different ways. Recognise some basic patterns in music that is notated (e.g., graphic scores)</p> | <p>Recognise and play from simple notation, including crotchets, minims and rests</p> | |

Additional vocabulary:

In addition to the vocabulary linked to the key elements of music, there will also be words linked to the genre of the term being taught e.g. name of genre, name of composer, music or song title, period of history etc.