

Substantive & Disciplinary knowledge in Music

INTENT

At Brabourne CEP School we believe that Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop an engagement with music, allowing them to compose, and critically listen to other pieces of music.

The principal aims of Music at Brabourne are to ensure that all pupils:

- Promote enjoyment in music.
- Promote self-expression.
- Promote participation and performance in singing and instrumental activities.
- Develop confidence and skills in composing, communicating and recording.

In line with the National Curriculum, we ensure that children:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

End points:

By the end of EYFS, children will:

- Be able to sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and try to move in time with the music.
- Express their ideas and feelings about music, explore and engage in music making.
- Use props in a performance on their own or in a group.

By the end of key stage 1, children will:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select, and combine sounds using the interrelated dimensions of music.

By the end of key stage 2, children will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

A typical teaching sequence through a unit of work in music will include the following elements:

1. Listening and appraising activities
 1. Familiarisation with the piece or genre being studied
 2. Responding to the music and giving opinions
 3. Identifying key elements, features and vocabulary
 4. Identifying historical period and comparing / contrasting with other pieces

2. Musical activities
 1. Warm up games
 2. Singing activities
 3. Playing instruments
 4. Improvisation
 5. Composition
3. Performing
 1. Individual or group
 2. Rehearsal
 3. Performance

Children develop a deep understanding of **key musical concepts** as they move through our music curriculum. Key concepts have been carefully considered and identified as the core knowledge and skills required to successfully achieve in music. Key concepts are revisited and developed as the pupils move through the school to ensure that knowledge and skills are firmly embedded within their long-term memory.

- **Singing** (developing pitch, melody, rhythm and control individually and as part of a group)
- **Listening** (exploring feelings and emotions in response to music, giving opinions, identifying instruments, structure, musical features)
- **Composing** (improvising, composing, notating: representing sounds through symbols, standard and non-standard notation)
- **Performing** (singing, playing instruments, individual and groups, practising, rehearsing, presenting, recording, evaluating)
- **Musicianship** (understanding music: pulse/beat/metre, rhythm, pitch/melody, tempo, dynamics, timbre, texture, structure/form)

IMPLEMENTATION

Teachers follow the Kapow Scheme of Work in EY/KS1 and the scheme in KS2 is written to build upon this learning and be delivered by our specialist music teacher. Lessons are planned to fit a rolling program of learning for mixed-year groups which builds upon skills within each key stage, through clearly defined outcomes for each year group per term. Music plays an important part of the life of Brabourne School. Every class has regular music lessons with plenty of opportunities to link these skills to other curriculum areas. The school offers many

additional opportunities for pupils to consolidate their musical knowledge and skills, including Church services, musical performances, choirs and one to one tuition with our specialist music teachers. The History of Music and music timeline chronology are important in music lessons.

The strands of musical learning, presented within teachers' lesson plans, are part of a learning spiral with the following concept threads: Singing, Listening, Composing, Performing, and Musicianship. Over time, children develop new musical skills and concepts and also revisit established musical skills and concepts. The children revisit prior skills and knowledge through each unit of study and build upon these with new learning. Learning is paced within the context of a historical timeline for music and notable musicians, and their work, is threaded through the children's learning.

The music coordinator is responsible for the standard of children's work and the quality of teaching in music. The work of the subject leader also involves supporting colleagues in the teaching of music and providing a strategic lead and direction for the subject in the school. They have the responsibility for monitoring resources and organising musical events across the school calendar.

Early Years Foundation Stage

ELG - Being Imaginative and Expressive

- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.

Children in the EYFS will explore and develop their musical skills and understanding through a combination of adult led activities and child initiated play. They will listen to a variety of genre of music from their own and other cultures, sing songs and explore poem and rhyme as part of their everyday routine and have a weekly music session to focus on music specific skills such as beat and pitch etc. Songs and singing are also used to support children's learning in Maths and Phonics. Children also have access at all times to musical instruments and songs as well as an outdoor 'stage' area to perform on where they can explore the musical instruments and listen to and perform and sing songs as part of their continuous provision. Enhancements may be made to the continuous provision to follow children's interests such as providing additional resources to make their own instruments, resources to record notation in music or musical patterns to 'read' and follow. Children will learn the name of some musical instruments such as drum, maraca, triangle, tambourine etc and adults will model how these instruments can be used through play. Children take part in whole class singing sessions throughout the year and in preparation for events such as our Nativity

performance as well as hymns through Collective Worship. Children are also encouraged to listen to and observe environmental sounds as part of their everyday interactions or outdoor learning such as the sound of the birds singing, the sound of the leaves rustling on a windy day or how water sound when it hits different surfaces in the water tray.

IMPACT

Teachers assess children’s work in Music by making informal judgments as they observe them during lessons. Children are encouraged to self, peer and group assess work in a positive way. As part of our assessment for learning process, children will receive verbal feedback in order to aid progress in the subject. Summative assessment is undertaken at the end of each unit of work, using an end of unit quiz. Data drops are taken three times a year. Work is then discussed as a staff and any adjustments to the delivery of the curriculum can be made. Progress is reported to parents three time a year and is measured from feedback from our school performances.

Cycle A	T1	T2	T3	T4	T5	T6
EYFS	Celebration Music	Exploring Sound	Music & Movement	Musical Stories	Big Band	n/a
Y1/2	Pulse & Rhythm	Classical music, dynamics & tempo	Pitch & Tempo	Musical Me	On this Island	Orchestral Instruments
Cycle B						
EYFS	Celebration Music	Exploring Sound	Music & Movement	Musical Stories	Big Band	n/a
Y1/2	Musical vocabulary	Timbre & Rhythm patterns	African Call & Response Song	Vocal & Body Sounds	Dynamics, timbre, tempo & motifs	Myths & Legends
Cycle A	T1	T2	T3	T4	T5	T6

Y3/4	Rhythmic stability Singing in unison and canon, working on tuning and pitch.	Rhythmic stability Singing in unison and canon, working on pulse and rhythm using non-tuned percussion and body percussion.	Rhythmic stability Singing in unison and canon, looking at scales focusing on pentatonic and improvising within its boundaries using tuned percussion. Looking at simple notation.	Rhythmic stability Singing in unison and canon, looking at major and minor scales, working on intervals and intonation using voices and tuned percussion. Simple notation	Rhythmic stability Singing in unison and canon, exploring improvisation with different types of instruments. Exploring timbres.	Rhythmic stability Singing and accompanying using ukuleles and tuned/non-tuned percussion. Exploring timbres and textures.
Y5/6	Rhythmic stability Singing in unison and canon, working on tuning and pitch.	Rhythmic stability Singing in unison and canon with more complex songs and working in detail for performances. Stagecraft.	Rhythmic stability Singing in unison and canon, looking at scales by singing and playing them and working with the pentatonic scales with tuned percussion. Simple notation. Improvisation within a limited amount of notes. Part singing – O2	Rhythmic stability Singing in unison and canon, more work on scales and notation focussing on intervals. Improvisation using varied instruments.	Rhythmic stability Singing in unison and canon, Simple notation, Improvisation with varied instruments leading to composition.	Rhythmic stability Singing in unison and canon, Working in great detail with songs for performances. Stagecraft
Cycle B	T1	T2	T3	T4	T5	T6

Y3/4	Rhythmic stability Singing in unison and canon, working on tuning and pitch. History of music timeline. Performance skills.	Rhythmic stability Singing in unison and canon, working on tuning and pitch. Rhythm and pulse. History of music timeline. Notation	Rhythmic stability Listening to different cultures of music. Singing in unison and canon, working on tuning and pitch, rhythm and pulse. History of music timeline.	Rhythmic stability Learning technique in different types of instruments: ukuleles, tuned and non-tuned percussion. Performance and stagecraft	Rhythmic stability Singing in unison and canon, working on tuning and pitch. Accompaniment with ukuleles and tuned and non-tuned percussion.	Rhythmic stability Compositions and performances based upon accumulated skills.
Y5/6	Rhythmic stability Appreciation of different genres of music. Singing in unison and canon, adding harmonies and working on tuning and pitch. History of music timeline.	Rhythmic stability Singing in unison and canon, working on tuning and pitch. History of music timeline. Notation.	Rhythmic stability Listening to the orchestra and its instruments. Singing in harmony. Notation. Part singing – O2	Rhythmic stability Performance and stagecraft. Learning technique in different types of instruments: ukuleles, tuned and non-tuned percussion.	Rhythmic stability Accompaniment with varied instruments.	Rhythmic stability Working in great detail with songs for performances. Stagecraft

Year Group	
	Singing
EYFS	Learn and sing entire songs.
	Sing the pitch of a tone sung by another person.
	Sing the melody of familiar songs.
	Create their own songs or improvise a song around one they know.
	Sing in a group or on their own matching the pitch and following the melody.
	Begins to build a collection of songs.
Year 1	Sing simple songs, chants and rhymes from memory
	Sing collectively and at the same pitch, responding to simple visual directions and counting in
	Sing simple songs with a small range (mi-so) and some pentatonic songs
	Sing a wide range of call and response songs, controlling vocal pitch and matching the pitch heard with accuracy
Year 2	Sing songs regular with a pitch range of 'do-so' with increasing vocal control
	Sing songs with a small pitch range, pitched accurately
	Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to directions/symbols
Year 3	Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression
	Perform forte and piano (loud and soft)
	Perform actions confidently and in time to a range of action songs
	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
	Perform in a choir
Year 4	Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter
	Sing rounds and partner songs in different time signatures (2, 3 and 4 time)
	Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony
	Perform a range of songs to an audience (eg: production, church service, assembly)

Year 5	Sing a broad range of songs from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance
	Sing three part rounds, partner songs and songs with a verse and chorus
	Perform a range of songs to an audience (eg: production, church service, assembly)
Year 6	Sing a broad range of songs, including those with syncopated rhythms, from an extended repertoire, including phrasing, accurate pitching, appropriate style and a sense of performance
	Sing three and four part rounds or partner songs, developing balance between parts and vocal independence
	Perform a range of songs to an audience (eg: production, church service, assembly)

Year Group	
	Listening
EYFS	Explore and learn how sounds can be changed.
	Listen attentively and talk about music, expressing their feelings and responses.
	Talk about changes and patterns in a piece of music.
	Explore moving in a range of ways and create own movement patterns.
	Tap out simple repeated rhythms.
	Watch and talk about a performance and express their feelings.
Year 1	Move and dance with the music
	Find the steady beat
	Talk about feelings created by the music/song
	Recognise some band and orchestral instruments
	Describe tempo as fast or slow
	Describe dynamics as loud and quiet
	Join in sections of the song eg. chorus
	Begin to understand where the music fits in the world
Begin to understand about different styles of music	
Year 2	Move and dance with the music confidently
	Talk about how the song makes you feel
	Find different steady beats
	Describe tempo as fast or slow
	Describe dynamics as loud and quiet
	Join in sections of the song eg. call and response
	Start to talk about the style of a song
	Recognise some band and orchestral instruments
Start to talk about where music might fit into the world	

Year 3	Share your thoughts and feelings about the music together
	Find the beat or groove of the music
	Invent different actions to move in time with the music
	Talk about what the song means
	Identify some instruments you can hear playing
	Identify if it's a male or female voice
	Talk about the style of the songs
Year 4	Talk about the words of a song
	Think about why the song was written
	Find and demonstrate the steady beat
	Identify 2/4, 3/4, and 4/4 metre
	Identify the tempo as fast, slow, or steady
	Recognise the style of music you are listening to
	Discuss the structures of songs
	Identify: <ul style="list-style-type: none"> - Call and response - A solo vocal or instrumental line and the rest of the ensemble - A change in texture - Articulation on certain words
	Explain what a main theme is and identify when it is repeated
	Identify major and minor tonality
	Recognise the sound and notes of the pentatonic scale by ear and from notation
	Describe legato and staccato
Recognise the different musical styles and any important musical features that distinguish the style eg: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae	
Year 5	Talk about feelings created by the song
	Find and demonstrate the steady beat
	Identify 2/4, 3/4, 4/4, 6/8 metre
	Identify the musical style of a song
	Identify instruments by ear and through a range of media
	Discuss the structure of the music with reference to features such as: verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB
	Recall by ear memorable phrases heard in the music
	Identify major and minor tonality
	Recognise the sound and notes of the pentatonic and blues scales by ear and from notation

	Explain the role of a main theme in musical structure
	Recognise different musical styles (eg: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals) and any key features that distinguish the style
Year 6	Talk about feelings created by the song and justify a personal opinion with reference to musical concepts
	Identify different time signatures with greater confidence eg: 2/4, 4/4, 3/4, 6/8
	Identify the musical style of a song using some musical vocabulary to discuss its musical concepts
	Identify the wider range of instruments by ear and through a range of media eg: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles
	Discuss the structure of a song with reference to verse, chorus, bridge and an instrumental break
	Recall by ear memorable phrases heard in the music
	Identify major and minor tonality, triads I, IV and V, and intervals within a major scale
	Explain the role of a main theme in musical structure
	Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups

	Composing
EYFS	Explore making sounds with a variety of resources.
	Tap out a steady beat and rhythm.
	Move in time to music and respond to changes.
	Create own music and sounds with instruments and sound makers.
	Make music in a range of ways.
Year 1	Improvise simple vocal chants, using question and answer phrases
	Create musical sound effects and short sequences of sounds in response to stimuli, choosing and playing classroom instruments
	Understand the difference between a rhythm pattern and pitch pattern
	Invent, retain and recall rhythm and pitch patterns and perform these for others
	Use music technology to capture, change and combine sounds
Year 2	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.
	Create music in response to a non-musical stimulus (eg: storm, car race, rocket launch)
	Improvise simple question and answer phrases to be sung or played in pairs, to create a musical conversation
	Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces
Year 3	Use music technology to capture, change and combine sounds
	Become more skilled in improvising (using voices, tuned and untuned percussion and instruments, inventing short responses using a limited note range)
	Structure musical ideas (eg: echo or question & answer phrases) to create music with a beginning, middle and end
	Compose in response to different stimuli eg: stories, verse, images and musical sources

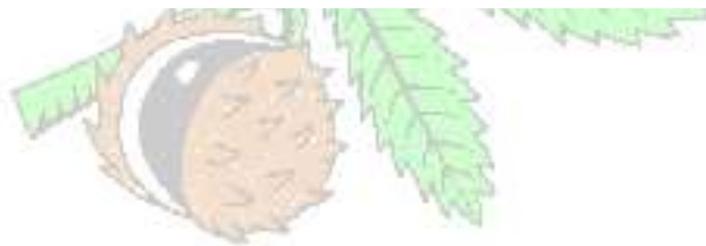
Year 4	Combine known rhythmic notation with letter names to create short pentatonic phrases. Sing and play these phrases as self standing compositions
	Arrange notation cards of known note values to create sequences of 2, 3 or 4 beat phases arranged into bars
	Explore developing knowledge of musical components by composing music to create a specific mood eg: to accompany a film clip
	Use major and minor chords
	Include instruments from whole class teaching (widening opportunities) to expand scope and range of sounds available for composition
Year 5	Capture and record creative ideas using graphic symbols, rhythm or staff notation or technology
	Improvise freely over a drone, developing a sense of shape and character, using tuned percussion or melodic instruments
	Improvise over a simple groove, responding to the beat and creating a melodic shape
	Experiment with a wider range of dynamics through improvisation and composition work
	Compose melodies made from phrases in either C major or A minor (or a suitable key). Enhance melodies with rhythmic or chordal accompaniment
Year 6	Compose a short piece in ternary form (ABA)
	Capture and record creative ideas using graphic symbols, rhythm or staff notation, time signatures or technology
	Extend improvisation skills through working in small groups to: <ul style="list-style-type: none"> - Create music with multiple sections that include repetition and contrast - Use chord changes as part of an improvised sequence - Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape
	Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play on tuned percussion or melodic instruments and notate the melody
	Compose melodies in either G major or E minor (or a suitable key). Enhance melodies with rhythmic or chordal accompaniment
Compose a piece in ternary form, use music software/apps to create and record it, discussing how musical contrasts are achieved	

	Performing
EYFS	Explore and engage in music making and dance.
	Sing songs solo or as a part of a group.
	Create own dances and movement to music.
	Perform songs/dances to an audience.
Year 1	Enjoy and have fun performing
	Choose a song/songs to perform to a well-known audience
	Prepare a song to perform
	Communicate the meaning of the song
	Add actions to the song

	Play some simple instrumental parts
Year 2	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence
	Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance
	Talk about what the song means and why it was chosen to share
	Talk about the difference between rehearsing a song and performing it
Year 3	Develop skills in playing tuned percussion or a melodic instrument
	Play and perform melodies following staff notation using a small range
	Use listening skills to correctly order phrases using dot notation
	Individually copy simple step melodic phrases with accuracy
	Recognise clef, stave, lines and spaces
	Understand the difference between crotchets and paired quavers
Year 4 (Widening Ops)	Develop skills and proficiency in the basic skills of a selected musical instrument over a sustained learning period (widening opportunities through music hub)
	Play and perform melodies following staff notation using small range as a class or in groups
	Perform in two or more parts (eg: melody and accompaniment or duet) from simple notation using instruments played in whole class teaching
	Copy short melodic phrases including those using the pentatonic scale
	Understand the differences between minims, crotchets, paired quavers and rests
Year 5	Follow and perform simple rhythmic scores to a steady beat, maintaining individual parts accurately
	Play melodies on tuned percussion, melodic instruments or keyboards following staff notation on one stave
	Understand how triads are formed and play on tuned percussion, melodic instruments or keyboards. Add chordal accompaniments to known songs
	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form ensembles
	Develop skills in playing by ear on tuned instruments, copying phrases and melodies
	Understand the difference between semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers
	Understand the difference between 2/4, 3/4, and 4/4 time signatures
Read and play short rhythmic phrases using conventional symbols for known rhythms and note durations	
Year 6	Play a melody following staff notation written on one stave and using notes within an octave range
	Make decisions about dynamic range when performing
	Accompany a melody using block chords or a bass line
	Engage with others through ensemble playing taking on melody or accompaniment roles
	Understand the difference between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests
	Further develop the skills to read and perform pitch notation
	Read and play from rhythm notation in up to four parts
	Read and play a four-bar phrase from notation, identifying note names and durations

	Musicianship
Year 1	Use body percussion, instruments and voices
	Work in the key centres of: C major, F major, G major, A minor
	Find and keep a steady beat
	Copy back simple rhythmic patterns using long and short
	Copy back simple melodic patterns using high and low
Year 2	Use body percussion, instruments and voices
	Use the key centres of: C major, G major, A minor
	Find and keep a steady beat
	Copy back simple rhythmic patterns using long and short
	Copy back simple melodic patterns using high and low
Year 3	Using body percussion, instruments and voices
	Use the key centres of: C major, F major, G major, A minor
	Use the time signatures of: 2/4, 3/4, 4/4
	Find and keep a steady beat
	Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests
	Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC
Year 4	Use body percussion, instruments and voices
	Use the key centres of: C major, F major, G major, A minor
	Use the time signatures of: 2/4, 3/4, 4/4
	Find and keep a steady beat
	Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation
	Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC
Year 5	Use the key centres of: C major, D major, F major, A minor
	Use the time signatures of: 2/4, 3/4, 4/4, 6/8
	Find and keep a steady beat
	Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation
	Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE
Year 6	Use the key centres of: C major, F major, G major, D major, A minor, D minor
	Use the time signatures of: 2/4, 3/4, 4/4, and 6/8
	Find and keep a steady beat
	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation
	Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG

KS1 Music vocabulary			
<p>Pitch</p> <p>melody, tune high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides</p>	<p>Tempo</p> <p>fast, (getting) faster slow, (getting) slower</p>	<p>Duration</p> <p>pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm</p>	<p>Dynamics</p> <p>loud, (getting) louder quiet, (getting) quieter</p>
<p>Timbre</p> <p>Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping</p>	<p>Texture</p> <p>solo duet ensemble few – many</p>	<p>Structure</p> <p>beginning – middle – end phrase verse – chorus</p>	<p>Techniques</p> <p>breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p>



Lower KS2 Music vocabulary

Pitch	Tempo	Duration	Dynamics
melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G)	fast, (getting) faster slow, (getting) slower pulse different speeds	steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato	loud - forte (getting) louder - crescendo quiet - piano (getting) quieter – diminuendo
Timbre	Texture	Structure	Techniques
Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping	solo duet ensemble few – many combined	beginning – middle – end phrase verse – chorus round repetition introduction interlude ostinato bass drone melodic ostinato	breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming

Upper KS2 Music vocabulary			
<p>Pitch</p> <p>melody, tune melodic phrase/pattern high, (getting) higher, going up low, (getting) lower, going down steps – jumps – slides staying the same, melodic ostinato, drone pentatonic scale note names (A-G) interval unison, harmony, chord</p>	<p>Tempo</p> <p>fast, (getting) faster slow, (getting) slower pulse different speeds</p>	<p>Duration</p> <p>steady pulse, beat start, stop long, longer, sustained short, shorter, staccato rhythm, rhythmic patterns word rhythm, syllables rhythmic ostinato rest semibreve (4 beats) minim (2 beats) crotchet (1 beat) quaver (1/2 beat) semiquaver (1/4 beat)</p>	<p>Dynamics</p> <p>(moderately) loud – (mezzo) forte very loud – fortissimo (getting) louder – crescendo</p> <p>(moderately) quiet – (mezzo) piano very quiet – pianissimo (getting) quieter – diminuendo</p>
<p>Timbre</p> <p>Light, heavy, bright, hollow, dull, cold, warm, smooth, scratchy, chiming, clicking rattling, smooth, tinkling hitting, shaking, scraping, attack, decay, accent</p>	<p>Texture</p> <p>solo duet ensemble few – many combined</p>	<p>Structure</p> <p>beginning – middle – end phrase verse – chorus round repetition introduction interlude ostinato bass drone melodic ostinato</p>	<p>Techniques</p> <p>breathing posture singing, whispering, talking, humming blowing striking, hitting shaking plucking, strumming</p>