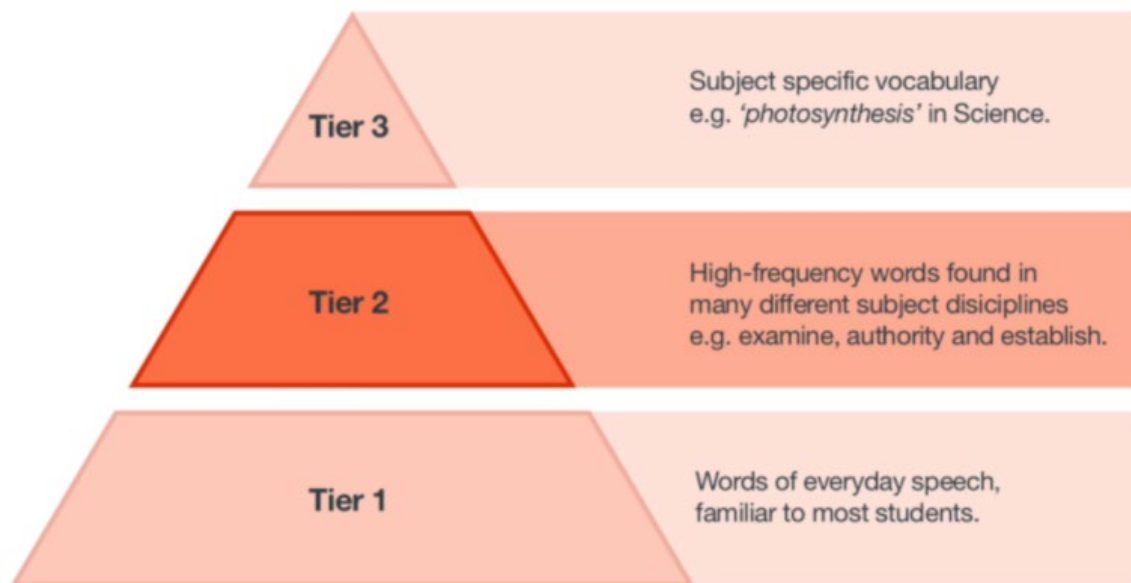


Progression of Vocabulary at Benjamin Adlard Primary School in Music

At Benjamin Adlard Primary School we recognise that a large and rich vocabulary is the single most important determinant for academic achievement and success in life. Therefore we need to ensure that appropriate explicit and academic vocabulary is taught across the whole curriculum, and we must never assume that children know some of the vocabulary; ***children do not learn vocabulary automatically therefore explicit teaching of vocabulary is required.***



- Relevant Tier 3 (subject specific) and Tier 2 (high frequency academic words) words have been specifically selected and are highlighted on all curriculum documents.
- Tier 3 words do not require preteaching, they are taught, consolidated and retrieved during applicable units of work.
- Tier 2 words must be explicitly taught, using the explain and consolidate strategy

Explain:

- Say the word carefully. (ask the children to repeat the word)
- Use dual coding – give a picture prompt or action to support understanding of word
- Give a student friendly definition, in the context of the applicable area of the curriculum.
- Give multiple meaningful examples, in the context of the subject being taught.
- If necessary, clarify any misconceptions.

Progression in Vocabulary at Benjamin Adlard Primary School

Elements of Music (Western Music)

Pulse – The regular heartbeat of the music; its steady beat.

Rhythm – A combination of notes and rests; long and short sounds/silences or patterns that happen over the pulse.

Pitch – High and low sounds/notes.

Tempo – The speed of the music; fast, slow or somewhere in between.

Dynamics – How loud or quiet the music is.

Timbre – The character or colour of a particular instrument or sound. All instruments, including voices, have a certain sound quality, eg the trumpet has a very different sound quality to the violin.

Texture – Layers of sound in music. Layers of sound working together make music very interesting to listen to.

Structure and Form – The shape of a piece of music and how it's put together. Every piece of music has a structure, eg an introduction, verse, chorus and ending.

Notation – The link between sound and symbol; how we write music down.

Progression in Vocabulary at Benjamin Adlard Primary School

	Vocabulary
NURSERY	fast, slow, long, short high, low loud, quiet instrument percussion music piece song (words to a song) nursery rhyme sound sing voice perform beat rhythm compose
RECEPTION	
YEAR 1	pulse pitch tempo dynamics timbre texture chorus composer improvise note performance verse chorus crotchet

Progression in Vocabulary at Benjamin Adlard Primary School

	minim
YEAR 2	unison conductor layers (of sound) vocals major minor off-beat rhythm solo time signature quaver
YEAR 3	melody duration rest notation round barline forte (f) - loud introduction key signature legato (smooth) ostinato piano (p) – quiet/soft repeats scale staccato (musical term for 'detached') stave tune semibreve
YEAR 4	Crescendo (gradually getting louder) Diminuendo (gradually getting quieter) Fortissimo (ff – very loud) Mezzo-forte (mf medium-loud) Mezzo-piano (mp medium-quiet)

Progression in Vocabulary at Benjamin Adlard Primary School

	Pianissimo (pp very quiet/soft) Treble clef structure drone
YEAR 5	Loops Bridge Chords Syncopation (playing on the off-beat) harmony accompaniment scale tonality semiquaver
YEAR 6	Phrases Instrument family Hook Sustained Counter melody Accelerando (getting faster) Interval