




Music Curriculum Vocabulary

This booklet contains all our mapped out Tier 2 and Tier 3 vocabulary across our Music Curriculum from EYFS through to Year 6.

What are Tier 2 and Tier 3 words?

| | |
|---------------|---|
| Tier 2 | Tier 2 words are words which pupils are likely to encounter across their writing, in written texts and in more formal situations. These words are less likely to appear in everyday conversation vocabulary used by the pupils. Tier 2 words are deliberately mapped across year groups, ensuring pupils encounter rich, transferable language. These are priority words for your child to see, say, learn and use. |
| Tier 3 | Tier 3 words are low-frequency, subject-specific vocabulary used within a particular discipline or field of study. These words are often technical or specialized and are not commonly used in everyday conversation. |

How we learn vocabulary

| | |
|--|---|
| Talk in school  | <p>Each half term, children will be introduced to new vocabulary. We will use 4 strategies to help children learn the new words. During the school day, children will be exposed to and learn Tier 2 words by:</p> <p>See it – Children are exposed to the new word (one at a time), see the word in written form, link it to pictures and actions, teachers provide a child friendly definition of the word, teachers explain how the word is used in sentences and different situations.</p> <p>Say it – Children will practise saying the word for the correct pronunciation, both in isolation and in sentences.</p> <p>Learn it – Children will connect to prior knowledge: helping them to link new words to words they already know. They will explore word parts: prefixes, suffixes, and roots to help pupils decode and understand new words. Children will compare and contrast words, analyse their meanings, and explore their nuances. Finally, we will help children see how new words relate to their own lives and experiences.</p> <p>Apply it – Children will apply the new vocabulary into verbal and written contexts and sentences, across all areas of the curriculum.</p> |
| Talk at home | <p>This booklet contains all the Tier 2 and Tier 3 vocabulary your child will be exposed to in school, it is broken into half termly learning. As research promotes the use of repetition to learn new vocabulary and embed into children's knowledge, we ask parents to support the learning of the vocabulary at home too. The more children are exposed to and repeat each Tier 2 or Tier 3 word, the more successfully they will retain and be able to use the vocabulary. Therefore, you can support at home by pre-teaching your child the vocabulary for that half term. Ideas for how to do this could be: magnetic letters on the fridge, word splat with flashcards, talking about the words as a family and putting into a sentence, checking your child's understanding of the word and writing in sand! A useful blog with more ideas can be found here: https://bedrocklearning.org/literacy-blogs/21-fun-ways-to-improve-your-child-s-vocabulary/</p> |



| EYFS Music | | | | | | |
|------------|---|--|--|--|--------------------|---|
| Strand | Block 1: Exploring sound | Block 2: Celebration music | Block 3: Music and movement | Block 4: Musical stories | Block 5: Transport | Block 6: Big band |
| Tier 2 | voice, sound, sound, beat | Trumpet, tambourine, call, drum, beat, instrument, actions | heartbeat, whistle, triangle | | journey | music, shake, tap, bang, jingle |
| Tier 3 | voice sounds, instrument, high, low, soft, deep, body sounds, body percussion, tempo, rhythm, instrumental sounds, tempo, dynamic, environmental sounds, pitch, middle, nature sounds | tempo, traditional, harp, flute, cymbals, action songs | understand, lyrics, verse, pulse, steady, repeat, constant, piece, composer, moderate, medium, cello, perform, performance, audience | classical music, dynamic, musical story, melody, character | symbols, score | strum, orchestra, beat, conductor, wind, strings, percussion, brass |



| Year 1 Music | | | | | | |
|--------------|--|--|--|--|--|---|
| Strand | Block 1: Keeping the Pulse (Theme: My favourite things) | Block 2: Tempo (Theme: Snail and Mouse) | Block 3: Dynamics (Theme: Seaside) | Block 4: Sound patterns (Theme: Fairy tales) | Block 5: Pitch (Theme: Superheroes) | Block 6: Musical Symbols (Theme: Under the sea) |
| Tier 2 | heartbeat, pattern | speaking voice, warm -up | instrument, symbol | character, voice | performance, pattern | rest (gap of silence) |
| Tier 3 | pulse, beat, rhythm, long and short sounds | beat | dynamics, soundscape, volume | sound pattern | high, low pitch, tempo | dynamics, pitch. tempo, timbre, vocal sounds, graphic score |

| Year 2 Music | | | | | | |
|--------------|---|---|--|---|---|---------------------------------------|
| Strand | Block 1: Call and Response (Theme: Animals) | Block 2: Instruments (Theme: Musical storytelling) | Block 3: Contrasting dynamics (Theme: Space) | Block 4: Singing (Theme: On this Island) | Block 5: Structure (Theme: Myths and Legends) | Block 6: Pitch (Theme: Musical me) |
| Tier 2 | | sound effect | planet, representation | inspiration | | dot |
| Tier 3 | call and response | encore, instrumental sound | composer, pitch pattern, soundscape | composition | myth, notation, rhythm, structure, two half beats, one beat | phrase, stave |



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



Year 3 Music

| Strand | Block 1: Ballads | Block 2: Creating compositions in response to an animation (Theme: Mountains) | Block 3: Developing singing technique (Theme: The Vikings) | Block 4: Pentatonic melodies and composition (Theme: Chinese New Year) | Block 5: Jazz | Block 6: Traditional instruments and improvisation (Theme: India) |
|--------|--|---|--|---|--|---|
| Tier 2 | poem, expressions, features | | | control | | |
| Tier 3 | ballad, ensemble, phrases, stanza, story mountain, summarize | melodic pattern, repeated rhythm | co-ordinated, crotchet, key change, major key, minim, minor key, tension | crescendo, fluency, folk music, grid notation, harmony, layered melodies, musical terminology, octaves, pentatonic melody, pentatonic scale, phrases, scale | traditional jazz, jazz, off-beat, ragtime, scat singing, straight quaver, strung quaver, swung rhythm, swing music, syncopated rhythm, syncopation | bollywood, drone, harmonium, Indian flute, rag, sarangi, sitar, tabla, tala |



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



Year 4 Music

| Strand | Block 1: Body and tuned percussion (Theme: Rainforests) | Block 2: Rock and Roll | Block 3: Changes in pitch, tempo and dynamics (Theme: Rivers) | Block 4: Haiku, music and performance (Theme: Hanami Festival) | Block 5: Samba and Carnival sounds and instruments (Theme: South America) | Block 6: Adapting and transporting motifs (Theme: Romans) |
|---------------|--|---|--|--|---|---|
| Tier 2 | organisation | originate | | | | |
| Tier 3 | contrasting rhythms, loop | bass line, flat notes, hand jive, rock and roll, sharp notes, walking bass line | a capella, breath control, cue, diction, harmony line ostinato, in the round, vocal ostinato | col legno, forte, glissando, haiku piano, pizzicato, sliding pitch, staccato | agogo, bateria, caixa, carnival, chocalho, cowbell, ganza, metronome, repique, rhythmic break, samba, samba breaks, surdo, syncopated rhythms, tamborim | crotchet, dotted minim, key signature, minim, quavers, semibreve, transpose, vocal warm-ups |



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



| Year 5 Music | | | | | | |
|--------------|--|---|---|--|----------------------------------|--|
| Strand | Block 1: Composition notation (Theme: Ancient Egypt) | Block 2: Blues | Block 3: South and West Africa | Block 4: Composition to represent the festival of colour (Theme: Holi festival) | Block 5: Looping and remixing | Block 6: Musical theatre |
| Tier 2 | | | | | fragment | action song, costumes, designer |
| Tier 3 | balance, dotted minim, pitch notation, sheet music, staff notation, stave | 12-bar blues, ascending scale, bar, blues scale, chord, descending scale | break, diction, djembe, eight-beat break, master drummer, polyrhythms, pronunciation | synaesthesia, visual representation | | backdrop, book musical, character song, choreographer, comic opera, dialogue, director, hip- hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, props, rock musical, scene, transitions |



THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



| Year 6 Music | | | | | | |
|--------------|--------------------------------------|--|---|---|---|---|
| Strand | Block 1: Dynamics, pitch and texture | Block 2: Songs of World War 2 | Block 3: Film music | Block 4: Theme and variations (Theme: Pop Art) | Block 5: Baroque | Block 6: Composing and performing a leaver's song |
| Tier 2 | | complement, era, morale | conversation, sound effects, characteristics, evoke, imagery | translate, variations | subject | |
| Tier 3 | characterise | counter-melody, notate, phrasing, score, solfa, solfa ladder | chromatics, clashing, interpret, interval, major, melodic, minor, modulate, polished, timpani, tremolo, urgency | 3/4-time, 4/4 time, accidentals, legato, semi-quaver, TIKI-TIKI, TI-TIKI, TIKI-TI | baroque, bass clef, bass instrument, canon, counter-subject, fugue, ground bass, polyphonic, recitative, sharp note | diminuendo, largo, poetic structure, ritardando |