



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 	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: 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. Say it – Children will practise saying the word for the correct pronunciation, both in isolation and in sentences. 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. Apply it – Children will apply the new vocabulary into verbal and written contexts and sentences, across all areas of the curriculum.
Talk at home	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/



EYFS Music						
	Autumn 1 – Exploring Sounds	Autumn 2 – Celebration Music	Spring 1 – Music and Movement	Spring 2 – Musical Stories	Summer 1 – Transport	Summer 2 – Big Band
Tier 2	voice, sound, listen	instrument, beat, celebrate	move, perform, audience	story, character, music	Journey, pattern	orchestra, band, conductor
Tier 3	Instrument, high, low, loud, quiet, body percussion	Pulse, rhythm, tempo	pulse, steady, beat, verse, lyrics	melody, composer, dynamics	Symbol, score	Strings, brass, woodwind, percussion

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



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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



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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



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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



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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