

Year vocabulary is introduced	Technical Vocabulary	Glossary
Nursery	pulse	steady beat that consistently plays through a piece of music
	forte	loud
	Piano	Quiet / soft
	silence	no sound
	call and response	musical device where a caller calls a rhythm or melodic motif and response is given - either an identical copy or a set pattern that is always the same despite the call
	pitch match	the term to describe when you make your voice sing the same pitch as another voice - being able to hear the sound, reproduce it and sing it back
	Bells Triangles Small drums Tambourines Shakers Maracas Clave Agogo	instrument names (played)
	Scrape, tap, blow, shake	ways to make sound
	Start and stop	Vocabulary used to direct children to start and stop playing instruments
	Reception	SOLFA so me
allegro		Fast
adagio		slow
timbre - metal, wood,		the quality of the sound produced
onomatopoeia words		words that describe sounds
rhythm		a sequence of beats of varying duration that make a rhythmic pattern
beat		a word to describe a single music sound a word that is sometimes used to refer to the pulse of the music or rhythm (beat/groove)
tempo		tempo is speed
timbre		the sound the instrument makes
pitch level		the level of the pitch - high or low. we may make reference to the number of levels of pitch in a song

	Hand signs	Hand signs, also borrowed from the teachings of Curwen, are performed during singing exercises to provide a visual aid
	Two-tone wood blocks	Instrument names (played)
Year 1	sound scape	sounds organised together to create a scene or atmosphere
	grapheme	a mark written down to represent a sound
	sequence	sounds, motifs, phrases or sections in music put in an order
	SOLFA S M L	soh me la
	Chime bars	Instrument names (played)
Year 2	score	marks (graphemes or notation) on a page to represent a whole piece of music
	texture	the sound created by groups of instruments playing at the same time
	SOLFA s m l d r	so me la doh re
	duration	the length of a single sound or of a piece
	vocal sound translation	the rhythm on an instrument translated into vocal sounds
	round /canon	a device in music where a song is sung in several different groups but each group starts at a different time
	ostinato	a repeated rhythmic of melodic motif or phrase repeated over and over as an accompaniment to a tune
	partner song (quodlibet)	quodlibet is latin for pleasing sound 2 different songs sung together at the same time that work harmonically
	Djembe boomwhacker	Instrument names (played)
Year 3	scale - ascending , descending	a groups of notes played one after the other in order of pitch according to a set of rules
	samba	a genre of music identified by its rhythm origination from Brazil inspired by African traditional music
	glissando	a sound created by the rapid ascending or descending of notes in a scale to give the effect of sliding
	<i>Doh Rae Mi Far Soh la ti doh</i>	SOLFA notes names of a musical scale by syllables
	clave rhythm	clave is the name used for a wooded pair of sticks and also the name of a specific rhythm from Brazilian music culture
	break	a gap in a rhythm pattern made by using a devise such as call and response
	orchestra	

		group of instruments with different voices, timbre and pitch - orchestral instruments from traditional western music or the word can refer to a group of steel pans
	drone	a 2 note chord repeated over and over under a melody (like the sound of bagpipes)
	Violin Viola Cello Double Bass	String instrument names
	cornet tenor horn trombone euphonium tuba trumpet	Brass instrument names
	Clarinet oboe cor anglais flute saxophone	Woodwind instrument names
	timpani marimba celeste piano harp	Percussion instrument names
	Xylophone Glockenspiel Brazilian percussion instruments – Surdo Hepinique Clave Gamze metal agogo tambourim caxixi shekere	instrument names (played)
Year 4	chord	2 or more pitches played together at the same time
	alberti	a music accompaniment device invented in the 17th century characterised by the music of Mozart and Beethoven . Notes from A broken chord played in a particular order repeatedly
	repeat	symbol and word to describe when sections of music are repeated
	<i>Proper note names American and European terminology :</i>	
	semi breve whole note	long note generally counted as 2 pulse beats or 4
	minim half note	half the length of a whole note - generally counted as 2 puls beats or 1 - vocal translation ta - a
	crotchet quarter nore	quarter of the length of a whole note - generally counted as 1

		beat - vocal translation ta (ant)
	quaver eighth note	eighth of the length of a whole note - generally counted as a half beat - vocal translation for 2 quavers te te (spider)
	semi quaver sixteenth note	sixteenth of the length of a whole note - vocal translation for 4 semiquavers - ti ki tiki (caterpillar)
	time signature	the instruction at the beginning of a piece of music that tells you how many beats to count in each bar
	clef	symbol to denote fixed pitch in music
	pentatonic	name of a set of notes that make the pentatonic scale
	doh pentatone	the notes that make up the pentatonic scale of 5 notes
	recorder	Instrument name (played)
	harpsichord sackbut hurdy gurdy shawm serpent	Instrument names
Year 5	Ukulele	Instrument name (played)
	Chords	Different notes played on strings of ukulele
	Mute	When you stop a note or chord before it would usually trail off
	Tempo	Beats per minute
	Dynamics	Raising/lowering volume
	Strum	The way to play each note in a chord quickly in rhythm
	Pluck	The way to 'pluck' each string individually
	Pitch	How high or low the sound is
	Structure	The way a piece of music is organised
	Major/Minor	Scales used
Year 6	stave	5 lines on which music notation is written
	keyboard	Instrument name (played)
	strum	strum on a guitar - the action of the hand brushing across the strings to play a chord
	pluck	pluck on a stringed instrument to produce a sound by picking at the string
	roll	roll - the sound produced by 2 sticks on a percussion instrument to produce a rapid repetition of notes one after the other (like a trill on the harpsichord used in the 17th century to make a note appear to last longer)
	tongue	tongue - the action made by the tongue to produce a sound on a woodwind instrument
	Structure	the way the piece of music is organised ABA ternary AABB binary ABACAD rondo

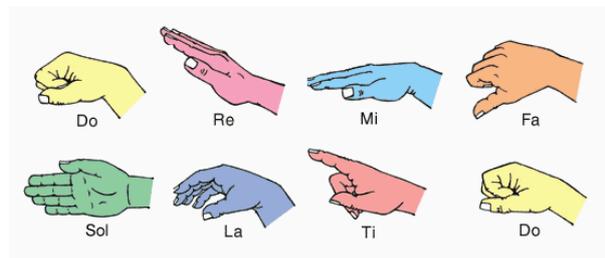
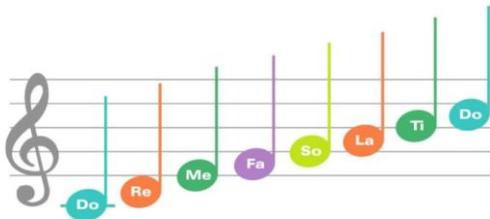
	Da capo	go back to the beginning
	Dal segno	go back to the sign
	fine	finish
	citar tabla harmonium gamelan	Instrument names

Methods and principles some of our music teaching is influenced by:

KODALY

The Kodály method, also referred to as the Kodály concept, is an approach to music education developed in Hungary during the mid-twentieth century by Zoltán Kodály.

The approach uses Solfa, which is a system for relative pitch ear training; it assigns an easy-to-remember syllable to each pitch. Many know it as “The Do-Re-Mi System”. Solfa enables the learner to recognize intervals, sight-sing, and easily write the melodies that they hear in their head on paper. Solfa gives musicians a deeper understanding of the theory underlying the music they’re playing.



The Kodály approach to understanding rhythm is rather like its way of teaching pitch. Different syllables are assigned to different note lengths. These syllables have been carefully selected in a way that makes it easy and intuitive to count them out loud.

Half Note



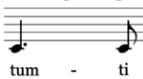
8th and 16th notes



Quarter Note



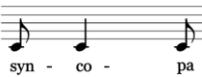
Dotted quarter plus 8th



Eighth Notes



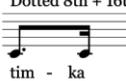
Eighth, Quarter, Eighth



Sixteenth Notes



Dotted 8th + 16th





ORFF

The 'Orff approach' is a developmental music approach created by German composer Carl Orff during the 1920s and 1930s. It uses rhythm and movement as the two key elements of teaching.

It is an approach that incorporates many different kinds of learning elements, such as dance, acting, chanting and singing and the use of various percussion instruments.

The main concept behind the entire method is play, not perfect pitch. Carl Orff was a firm believer in the power of children's minds and their ability to learn while playing. When adopting this approach, the whole lesson becomes a 'musical experience'.

SUZUKI

The Suzuki Method of music education is based on the philosophy and teaching methods developed by the Japanese violinist, pedagogue, educator and humanitarian, Dr Shinichi Suzuki.

The method itself is a combination of principles for teaching music that when combined, distinguishes the Suzuki Method from conventional music teaching.

Starting lessons from age 3, learning by demonstration, daily listening of all the music that children will learn to play. Learning and practicing core music to a high standard and revisiting and reviewing regularly. Learning in groups and individually with frequent public performances. Parents are at the centre of the learning experience learning alongside the child, being taught by teachers highly trained in the approach. A regime of daily practice is at the core of progress and children are nurtured by love.

To Dr Suzuki, the benefit of studying music, was an increase in sensitivity and understanding that would lead to a better, more enriched life.