

MINIMUM EXPECTED STANDARDS

A progression map

produced

by

St Helena's C of E Primary School

with additional support notes and musical terms glossary

Foundation Stage MINIMUM EXPECTED STANDARDS

By the end of the Reception Year most pupils should be able to:

<p style="text-align: center;">PERFORM (Singing / Playing) Active learning</p>	<p style="text-align: center;">EXPLORE and COMPOSE Playing and exploring</p>	<p style="text-align: center;">LISTEN, REFLECT and APPRAISE Creating and thinking critically</p>
<p>Using their voices:</p> <ul style="list-style-type: none"> • Speak and chant short phrases together • Find their singing voice and begin to develop an awareness of pitch over a small range of notes • Make changes in their voices to express different moods /feelings • Co-ordinate actions to go with a song • Sing short phrases or responses on their own • Sing a variety of songs both accompanied and unaccompanied. <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc • Start and stop together • Begin to develop a sense of beat, using instruments or body sounds • Respond to symbols or hand signs • Play loudly, quietly, fast, slow • Copy a simple rhythm pattern or number of beats played on an instrument. • Play along to music showing a developing awareness of the beat • Play with a sense of purpose and enjoyment. 	<p>Exploring:</p> <ul style="list-style-type: none"> • Different sounds made by the voice, hands, found objects and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Begin to be aware of the effect that different sounds have to convey mood or meaning <p>Composing:</p> <ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds • Create a sequence of different sounds in response to a given stimuli <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><u>KEY WORDS</u></p> <p>FOUND OBJECTS Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p>SINGING VOICE The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p>STEADY BEAT Regular pulse (in time)</p> </div>	<p>Listening:</p> <ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs. <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) <div style="border: 2px solid black; padding: 5px; margin-top: 10px;"> <p><u>MUSICAL ELEMENTS</u></p> <p>DURATION Steady beat, short and long sounds</p> <p>PITCH High and low</p> <p>TEMPO Fast and slow</p> <p>DYNAMICS Loud and quiet</p> <p>TIMBRE The tone quality of the sound – rough, smooth, scratch, etc</p> <p>STRUCTURE Phrases of a song, overall plan of a piece</p> </div>

YEAR 1 MINIMUM EXPECTED STANDARDS

By the end of Year 1 most pupils should be able to:

PERFORM (Singing / Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Speak and chant together • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) • Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment • Co-ordinate actions to go with a song • Sing in time to a steady beat • Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing <p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc • Play in time to a steady beat, using instruments or body sounds • Play loudly, quietly, fast, slow • Imitate a rhythm pattern on an instrument • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song • Play a single pitched note to accompany a song (drone) • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' • Follow simple hand signals indicating: loud/quiet and start/stop 	<p>Exploring:</p> <ul style="list-style-type: none"> • Different sounds made by the voice and hands (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Pitch shapes (moving up and down) and rhythmic patterns <p>Composing:</p> <ul style="list-style-type: none"> • Add sound effects to a story • Choose musical sound effects to follow a story line or match a picture • Use graphics/symbols to portray the sounds they have made • Sequence these symbols to make a simple structure (score) • Compose own sequence of sounds without help and perform. <div data-bbox="779 954 1458 1257" style="border: 2px solid black; padding: 5px;"> <p>KEY WORDS</p> <p>OSTINATO Repeated rhythmic pattern or melodic shape</p> <p>DRONE Pitched note played continuously throughout a piece of music</p> <p>STEADY BEAT Regular pulse (in time)</p> <p>SCORE A written form of musical composition</p> </div>	<p>Listening:</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat. • Recognise and respond through movement /dance to the different musical characteristics and moods of music • Recognise the sounds of the percussion instruments used in the classroom and identify and name them <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics effect the mood <div data-bbox="1489 879 2168 1319" style="border: 2px solid black; padding: 5px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION Steady beat, short and long sounds</p> <p>PITCH High and low</p> <p>TEMPO Fast and slow</p> <p>DYNAMICS Loud and quiet</p> <p>TIMBRE The tone quality of the sound – rough, smooth, scratch, etc</p> <p>STRUCTURE Phrases of a song, overall plan of a piece</p> </div>

YEAR 2 MINIMUM EXPECTED STANDARDS

By the end of Year 2 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE																										
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch Sing words clearly and breathing at the end of phrases Convey the mood or meaning of the song Sing with a sense of control of dynamics(volume) and tempo (speed) Echo sing a short melodic phrases Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices Follow a leader (teacher)starting and stopping together <p>Using Instruments:</p> <ul style="list-style-type: none"> Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song Perform a rhythm accompaniment to a song Perform a sequence of sounds using a graphic score Work and perform in smaller groups Follow a leader (teacher)starting and stopping together Demonstrate some confidence in performing as a group and as an individual 	<p>Explore:</p> <ul style="list-style-type: none"> Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed Long and short sounds (rhythm – duration) The rhythm patterns of words and sentences Changes in pitch (higher and lower) Sequences of sound (structure) Sounds in response to a stimulus (visual or aural) How sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> Short melodic phrases Short repeated rhythmic patterns (ostinati) Rhythm patterns from words A piece of music that has a beginning, middle and end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods <p>KEY WORDS</p> <table border="0"> <tr> <td>PHRASE</td> <td>Short section of a melody</td> </tr> <tr> <td>SEQUENCE</td> <td>One after another</td> </tr> <tr> <td>OSTINATO</td> <td>Short repeated rhythmic pattern or melodic shapes</td> </tr> <tr> <td>DRONE</td> <td>Continuous or repeated pitch or pitches</td> </tr> <tr> <td>GRAPHIC SCORE</td> <td>Notation using pictures or symbols</td> </tr> <tr> <td>STEADY BEAT</td> <td>Regular pulse</td> </tr> <tr> <td>RHYTHM PATTERN</td> <td>A group of long and short sounds</td> </tr> </table>	PHRASE	Short section of a melody	SEQUENCE	One after another	OSTINATO	Short repeated rhythmic pattern or melodic shapes	DRONE	Continuous or repeated pitch or pitches	GRAPHIC SCORE	Notation using pictures or symbols	STEADY BEAT	Regular pulse	RHYTHM PATTERN	A group of long and short sounds	<p>Listening and appraising</p> <ul style="list-style-type: none"> Listen with increased concentration Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds Recognise how sounds are made – tapping, rattling, scraping, blowing etc Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) <p>MUSICAL ELEMENTS</p> <table border="0"> <tr> <td>PITCH</td> <td>High, low, getting higher, getting lower</td> </tr> <tr> <td>DYNAMICS</td> <td>Loud, quiet, getting louder or quieter</td> </tr> <tr> <td>TEMPO</td> <td>Fast, slow, getting faster or slower</td> </tr> <tr> <td>STRUCTURE</td> <td>Phrases of a song, overall plan of a piece of music</td> </tr> <tr> <td>TIMBRE</td> <td>The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</td> </tr> <tr> <td>DURATION</td> <td>Long and short sounds, beat, rhythm</td> </tr> </table>	PITCH	High, low, getting higher, getting lower	DYNAMICS	Loud, quiet, getting louder or quieter	TEMPO	Fast, slow, getting faster or slower	STRUCTURE	Phrases of a song, overall plan of a piece of music	TIMBRE	The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.	DURATION	Long and short sounds, beat, rhythm
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YEAR 3 MINIMUM EXPECTED STANDARDS

By the end of year 3 most pupils should be able to:

PERFORM (Singing /Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with confidence, singing an increasing number from memory • Show increasing accuracy of pitch and awareness of the shape of a melody. • Imitate increasingly longer phrases with accuracy • With an awareness of the phrases in a song • Understand that posture, breathing and diction are important. • Demonstrate an awareness of character or style in performance. • Chant or sing a round in two parts • Sing songs with a recognised structure (verse and chorus/ call and response) <p>Using instruments:</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat • Use tuned percussion with increasing confidence • Copy a short melodic phrase by ear on a pitched instrument • Play using symbols including graphic and / or simple traditional notation • Follow simple hand directions from a leader 	<p>Explore:</p> <ul style="list-style-type: none"> • Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. • Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • Symbols to represent sound (graphic scores / traditional notation) • The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods • The different sounds (timbres) that one instrument can make • How the musical elements can be combined to compose descriptive music <p>Compose:</p> <ul style="list-style-type: none"> • Words and actions to go with songs • A simple rhythmic accompaniment to go with a song, using ostinato patterns • Music that has a recognisable structure; Beginning, Middle and End or verse/chorus • Music that tells a story, paints a picture or creates a mood • Music that uses repetition / echo <hr/> <p><u>KEY WORDS</u></p> <p>STEADY RHYTHM OSTINATO</p>	<p>Listening, reflecting and appraising:</p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces / extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> - a steady beat / no steady beat - a specific rhythm pattern or event - the speed (TEMPO) of the music - the volume (DYNAMICS) - the melody • using appropriate musical terms/language • Identify common characteristics • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) • Identify repetition in music ie a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names • Listen to their own compositions and use musical language to describe what happens in them <hr/> <p><u>MUSICAL ELEMENTS</u></p> <p>DURATION Beat (pulse), rhythm, longer, shorter, sustained</p> <p>TEXTURE Layering of sounds</p> <p>TEMPO Steady, faster, slower</p> <p>DYNAMICS Louder, quieter</p> <p>STRUCTURE Beginning, middle, end, repetition</p> <p>PITCH Notes moving by step/leap</p> <p>TIMBRE Sound quality of individual</p>

<ul style="list-style-type: none"> Perform with an awareness of others Combine musical sounds with narrative and movement <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	PITCH	PHRASE	REPETITION	instruments
	MUSICAL SYMBOLS			

YEAR 4 MINIMUM EXPECTED STANDARDS

By the end of Year 4 most pupils should be able to:

PERFORM (Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) Sing two/three part rounds with more confidence and increasing pitch accuracy Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently. <p>Using instruments:</p> <ul style="list-style-type: none"> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Play music that includes RESTS Use tuned percussion instruments with increasing confidence to accompany songs and improvise Play by ear – find known phrases or short melodies using tuned instruments Play music in a metre of two or three time 	<p>Explore:</p> <ul style="list-style-type: none"> Sounds to create particular effects (timbre) Rhythm patterns in music from different times and places (duration) The pentatonic scale Pitched notes that move by steps and/ or leaps to make short phrases/melodies Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics, different tempi, different timbres etc Combining and controlling sounds to achieve a desired effect Music that incorporates effective silences (rests) Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to a song using ostinato patterns and drones A simple melody from a selected group of notes (i.e. a pentatonic scale) Music that has a recognisable structure A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments 	<p>Listening, Reflecting and Appraising:</p> <ul style="list-style-type: none"> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music Identify whether a song has a verse/chorus or call and response structure Identify the use of metre in 2 or 3 in a piece of recorded or live music Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. <p>MUSICAL ELEMENTS</p> <p>DURATION Metre – the organisation of beats TEXTURE Layers of sound TIMBRE Different instruments/ tone quality</p>

<ul style="list-style-type: none"> • Read and play from some conventional music symbols • Combine instrumental playing with narrative and movement • Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. • Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<p>to achieve the intended effect</p> <ul style="list-style-type: none"> • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience • Use a range of ICT to sequence, compose, record and share work 	<table border="0"> <tr> <td>PITCH</td> <td>Pentatonic scales</td> </tr> <tr> <td>STRUCTURE</td> <td>Repetition, verse chorus / call and response, plan</td> </tr> <tr> <td>METRE</td> <td>The organisation of beats into groups</td> </tr> <tr> <td>TEMPO</td> <td>The speed of the music</td> </tr> </table>	PITCH	Pentatonic scales	STRUCTURE	Repetition, verse chorus / call and response, plan	METRE	The organisation of beats into groups	TEMPO	The speed of the music
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<p><u>KEY WORDS</u> OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</p>										

YEAR 5 MINIMUM EXPECTED STANDARDS

By the end of year 5 most pupils should be able to:

PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression • Communicate the meaning and mood of the song • Sing a simple second part of a two part song with confidence • Maintain own part in a round • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence • Read and play with confidence from conventional or graphic notation 	<p>Explore:</p> <ul style="list-style-type: none"> • Chords / harmony – concord and discord • Scales, such as PENTATONIC, RAG, BLUES • Texture created by layering rhythmic and/or melodic ostinatos • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc • Improvising in a variety of styles <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an 	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> • Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation • Identify and discuss ‘what happens when’ within simple musical structures • Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including

<ul style="list-style-type: none"> Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi Lead/conduct a group of instrumental performers Maintain a rhythmic or melodic accompaniment to a song Maintain own part on a pitched instrument in a small ensemble Perform own compositions to an audience Use an mp3 recoder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>	<p>ostinato accompaniment</p> <ul style="list-style-type: none"> Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions <div style="border: 2px solid black; padding: 5px;"> <p>KEY WORDS RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>	<p>performances of their own and others' compositions</p> <ul style="list-style-type: none"> Use musical vocabulary and knowledge to help identify areas for development or refinement when composing <div style="border: 2px solid black; padding: 5px;"> <p>MUSICAL ELEMENTS: DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>
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YEAR 6 MINIMUM EXPECTED STANDARDS

By the end of Year 6 most pupils should be able to:

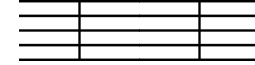
PERFORM(Singing/Playing)	EXPLORE and COMPOSE	LISTEN, REFLECT and APPRAISE
<p>Using their voices:</p> <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with expression Communicate the meaning and mood of the song Sing a simple second part of a two part song with confidence Maintain own part in a round Perform a song from memory with 	<p>Explore:</p> <ul style="list-style-type: none"> Chords / harmony – concord and discord Scales, such as PENTATONIC, RAG, BLUES Texture created by layering rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc 	<p>Listening, Reflecting and Appraising</p> <ul style="list-style-type: none"> Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss ‘what happens when’ within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an

<p>attention to phrasing, dynamics and accuracy of pitch, for a special occasion</p> <p>Using instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence • Read and play with confidence from conventional or graphic notation • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi • Lead/conduct a group of instrumental performers • Maintain a rhythmic or melodic accompaniment to a song • Maintain own part on a pitched instrument in a small ensemble • Perform own compositions to an audience • Use an mp3 recoder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>	<ul style="list-style-type: none"> • Improvising in a variety of styles <p>Compose / Arrange: (Always considering the musical elements)</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment • Refine own compositions after discussion • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions <div data-bbox="801 794 1435 999" style="border: 1px solid black; padding: 5px;"> <p>KEY WORDS RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT</p> </div>	<p>extract of live or recorded music</p> <ul style="list-style-type: none"> • Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences • Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • Use musical vocabulary and knowledge to help identify areas for development or refinement when composing <div data-bbox="1480 722 2045 975" style="border: 2px solid black; padding: 10px;"> <p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre) PITCH(melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div>
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Glossary of musical terms

Accent: A sound which is louder than those before or after it.

Bar: A measurable unit of sound usually containing 2,3 or 4 beats and separated by a line eg.



Beat: A regular pulse of sound.

Crescendo: Getting gradually louder.

Crotchet: notation: 1 beat



Descant: A different tune played or sung above the basic tune.

Diminuendo: Getting gradually quieter.

Drone: A continuous note/sound usually played underneath a melody

Fortissimo (ff): Very loud (*f*) = forte (loud)

Graphic score: Music written as a picture/pattern in order to play the same each time.



Harmony: A different part to that of the basic tune causing a pleasant sound when both are blended together.

Interval: The distance between two sounds eg. C to E has an interval of a 3rd as it includes notes C D E (D isn't sounded)

Melody: A collection of high/low, long/short sounds make a tune (melody).

Minim: Notation: 2 beats



Notation:	Written music using a stave.
Note:	A sound of measurable length and pitch.
Ostinato:	A repeated tune or rhythm which continues while other tunes/rhythms are played at the same time.
Pace:	The speed of a piece (tempo)
Pentatonic:	A five note scale: C D E G A (comprising intervals 1 st 2 nd 3 rd 5 th and 6 th) N.B. F isn't included as the intervals won't be correct and melodies may sound out of tune/discordant)
Pianissimo (pp):	Very quiet (p)= piano (quiet)
Pitch:	How high or how low a sound is.
Phrase:	A unit of sound requiring another similar unit to make sense.
Quavers:	Notation: half a beat 
Rest:	An absence of sound of measurable length.
Rhythm:	How long or how short a sound is.
Rhythmic pattern:	A pattern of sounds of variable length.
Round:	When 2 or more groups sing the same tune/words starting at different times, layering the sounds.
Semibreve:	notation: 4beats long 
Stave/Staff:	The 5 lines in which music notation is written on.

Structure:	Structure in music means the way the piece is built up in different sections eg. Verse, Chorus, Verse.
Syncopation:	the stress is placed on the off beat (usually the 1 st beat is the strong beat so the off beat is beat 2)
Tempo:	The speed of a piece (pace).
Ternary:	Having 3 elements or parts
Texture:	How the tempo, melody and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece eg. a thick texture contains many 'layers' of instruments.
Timbre:	The distinctive quality possessed by a sound.
Time signature:	An indication, using numbers, of how many beats are in each bar. (It appears at the beginning of each line of music and looks like a fraction. eg. $\frac{3}{4}$ means 3 beats in a bar.
Triads:	3 notes making a chord
Tune:	A group of high and low sounds making musical sense (Melody)