

Viking Academy Trust



Music Policy

Approved by the Trust: Term 2 2022

Reviewed biennially: Term 2 2024

Last review date: Term 2 2022

Signed



Chair of Trust

The VIKING ACADEMY TRUST 'Feedback Guidance for Ramsgate Arts
Primary School has been written after consultation with staff.

This policy has been adopted by the governors in consultation with the Head of School, subject leader and teaching staff.

The policy was approved by the governing body in and will be reviewed on

What is Music?

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

-Primary National Curriculum, 2014

Why is teaching Music important?

Music is a valued subject at RAPS as it helps children connect to other cultures and understand the world around them. The subject lies in its contribution to enjoyment and enrichment, for its social benefits, for those who engage in music seriously as well as for fun. High quality music education enables lifelong participation in, and enjoyment of, music, as well as underpinning excellence and professionalism for those who choose not to pursue a career in music.

INTENTION

What are the main aims of teaching Music at RAPS?

Within the framework of statutory requirements, our main aims of teaching music are:

- Provide children with a broad and balanced music curriculum which is engaging and goes over and above to fulfil the National Curriculum expectations.
- Provide the highest quality teaching and therefore, music is taught by specialist peripatetic teachers.
- In addition, where possible, children’s music lessons are linked to their learning in topic in order to maximise engagement and make learning relevant.
- Children will leave RAPS being able to read music (simple rhythms and the basic notes)
- Children will have a deep understanding of music around the world, experience of composing their own music and be confident performers.

What else do we offer?

Extra-Curricular:

- Extra-curricular music lessons are available to all. We offer vocal, piano, guitar, ukulele, violin and drumming lessons as well as rock band sessions through Rocksteady music. We believe that music should be accessible to all so we have a number of bursary places available to pupil premium children as well as making use of the Kent financial assistance scheme. We also offer extra-curriculum singing to Key Stage Two through a lunchtime choir and through ‘Young Voices’, where children learn songs to sing at the O2 arena.

Live Music

- At RAPS, we believe children should have the opportunity to experience a variety of live music to inspire them to take up an instrument or vocal lessons, or even to pursue a career. Each term, we invite musicians to perform for a ‘Live at RAPS’ assembly so children can experience a real concert in their school which exposes them to different instruments and styles of performance. We try to offer as many enrichment opportunities as possible such as taking children to see West End shows, local productions and The Royal Opera House in London.

Performance

- Performance is of huge importance at RAPS as we aim for children to develop into confident, capable performers. Children are given many opportunities to perform, whether it may be in their music lessons or on stage. In Key Stage One and Two, children learn songs for their Christmas production and perform these to parents and carers. Key Stage Two also take part in an end of year show where they learn songs, dance and perform to parents. In year four, children learn to play the ukulele and will have the opportunity to perform to families. Throughout the year, children may take part in arts festivals, music showcases, talent shows and musical theatre showcases, in order to give them the confidence and skills to become established performers.

IMPLEMENTATION

What content is on the music curriculum at RAPS?

Music is a foundation subject in the Curriculum 2014. Planning is centred around the children's learning in topic where possible but follows the National Curriculum aims for Key Stage One and Two.

These aims are outlined below and have been broken down into further points.

In Ks1 pupils should be taught to:

M1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Sing songs in unison including nursery rhymes, traditional and modern-day songs
- Begin to remember lyrics/ words to songs, chants and rhymes independently

M2: Play tuned and untuned instruments musically

- Play tuned and untuned instruments with some control and accuracy
- Understand that instruments can be played in a variety of different ways and distinguish between this such as striking, plucking, shaking etc

M3: Listen with concentration and understanding to a range of high-quality live and recorded music

- Understand how music can represent characters/nature or anything you want it to
- Respond to music appropriately, recognising how music makes them feel
- Give appropriate opinions and feedback after listening to a piece of music

M4: Experiment with, create, select and combine sounds using the inter-related dimensions of music*

- Understand pitch as 'high and low' and play/sing using and changing pitch appropriately
- Begin to use dynamics and understand terms loud and soft, using voice or instrument to change between
- Understand when loud and soft and high and low may be used in music and select dynamics and pitch appropriately

In KS2 pupils should be taught to:

M1: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- Sing songs in unison and two parts
- Play tuned and un-tuned instruments with control and accuracy
- To practise, rehearse and present performances with an awareness of the audience

M2: improvise and compose music for a range of purposes using the inter-related dimensions of music*

- Improvise, developing rhythmic and melodic material when performing
- Explore, choose, combine and organise musical ideas with musical structures

M3: listen with attention to detail and recall sounds with increasing aural memory

- Listen to, internalise and recall sounds and patterns of sounds
- To know how combined musical elements can be organised within musical structures and used to communicate different moods and effects.
- To reflect on and improve own and others work in relation to its intended effect

M4: use and understand staff and other musical notations

- To know that music is produced in different ways and described through relevant established and invented notations
- To recognise and use a range of musical notations including staff notation

M5: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

- To understand how time and place can influence the way music is created

M6: develop an understanding of the history of music.

- To listen to a range of music and begin to discuss their differences and how music may have changed over time.

***Inter-related dimensions of music (dynamics):**

- PULSE: the steady beat of a piece of a piece of music
- PITCH: the melody and the way the notes change from low to high and vice versa. RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	<p>Pitch and Rhythm– Children will explore the different sounds they can make and sing songs varying their pitch. They will then learn about rhythm before composing and performing a short rhythm including high and low sounds.</p>	<p>Halloween/ Bonfire Night & Christmas production Children will learn some Halloween and bonfire night-themed songs. Children will also learn and practise the songs for their Christmas show.</p>	<p>Playing in the Past– Children will learn about famous composers of the past including Mozart, Elgar and Copland. They will develop an appreciation for music from the past and develop their listening skills. Children will listen to a variety of music styles including classical, barn dance and folk.</p>	<p>World of Weather– Children will learn songs about weather before learning how music can be used to represent weather. They will learn about crescendos and diminuendos and compose a soundscape to represent a storm using instruments and body percussion.</p>	<p>Carnival of the Animals Children will listen to 'Carnival of the Animals' and use the music to learn about pitch, duration and tempo. They will learn how music can represent different characteristics of animals and compose some of their own music thinking about an animal of their choice.</p>	<p>Materials Everywhere: Creating Instruments– Children will learn that instruments can be created out of many different materials. Each week they will learn about a new instrument and then make it using a selection of different materials. At the end of the term, they will perform using the instruments they have made.</p>
Topic links	N/A	Materials Everywhere	Playing in the Past	The World of Weather	Animals and Us	(Link to T2)
Curriculum coverage	M2 M3 M4	M1	M1 M2 M3 M4	M1 M2 M3 M4	M2 M3 M4	M2 M4
Key Vocab	Pitch, dynamics, high, low, loud, quiet, soft, rhythm, forte, piano,	Singing, loud, strong, project, diction, expression, lyrics	Composer, classical, folk, macabre, concerto, symphony, opera, tempo, loud, soft, dynamics, fanfare, conductor,	Crescendo, diminuendo, dynamics, forte, piano, composer, atmosphere, body percussion	Dynamics, compose, rhythm, beat, high, low, pitch, tempo, fast, slow, duration	Vibration, sound, piano, forte, reed, blow, pluck, strike, shake, brass, strings,

Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Peter and the Wolf- Children will listen to Prokofiev's 'Peter and the Wolf' and learn how the different instruments represent an animal. The children will learn about the instruments used in the piece and understand how music can be used to create a picture.	Halloween/ Bonfire Night & Christmas production Children will learn some Halloween and bonfire night-themed songs. Children will also learn and practise the songs for their Christmas show.	Rhythm- Bugs and Spiders- In this unit, children will understand the terms crotchet and quaver (bugs and spiders) and how many beats they represent before beginning to compose simple rhythms to play.	Significant Musicians- Children will learn about famous musicians including Bob Marley, The Beatles and Ed Sheeran. They will learn some of their most famous songs and learn to play simple sections of their songs on instruments.	Carnival of the Animals cont... This unit will follow on from the Y1 unit. This term, the children will focus on the individual movements, listening with attention to details and learning to give appropriate responses to the music. They will then learn to play one of the movements (Swan) on glockenspiels before performing it.	Recorders- Children will learn how to play 3 notes on the recorder and what these look like on the stave. They will play using rhythm and reading the notation correctly. At the end of the unit, they will have the opportunity to compose a short piece to play using the notes they have learnt.
	Topic links	Habitats as Homes	N/A	N/A	Significant People	Life as a Journey- Animals, Humans and Insects
	Curriculum coverage	M2 M3 M4	M1	M2 M3 M4	M1 M2 M3 M4	M2 M4
	Key Vocab	String, flute, oboe, French horn, bassoon, clarinet, legato, trilling, compose, pitch, posture, diction	Singing, loud, strong, project, diction, expression, lyrics	Rhythm, notes, duration, rest, beats, crotchet, quaver, bar, compose, performance	Loop pedal, album, artist, songwriter, gig, vocals, vocalist, producer, reggae, pop, heavy metal, ballads, tempo, beat	Flute, bassoon, violin, clarinet, piano, pitch, high, low, dynamics, tempo, ascending, descending, accompaniment, woodwind, movement

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Singing strategy Children will learn and perform a range of songs including songs in 2 parts and different languages</p>	<p>Vivaldi- The 4 seasons 2. 12 days of Christmas Re-write the song with 'nature gifts' Children will learn about the composer, Vivaldi and listen to the 4 seasons. They will think about the images created by the music and create their own piece of music based on the season, winter.</p>	<p>Mood and Movies Children will explore how music is used to create mood in films. They will learn about graphic score before moving onto composing their own piece of music to go with a clip from 'Finding Nemo' where Dory darts away.</p>	<p>Raising Her Voice- West African Music Children will gain awareness and appreciation of West African musical styles and instruments, and of diversity in West African music and learn the ways in which women in West Africa are using music to speak up for the protection of their rights.</p>	<p>Grieg- Hall of the Mountain King Children will learn about the composer, Grieg and the story behind the composition. They will move to the music, re-enacting the story and then create their own short composition for another familiar story.</p>	<p>Production Children will learn and practise the songs for their end of year production, exploring dynamics and performance.</p>
Topic links	N/A	Peace	Collaboration	People and Places	Adventure	N/A
Curriculum coverage	M1 M3 M5	M1 M2 M3 M5 M6	M1 M2 M3 M4	M1 M2 M5	M1 M3 M5	M1 M3
Key Vocab	Pulse, unison, piano/forte, pitch, call and response, chorus, verse, gospel, traditional,	Antonio Vivaldi, concerto, allegro, pitch, violin, cello, viola, double bass, composition, lyrics	Tempo, dynamics, duration, graphic score, symbol, compose, mood	Cyclical patterns, traditional, theme, album, rhythm	Motif, dynamics, orchestra, incidental music, tempo, composition, scale, composer	Performance, dynamics, lyrics, verse, chorus, expression, diction, melody, harmony

Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Water Music This unit provides pupils with the stimulus of water as a basis for singing, performing, composing, improvising and listening and appraising to a wide variety of water-inspired music.	Popular Music of the 20th and 21st Centuries In this unit, children will study artists and styles of the 20th and 21st century. They will learn about The Beatles, time signatures, styles of Rock, video game music and recognisable leitmotifs from films such as Jaws.	Ancient Egypt Exploring Dynamics, Texture and the Harmonic Minor Scale Pupils explore dynamics and texture using graphic scores in the shape of an Egyptian pyramid. Pupils are then introduced to the harmonic minor scale sound, exploring this through singing a round, before listening to a range of "Egyptian-inspired" music.	Ukuleles The class will learn up to 6 chords, plenty of fun songs and continue to read tabs. They will also be given the opportunity to try writing their own songs/re-arranging existing songs using the chords they have learnt.	Ukuleles The class will learn up to 6 chords, plenty of fun songs and continue to read tabs. They will also be given the opportunity to try writing their own songs/re-arranging existing songs using the chords they have learnt.	Production Children will learn and practise the songs for their end of year production, exploring dynamics and performance.
	Topic links	Incredible Earth	N/A	Ancient Egypt	N/A	N/A
	Curriculum coverage	M1 M2 M3 M4 M5 M6	M1 M2 M3 M4 M5 M6	M1 M3 M4	M1 M3 M4	M1 M3
	Key Vocab	Leap, Legato, Melodic Shape, Melody, Next Door Neighbour Notes, Smooth, Step-wise Movement, crescendo	Time signature, leitmotif, style, beats, bar, musical theatre, composition, diegetic music, background music	Crescendo, Dynamics, Chords, Harmonic Minor Scale, Ostinato, Pitch, Round, Scale, Timbre, graphic score	Ukulele, chord, tabs/ tablature, strings, chorus, verse, strumming, fret, bridge, major, minor	Ukulele, chord, tabs/ tablature, strings, chorus, verse, strumming, fret, bridge, major, minor
						Performance, dynamics, lyrics, verse, chorus, expression, diction, melody, harmony

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Worldwide Music Children will explore a range of music styles from across the World including Irish, circus, flamenco, opera and reggae music.	Machine Music This unit takes the starting point of machines as the basis for an exploration into graphic scores and repeating cyclic patterns. Pupils begin exploring the sounds created by steam engines and trains, listening to "train-inspired" pieces Pupils then move onto explore the cyclic sounds created by factory machines using a selection of vocal and body sounds to recreate cyclic sound patterns.	Ancient Greece- Exploring Triple Time, the Pentatonic Scale & the Leitmotif This unit explores triple time – inspired by the three prongs on Poseidon's trident. Pupils use the repeating sequence of the border pattern from a Greek plate to perform and compose rhythms in triple metre. Pupils then move onto explore the Pentatonic Scale and move onto explore leitmotif, to represent characters of Greek gods and goddesses	Journey into Space- Gustav Holst's "The Planets" is the basis for creative composition, leading to a class musical performance of a "Journey Into Space". Pupils listen to extracts from Holst's "The Planets" and create their own "Mars" pieces, incorporating an ostinato and other musical features which Holst uses in his work. Finally, pupils create musical soundscapes for the other planets	Weather and Seasons/ Africa Toto This unit develops pupil's ability to recognise how sounds and instruments can be used expressively and combined to create music in response to the weather. During this unit, pupils explore how sounds can be changed, combined and organised to create a class performance of Toto's 'Africa'.	Production Children will learn and practise the songs for their end of year production, exploring dynamics and performance.
	Topic links	Global Trade	Amazing Materials/ Feel the Force	Ancient Greece	Earth and Beyond	The Circle of Life
	Curriculum coverage	M1 M2 M3 M5 M6	M1 M2 M3 M4	M1 M2 M3 M4 M5 M6	M1 M2 M3 M5	M1 M3
	Key Vocab	Aria, opera, percussion, tradition, traditional, reggae, ska music, origin	Sound effect, sound source, texture, graphic score, cyclical pattern, notation	Triple time, pentatonic scale, leitmotif, rhythm, scale, texture, dynamics, graphic score	Ostinato, patterns, dynamics, movement, composer, crescendo, diminuendo	Body percussion, timbre, dynamics, crescendo, Diminuendo, soundscape
						Performance, dynamics, lyrics, verse, chorus, expression, diction, melody, harmony

Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Performance-Oliver! Food Glorious Food, I'd do anything/Who Will Buy (Victorian street calls)</p> <p>Pupils will learn and perform 'Food Glorious Food' and 'I'd do Anything' from Oliver. Pupils then explore Victorian street cries, popular in Victorian markets of the time as sellers advertised their wares</p>	<p>Notation</p> <p>This term, children will learn the different notes and their lengths including crotchets, quavers and rests.</p>	<p>Animal Crackers</p> <p>Pupils explore birdsong as a type of music, listening to "bird-related" movements from "Carnival of the Animals" and performing different bird-songs. They then move on to explore "The Aquarium" and create their own descriptive movement based on a fish or sea animal. Pupils then explore Prokofiev's "Peter and the Wolf"</p>	<p>Music in Britain since 1930 (WW2)</p> <p>This unit explores musical styles in Britain during the 1930's and 1940's and focuses on music popular during the Second World War. Pupils begin by exploring songs which were popular during WWII investigating their melodic shape and how melodies can move by steps and leaps.</p>	<p>Rhythm and Layer-'Trashin' the Camp' from 'Tarzan'</p> <p>Pupils will learn to play tuned and untuned instruments rhythmically. They will become more familiar with instruments and the different sounds they make. They will watch 'Trashin' the camp' from Tarzan and create a piece of music inspired by this.</p>	<p>Production</p> <p>Children will learn and practise the songs for their end of year production, exploring dynamics and performance.</p>
Topic links	People of the Past (Victorians)	N/A	Living Alive	War at War	Living Alive	N/A
Curriculum coverage	M1 M2 M3 M5 M6	M1 M2 M3 M4	M1 M2 M3 M4 M5 M6	M1 M2 M3 M4 M5 M6	M1 M2 M3 M5	M1 M3
Key Vocab	Diction, chorus, verse, dynamics, unison, performance, pitch, conductor,	Semibreve, minim, crotchet, quaver, semiquaver, rest, stave, notation, bar, composition	Descriptive music, duration, dynamics, instrumentation, movement, pitch, temp, texture, timbre	Chromatic scale, siren, pitch, rhythm, ostinato, soundscape, texture, ascending, descending,	Analyse, compare, rhythm, layer, tuned, untuned instruments, arrangement, composition	Performance, dynamics, lyrics, verse, chorus, expression, diction, melody, harmony

What about Reception?

Reception children are taught weekly by specialist music teachers. Their planning is not divided into terms but a long term plan with a sequence of activities/lessons to be taught across the year. They cover basic musical skills including singing in tune and singing in unison, conducting, playing un-tuned instruments, basic pitch and dynamics, following a conductor, basic duration.

How often is music taught at Ramsgate Arts Primary School?

Music lessons are taught for one hour, weekly, for all children across the school.

How is music taught?

At RAPS, music in Foundation Stage and Key Stage One is taught by specialists as part of the children's wider curriculum. In Key Stage Two, music is also taught by specialists as part of their arts curriculum. The specialists follow medium term plans written by the head of the arts, Hannah Dannell, that follow the aims of the Primary National Curriculum.

IMPACT

What is the impact of the teaching of music at RAPS?

Through the teaching of music, pupils will become confident performers. They will be able to play tuned and un-tuned instruments with assurance, as part of a whole-class ensemble, smaller groups and on their own. By the end of KS2, children will be able to read music, including notes on a stave and their duration. In addition, children will be able to compose short pieces of music using graphic scores and more formally, using notes on a stave. They will have a good understanding of the inter-related dimensions of music and additional musical vocabulary (such as crescendo, forte, allegro etc) and apply this to their performances and compositions. Furthermore, children will have a great appreciation of music from around the world as well as the history of music and different genres and periods. They will be able to give examples of these and express how a piece of music makes them feel and how music is used and has impacted people around the world.

How is music assessed?

Teachers in the classroom use a range formative assessment strategies during lessons such as observations of performance (individual and group), through questioning and written work in music books. These ongoing formative assessments are used to target support within lessons and identify gifted and talented children or children expressing an interest in music, who may benefit from a free music place.

Skill Progression	Y3	Y4	Y5	Y6
M1- Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase.
M1- To play tuned and un-tuned instruments with control and accuracy.	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression.
M1- To practise, rehearse and present performances with an awareness of the audience.	To begin to consider the audience while performing.	To consider the audience while performing	To consider the audience and maintain my own part and be aware how the different parts fit together.	To consider the audience and maintain my own part and be aware how the different parts fit together whilst also considering how to create a specific effect.
M2- Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
M2- Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
M3- Analyse and compare sounds. Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.

M3- To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others' work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
M3- To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
M3- To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.
M4- To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To recognise and use a range of musical notations including staff notation to plan, revise and refine musical material.
M5+M6- To understand how time and place can influence the way music is created. To listen to a range of music and begin to discuss their differences and how music may have changed over time.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Helpful Music Vocabulary

accent – where the music is emphasised

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat – unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

chromatic scale: the *chromatic scale* or twelve-tone *scale* is a musical *scale* with twelve pitches, each a semitone above or below its adjacent pitches.

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

duet – two vocalists or instruments

dynamics – how loud or quiet a piece of music is

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

graphic score – the representation of music through the use of visual symbols outside the realm of traditional music notation.

harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

key signature – the flats and sharps at the beginning of each line, to be played throughout the piece

Music

Leitmotif – a recurrent theme throughout a musical or literary composition, associated with a particular person, idea, or situation

major – a happy sounding piece of music

measure – a bar in a piece of music

minor – a sad sounding piece of music

motif – motif is the term for a short musical idea. It can be a rhythm, a collection of notes or even a sound effect

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

pulse – the constant beat in a piece of music

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

staccato – short, sharp notes

staff – five horizontal lines on which notes are written

tempo – speed of a piece

time signature – how many beats to a bar

unison – playing or singing the same notes simultaneously

vibrato – quickly alternating between two notes – a wobbly sound

Note lengths

Semibreve – 4 beats

Minim – 2 beats

Crotchet – 1 beat

Quaver – $\frac{1}{2}$ beat

Semiquaver – $\frac{1}{4}$ beat

Rest lengths

Semibreve rest – 4 beats

Minim rest – 2 beats

Crotchet rest – 1 beat

Quaver rest – $\frac{1}{2}$ beat

Semiquaver rest – $\frac{1}{4}$ beat

Common Tempo words

adagio – slow and calm

allegro – quick and lively

andante – relaxed and flowing

largo – slow and broad

lento – slow

moderato – a reasonable pace

rit. (ritardando) – slowing the tempo (also **ral.** (ralentissez))

presto – quick and lively

prestissimo – extremely quick