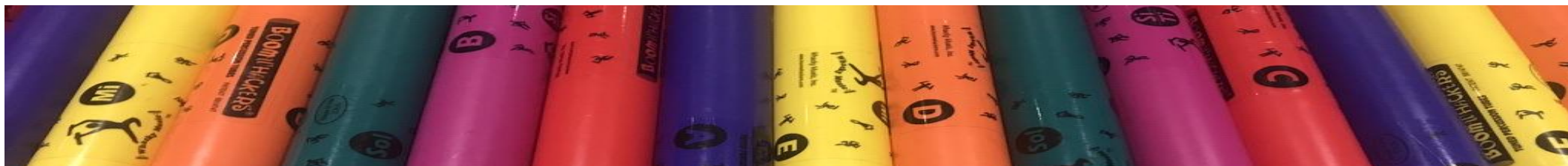


YEAR 1

INTRODUCING BOOMWHACKERS

Language

| | |
|--------------|--|
| BOOMWHACKERS | Plastic tubes that play particular notes when you strike them together or on the floor |
| RUMBLE | A continuous sound created by a group of people all playing at the same time. |
| PITCH | How high or low a sound is. |
| SCALE | A set of notes often played in a particular order with rising or falling pitch. |
| UNISON | Playing the same part together. |
| | |
| | |
| | |



YEAR 2

WHAT IS AN ORCHESTRA

Language

| | |
|--------------------|---|
| ORCHESTRA | A large group of people that play music together, usually led by a conductor. |
| CONDUCTOR | The leader of the Orchestra. The conductor starts and stops the music and leads tempo and dynamic changes |
| CONDUCTING | To lead the orchestra. |
| STRING SECTION | The section of the orchestra with the string instruments including: Violin, Cello, Viola and Double Bass |
| BRASS SECTION | The section of the orchestra with the Brass instruments including: Trumpet, French horn, Trombone and Tuba. |
| WOODWIND SECTION | The section of the orchestra with the Woodwind instruments including: Oboe, Clarinet and Bassoon. |
| PERCUSSION SECTION | The section of the orchestra with the percussion instruments including: Xylophone, Tambourine, Marimba, Snare drum, Gong and timpany. |
| | |
| | |

Brass Section

TRUMPET



TROMBONE



FRENCH HORN

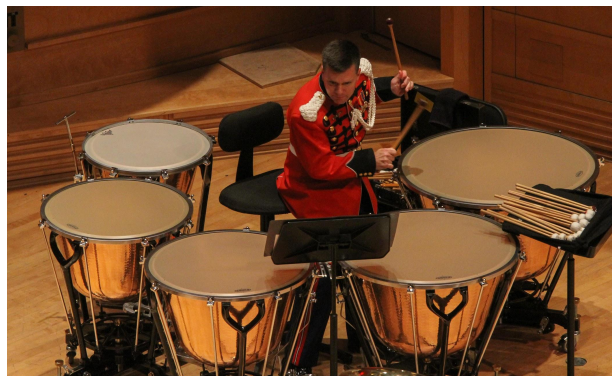


Percussion Section

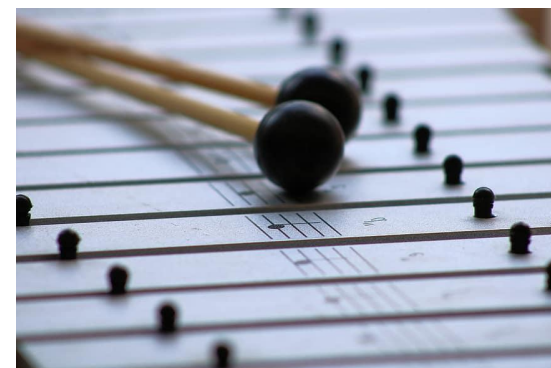
Snare Drum



Timpani Drums



CROTCHET



Woodwind Section

CLARINET



Oboe



Saxophone



Bassoon



String Section

Violin

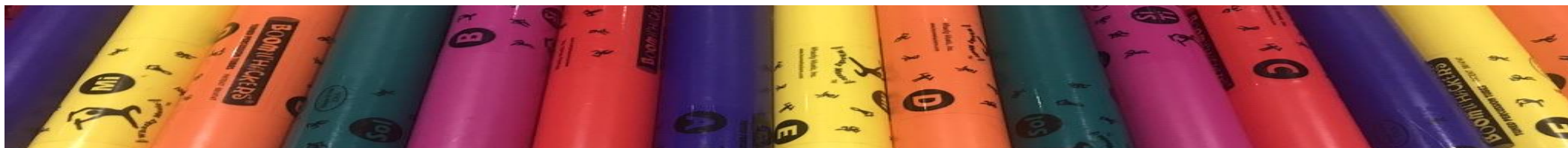


Cello



Double Bass



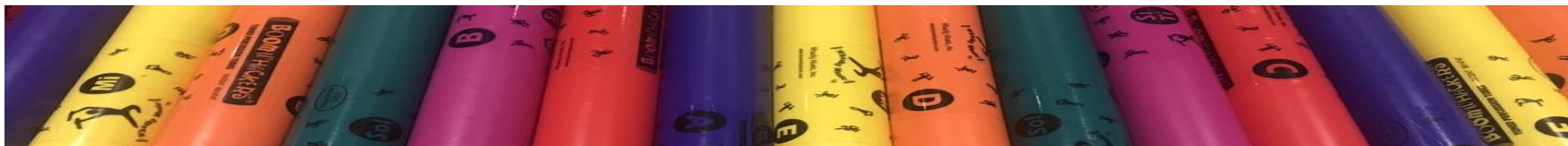


YEAR 3

INTERRELATED DIMENSIONS OF MUSIC

Language

| | |
|----------|---|
| DURATION | The length of a sound (long or short) |
| DYNAMICS | The volume of a sound or piece (Loud or quiet) |
| PULSE | The beat that runs through the music. |
| TEMPO | The speed of a piece (fast or slow) |
| RHYTHM | Groups of notes played in a sequence. |
| FORM | The structure of a piece of music |
| TEXTURE | How thick or thin the music sounds. It can become thicker or thinner but increasing and decreasing the number of instrument of by playing a single instrument in a different way. |
| TIMBRE | The timbre is the characteristics of the music or how it makes you feel. It could be described as: Sharp, bright, round, smooth, warm, harsh. If three people say hello at the same pitch would you recognise one if they were a good friend. Most people would say yes and what defines each voice is the timbre or character which you could describe as (rough, deep, sharp, squeaky). |



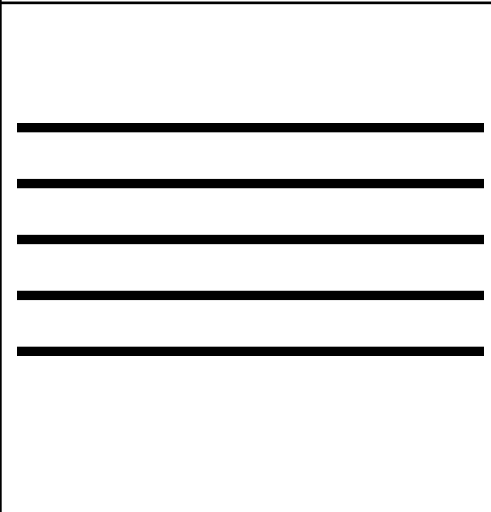
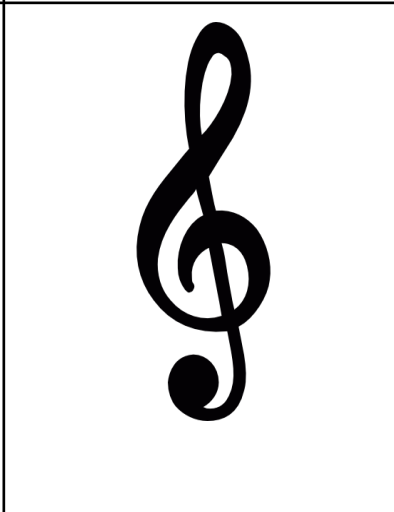
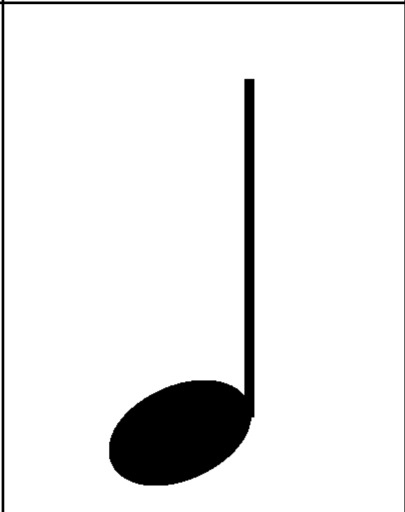
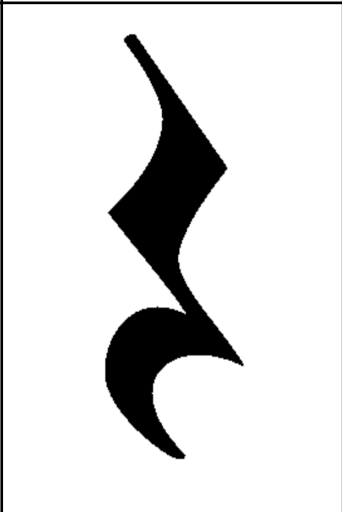
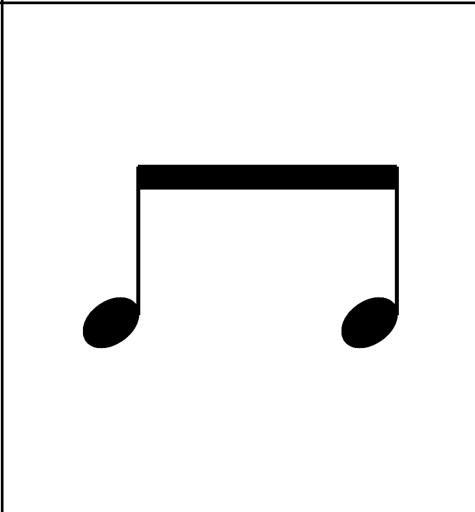
YEAR 4

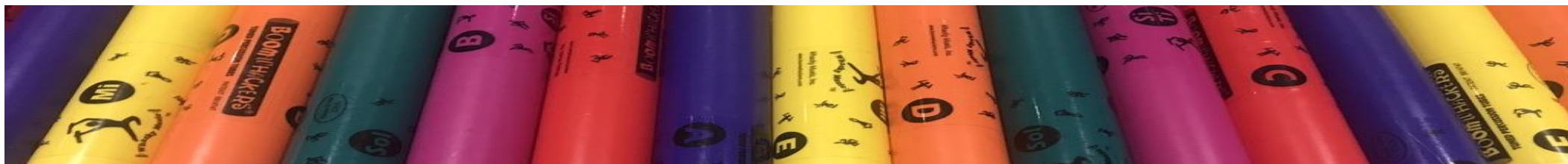
READING PITCH

Language

| | |
|----------------|---|
| Stave | The five lines that music is written on. |
| Bar line | the vertical lines that divide the stave into bars. |
| Bar | The space between two bar lines |
| Time signature | The two numbers at the start of a piece of music, (telling you how many beats in each bar). |
| Note | the cymbals used to represent different durations and pitches in music. |
| Notation | The cymbals used to represent elements in music including rhythm, pitch and volume. |
| Crotchet | A single beat note in music. |
| Quaver | A half beat note in music. |
| “Ta” | The vocal sound used to demonstrate the length of a crotchet. |
| “T” | The vocal sound used to demonstrate the length of a quaver. |
| Treble clef | The diagram used to show notation above middle C. |
| | |
| | |

KEY IMAGES

| STAVE or Staff | TREBLE CLEF | CROTCHET | CROTCHET REST | QUAVERS |
|--|---|--|---|---|
|  |  |  |  |  |



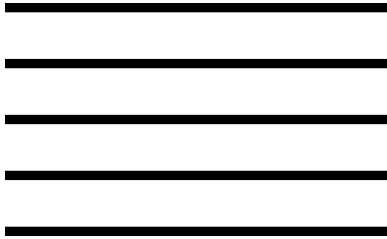




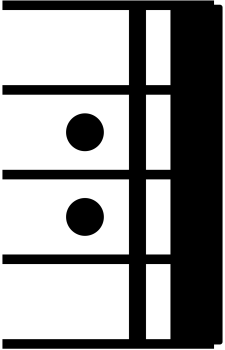
YEAR 5

PLAYING CHORDS

Language

| | |
|----------------|---|
| Staff | The five lines that music is written on. |
| Bar line | the vertical lines that divide the staff into bars. |
| Bar | The space between two bar lines |
| Time signature | The two numbers at the start of a piece of music, (telling you how many beats in each bar). |
| Note | the symbols used to represent different durations and pitches in music. |
| Notation | The symbols used to represent elements in music including rhythm, pitch and volume. |
| Crotchet | A single beat note in music. |
| Quaver | A half beat note in music. |
| “Ta” | The vocal sound used to demonstrate the length of a crotchet. |
| “T” | The vocal sound used to demonstrate the length of a quaver. |
| Treble clef | The diagram used to show notation above middle C. |
| Repeat bars | The diagram to show that a section of music should be played again. |

| | |
|----------------|---------------------------|
| Semibreve rest | A four beat rest in music |
| | |

| KEY IMAGES | | | | | |
|--|--|---|--|---|--|
| STAVE or Staff | TREBLE CLEF | CROTCHET | CROTCHET REST | QUAVERS | REPEAT BARS |
|  |  |  |  |  |  |



YEAR 6

COMPOUND RHYTHMS

Language

| | |
|----------|---|
| TRIPLETS | A group of three notes. |
| Bembe | A rhythm chrome Cuba, of african descent. |
| | |
| | |