





### **Dinghy Class (Reception) - Early Years**

Attainment Targets	Success Criteria	
30-50 months		
Exploring and Using	Enjoys joining in with dancing and ring games.	
Media and Materials	Sings a few familiar songs.	
	Beginning to move rhythmically.	
	Imitates movement in response to music.	
	Taps out simple repeated rhythms.	
	Explores and learns how sounds can be changed.	
40-60 months		
Exploring and Using	Begins to build a repertoire of songs and dances.	
Media and Materials	Explores the different sounds of instruments.	
ELG		
Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them.	
30-50 months		
Being Imaginative	Uses movement to express feelings.	
	Creates movement in response to music.	
	Sings to self and makes up simple songs.	
	Makes up rhythms.	
40-60 months		
Being Imaginative	Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	
ELG		
Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.	
	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	



## Music



Year 1 - Skiff Class

Attainment Targets	Success Criteria
1. Use their voices	I enjoy singing
expressively and	I can find my singing voice
creatively by singing songs and speaking	I can create different sounds with my voice
chants and rhymes	I can take part in singing in my class
	I can make high and low sounds with my voice
	I can sing a simple song from memory
	I can join in with actions to the song
2. Play tuned and	I can feel a sense of beat
untuned instruments musically	I can play in a group
musically	I can play my instrument with control
	I can play my instrument in different ways
	I can make up rhythm patterns on my instrument
	I can play my instrument loudly, quietly, fast and slow
	I can follow hand signs to tell me when to start and stop
3. Listen with	I can recognise different sounds
attention to detail and recall sounds	I know the sound of some instruments
with increasing aural memory	I can listen to music, recognising loud and quiet sounds (dynamics)
memory	I can draw/imagine a picture as I listen to some music
	I can listen and dance to music making up my own movements
	I can remember patterns of sounds on an instrument or body percussion
4. Experiment with,	I can make long and short sounds
create, select and combine sounds	I can make high and low sounds
using the interrelated dimensions of music	I can make fast and slow sounds
	I can match a sound to a percussion instrument
	I can make a sound effect for part of a story using my voice or on an instrument
	I can choose a sound effect to match part of a storyline
	I understand when to start and when to stop
	I can make up my own tune on an instrument
	I can sing and play an instrument at the same time

Elements of Music	
Pitch - high, low	
<b>Duration</b> -long, short, beat, rhythm, pulse	
<b>Dynamics</b> - loud, quiet, silence, getting louder/quieter	
Tempo - fast, slow	
Timbre - type/tone of sound, different instruments	
Texture - layers of sounds, one sound, two sounds, many sounds	
Structure - beginning, end	

Key Words
instrument
steady beat
pulse
loud
quiet
silence
high
low
long
short
fast
slow
rhythm
beginning
end
percussion
tune
symbol
body percussion
sound effects



### Music



#### Year 2 - Skiff Class

Attainment Targets	Success Criteria
expressively and	I like singing
	I take part in singing songs following the tune (melody) well
creatively by singing songs and speaking	I can sing simple songs and chants from memory
chants and rhymes	I understand the importance of pronouncing words in a song well
	I can sing quietly and loudly when appropriate
	I can make and control long and short sounds using my voice
	I can imitate changes in pitch
	I can maintain a simple part within a group
	I can sing short responses and phrases on my own
	I can make up my own words to a well-known song
	I can keep a steady beat on an instrument in a group or individually
2. Play tuned and	I know the names of many percussive instruments (timbre)
untuned instruments	I show control when playing musical instruments
musically	I can feel and keep a steady beat (duration/tempo)
	I can clap short rhythmic phrases
	I can make and control short sounds on an instrument (duration)
	I can perform with others, taking instructions from the leader
	I can choose sounds to represent different things (ideas, thoughts, feelings,
	moods etc.). (timbre)
	I can make two or three note repeating patterns (ostinato)
	I can use changes in pitch to communicate an idea, e.g. climbing stairs
3. Listen with	I can listen to music for a minute without talking
attention to detail and recall sounds	I can recognise different moods in music
with increasing aural	I can recognise loud and quiet music (dynamics)
memory	I can recognise when the music is low or high
	I can respond to music by moving my body
	I can move in time to the beat of the music
	I can listen to music and talk about it
	I can talk about my favourite piece of music or song
	I can identify or talk about a piece of music I have heard and know who wrote it or performed in it
	I can talk about music I like and dislike
4. Experiment with,	I can tell the difference between wooden and metal sounds (timbre)
create, select and	I can make sounds that are very different (loud and quiet, high and low etc.)
combine sounds using the interrelated	I carefully choose sounds to achieve an effect (including use of music technology)
dimensions of music	I can explore and create short patterns of sound
	I can make a sequence of long and short sounds using symbols
	I can clap simple rhythm patterns
	I can create a mixture of different sounds (long/short, loud/quiet, high/low)
	I can create short rhythmic phrases
	I can use my own signs and symbols to represent sounds
	I can use symbols to represent a composition and use them to help with a performance
	I can choose sounds to create an overall effect, e.g. scary music, sleepy music
	I can create a sequence of sounds to create an effect
	I can be creative with sounds
	I can use technology to create sounds
	I can finds different ways of making sounds on one instrument

Elements of Music Pitch - high, low, getting higher, getting lower Duration -long, short, beat, rhythm, ostinato, pattern Dynamics - loud, quiet, silence, getting louder/ quieter Tempo - fast, slow, getting slower, getting faster Timbre - type/ tone of sound (wooden, metal, rattle, scrape etc.)

Texture - layers of sounds, one sound, two sounds, many sounds

Structure beginning, end

**Key Words** instrument steady beat pulse loud quiet silence high low long short fast slow rhythm pattern volume percussion compose symbol singing voice



## Music



### Year 3 - Lugger Class

Attainment Targets	Success Criteria	Elements of Music
1. Use their voices	When I sing songs I show control in my voice	Pitch - high, low,
expressively and creatively by singing songs	I can perform with control and awareness of what others in the group are singing or playing	melody, tune
and speaking chants and rhymes	I can make up my own songs	Duration - steady beat, short, long
	I can sing a range of songs from memory	sounds, rhythmic
	I can sing most of the pitches of a song with accuracy	pattern
	I can convey the mood or meaning of a song	Dynamics - loud,
	I play sounds on instruments with care	quiet, silence, getting
	I can combine sounds to make an effect	louder/quieter
	I can maintain a simple part in a group	Tempo - fast, slow,
	I can play my own composed tune on an instrument	steady
	I can make up and play a simple rhythmic accompaniment to a tune	Timbre - type/tone of sound, different
	I can play a three-note repeating pattern on tuned instruments	instruments
	I can clap a short rhythmic phrase	Texture - layers of
	I can perform with an awareness of others	sound
	I can combine musical sounds with narrative and movement	Structure - beginning,
	I can perform my music to an audience as a member of a group or class	verse, chorus, introduction,
	I can perform with a sense of pulse	repetition,
2. Play tuned and untuned	I can recognise and create repeated patterns on a range of class percussion instruments	
instruments musically	I recognise how the music elements can be used together to compose music	Key Words
	I can make up simple rhythmic accompaniments to go with a song using ostinato patterns	instrument
	I can make up a piece of music/song that has a beginning, middle and end	expression
	I can compose a song that has a verse and a chorus	pentatonic
	I can create a piece of music that tells a story, paints a picture or creates a mood	steady beat
	I can use repetition in my music	silence
	I can explore an instrument to make more than one sound	pulse
	I can explore sounds to make some abstract images using instruments of music technology	loud
3. Listen with attention to	I can identify several layers of sounds (texture)	quiet
detail and recall sounds	I can describe music using words such as dynamics, pitch and tempo	ostinato (repeated
with increasing aural memory	I can recognise familiar instrumental sounds (timbre)	rhythm pattern)
·	I can identify repetition in music (structure) verses and chorus	pitch (steps, leaps)
	I can listen to my own composition and use musical language to describe what happens	graphic notation
	I can listen and talk about the mood or atmosphere created by a piece of music	quaver
	I can listen to two different styles of music and talk about the differences	crotchet
	I can identify sections of sound that represent a character or a scene in a piece of music studied	minim
4. Experiment with,	I can create and use symbols to represent sound	semi-breve
create, select and	I can use graphic notation	melody
combine sounds using the interrelated dimensions of	I can recognise the symbols for basic notation, e.g. crotchet, quaver, minim and semi-breve	symbol
music	I can recognise crotchet, quaver, minim and semi-breve when played over a beat	percussion
	I know some symbols for rests in music	notation
	I can perform and create rhythm grids	fast
	I can create my own rhythm patterns using standard notation	slow
	I can use music technology to record my compositions	rhythm
5. Appreciate and understand a wide range of high-quality live and recorded music	I can listen to and talk about music from a range of countries and cultures	pattern
	I can listen to and talk about music from Cornish culture	high
	The state of the s	low
6. Develop and	I can recognise some pieces of music that were written in the past	singing voice
understanding of the history of music	I can talk about some music that was written a long time ago	beginning
	I can discuss a piece of music with a friend	middle
	I can identify instruments in a piece of music	verse
Page 4 of 7	real receiving instruments in a piece of music	chorus
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Elements of Music
Pitch - high, low, melody, tune
<b>Duration</b> - steady beat, short, long sounds, rhythmic pattern
<b>Dynamics</b> - loud, quiet, silence, getting louder/quieter
Tempo - fast, slow, steady

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Texture - layers of
sound
Structure - beginning,

Key Words instrument
expression
pentatonic
steady beat
silence
pulse
loud
quiet
ostinato (repeated
rhythm pattern)
pitch (steps, leaps)
graphic notation
quaver
crotchet
minim
semi-breve
melody
symbol
percussion
notation
fast
slow
rhythm
pattern
high
low
singing voice
beginning
middle
verse



## Music



Elements of Music

### Year 4 - Lugger Class

Year 4 - Lugge	r Class	Elements of Music
Attainment Targets	Success Criteria	Pitch - high, low, harmony, unison
1. Use their voices I can sing in tune		Duration - steady
expressively and	I can sing or play from memory with confidence	beat, short, long
creatively by	I can perform songs in a way that reflects their meaning and occasion	sounds, syllables
singing songs and	I can pronounce words within a song clearly	Dynamics - loud,
rhymes	I can change pitch and show control in my singing	quiet, silence,
	I can hold my part in a round	getting louder/ quieter
	I can maintain a simple instrumental or vocal part in a group	Tempo - fast, slow,
	I can compose and perform my own song/piece of music in front of friends	crescendo (getting
	I can make up lyrics to songs and understand syllables	louder), pulse
	I can make up a tune on 5 notes (C pentatonic scale)	Timbre - type/tone
	I can clap/sing or play music that has rests	of sound
	I can use tuned instruments with increasing confidence to accompany songs and to improvise	Texture - layers of sound
	patterns	Structure - verse,
	I can sustain a drone of ostinato or pattern to accompany singing	chorus, repetition,
	I can recognise when music is in 2 or 3 time	binary (AB)
2. Play tuned and	I can choose, order and combine sounds to make an effect	Key Words
untuned	I can play a rhythmic accompaniment on an instrument, e.g. bass drum, tambourine	tempo (speed fast-
instruments musically	I can make up tunes on the pentatonic scale starting and ending on the note C	slow)
asreatty	I can create repeated patterns with a range on instruments	expression
	I can create a rhythmic pattern to desribe an action or movement in a story or scene	pentatonic (5 note
	I can make up a simple melody from a selected group of notes, e.g. C pentatonic scale	scale)
	I can make up a drone on two notes and use this to accompany a melody or song	structure
	I can make up an ostinato on two notes and use this to accompany a melody	metre
	I can compose and perform simple songs independently	pulse 2,3,4
	I can recognise how the musical elements can be used to create different moods and effects	record
	I can combine sounds expressively	drone (repeated
	I can use IT to record, share and improve work	notes)
	I can create a piece with structured sections	ostinato (repeated
3. Listen with	I can identify percussion and orchestral instruments by listening to music	rhythmic pattern) melodic ostinato
attention to detail and recall sounds	I can recognise and talk about some contrasting styles of music using appropriate musical	(repeated melodic
with increasing	language	pattern)
aural memory	I can use terms: pitch, beat, tempo and dynamics to describe music	graphic
	I can devise music symbols to indicate play and rest	grid
create, select and combine sounds	I can clap/play and count crotchets, quavers, minims and semi-breves	crotchet
using the	I can select the notes of the C pentatonic scale and use them to create a melody	minim
interrelated	I can select the notes of the C pentatonic scale and use them to create an accompaniment	semi-breve
dimensions of music	I can recognise some notes on the treble stave	rest
	I can read the notes on the treble stave with help	treble clef
	I can use music technology to record my compositions	stave
5. Appreciate and understand a wide	I can talk about similarities and differences	notes
range of high-quality	I can evaluate music using musical vocabulary to identify areas of likes and dislikes	accompaniment
live and recorded	I can identify the kind of music I like	syllables
music drawn from different traditions &	I can talk about and identify some characteristics of music that comes from a variety of	sound scape
from great composers	countries	record
and musicians	I can identify some current composers and musicians from the past and present	loop
6. Develop and understanding of	I can talk about music using some music vocabulary	reverse
the history of music	I can talk about similarities and differences by referring to the musical elements when listening to live music or music on CD	layer
	I can recognise that music has changed over the years and has its own 'history'	harmony
	I can talk about the words or style of the song/piece of music	scale
Page 5 of 7	The same and the mental of style of and soing, procee of master	binary form (AB)
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## Music



### **Year 5 - Schooner Class**

1. Lise their voices expressively and creatively by singing songs and speaking chants and rhymes  1. Can sing or play from memory with confidence 1. Can sing or play from memory with confidence 1. Can sing or play from memory with confidence 1. Can sing or play from memory with confidence 1. Can sing or play from memory with confidence 1. Can sing or play from memory with expression 1. Can compose and perform my own song/piece of music in front of friends 1. Can create accompaniments for tunes 1. Can create accompaniments for tunes 1. Can maintain my own part with an awareness of what others are playing 1. Can play a range of percussion and other instruments with increasing confidence and ability 1. Can sustain a melodic ostinato pattern or drone to accompany singing or other instruments 1. Can practise, rehearse and perform with others and contribute to gradual improvement in the performance 1. Can play and improvise as part of a group and as a solo performer 1. Can use digital technologies to compose pieces of music 1. Can use digital technologies to compose pieces of music 1. Can use digital technologies to compose pieces of music 1. Can use digital technologies to compose pieces of music 1. Can recate an austain a drone or melodic ostinato on an instrument to accompany singing 1. Can choose, order, combine and control sounds to create an effect 1. Can use digital technologies to compose pieces of music 1. Can use gradies a characters theme in a piece of music 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone or something 1. Can receate a melody to describe someone o	Attainment Targets	Success Criteria	Elements of Music
can reservely and creatively by class rising so palay and speaking chants and rhymes  Lan sing or play from memory with confidence in the performance and in a group, displaying a variety of techniques  Lan sing with expression  Lan sing with expression  Lan sing with expression  Lan compose and perform my own song/piece of music in front of friends  Lan use sound to create abstract effects  Lan use accompaniments for tunes  Lan sing with expression  Lan create accompaniments for tunes  Lan sing with expression  Lan sing with expression  Lan create accompaniments for tunes  Lan sing a harmony part confidently and accurately  Lan precipit and interest sing and a control sing a solo performer  Lan play and improvise as part of a group and as a solo performer  Lan play and improvise as part of a group and as a solo performer  Lan use and the	1. Use their voices	I can play know phrases or short melodies using tuned instruments	·
chants and rhymes  I can take turns to lead a group  I can perform alone and in a group, displaying a variety of techniques  I can sing with expression  I can compose and perform my own song/piece of music in front of friends I can use sound to create abstract effects  I can recate accompaniments for tunes I can hold my part in a round I can sing a harmony part confidently and accurately I can maintain my own part with an awareness of what others are playing I can play a range of percussion and other instruments with increasing confidence and ability I can sustain a melodic ostinato pattern or drone to accompany singing or other instruments I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can practise, rehearse and perform with others and contribute to gradual improvement in the performance I can play and improvise as part of a group and as a solo performer I can use digital technologies to compose pieces of music I can use digital technologies to compose pieces of music I know how to make up a pentatonic scale starting on the note C I can refine own compositions after discussion I can use use digital technologies to compose pieces of music I can recognise different types of songs for different structures I can recognise different types of songs for different oscasions I can recognise different types of songs for different oscasions I can recognise different types of songs for different oscasions I can recognise different types of music using notation (graphic or standard) I can use transit technology to recognise misic using notation (g		I can sing or play from memory with confidence	melody, tune
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Can sing with expression   Can compose and perform my own song/piece of music in front of friends   Can use sound to create abstract effects   Can use accompaniments for tunes   Can hold my part in a round   Can sing a harmony part confidently and accurately   Can maintain my own part with an awareness of what others are playing   Can play a range of percussion and other instruments with increasing confidence and ability   Can sustain a melodic ostinato pattern or drone to accompany singing or other instruments   Can practise, rehearse and perform with others and contribute to gradual improvement in the performance   Can play and improvise as part of a group and as a solo performer   Can create and sustain a drone or melodic ostination on an instrument to accompany singing   Can choose, order, combine and control sounds to create an effect   Can used digital technologies to compose pieces of music   Can recognise different vipes of songs for different structures   Can recognise different types of songs for different occasions   Can recognise different types of songs for different occasions   Can use cermise pitch, beat, tempo, rhythm, timbre, texture and silence to describe music   Can use music technology to record my piece of music   Can use music technology to record my compositions   Can use and record my piece of music using notation (graphic or standard)   Can use graphic notation with confidence   Can recognise different tome of the different countries   Can recognise different tome of the different count		I can perform alone and in a group, displaying a variety of techniques	1 ' '
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Can hold my part in a round   Can sing a harmony part confidently and accurately   Can maintain my own part with an awareness of what others are playing   Can play a range of percussion and other instruments with increasing confidence and ability   Can sustain a melodic ostinato pattern or drone to accompany singing or other instruments   Can practise, rehearse and perform with others and contribute to gradual improvement in the performance   Can play and improvise as part of a group and as a solo performer   Can create and sustain a drone or melodic ostinato an an instrument to accompany singing   Can play and improvise as part of a group and as a solo performer   Can create and sustain a drone or melodic ostinato on an instrument to accompany singing   Can create an effect   Can use digital technologies to compose pieces of music   Can an effice own compositions after discussion   Can use IT to record, share, manipulate and improve sounds   Can create a melody to describe someone or something   Can create an emdody to describe someone or something   Can create an emdody to describe someone or something   Can create an emdody to describe someone or something   Can create an emdody to describe someone or something   Can create an emdody to describe someone or something   Can create an emdody to describe someone or something   Can create an effect   Can recognise different types of music   Can arecognise different types of songs for different occasions   Can arecognise different types of songs for different occasions   Can arecognise different types of songs for different occasions   Can arecognise different types of songs for different occasions   Can arecognise the different types of songs for different occasions   Can arecognise the different types of songs for different occasions   Can arecognise the different types of songs for different occasions   Can arecognise the different types of songs for different occasions   Can arecognise the different types of songs for different occasions   Can arecognise the		I can create accompaniments for tunes	
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other musical notations    Can create and record my piece of music using notation (graphic or standard)     Can use graphic notation with confidence     Can read the notes on the stave with confidence     Can use music technology to record my compositions     Can recognise music from different countries     Can recall the names and works of some great musicians     Can recognise music from different countries     Can recognis		I can recognise the different sections in a piece of music	grid
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			piece with three



## Music



#### Year 6 - Schooner Class

Attainment Targets	Success Criteria
Attainment Targets  1. Use their voices	
expressively and creatively	I can sing or play from memory
by singing songs and	I can perform alone and in a group, displaying a variety of techniques
speaking chants and	I can sing or play expressively and in tune
rhymes	I can hold my part in a round
	I can create songs with verses and chorus
	I can play music with 2, 3 or 4 beats
	I can perform on a range of percussion instruments
	I can play an orchestral instrument
	I can lead/conduct a group of instrumental perfomers or singers
	I can maintain a rhythmic or melodic accompaniment to a song/piece of music
	I can play instruments with control and rhythmic accuracy
	I can play more complex instrumenal parts, e.g. xylophone, flute, recorder with control
	I am aware of performing in different styles. E.g. Blues, reggae
	I am confident in singing or playing on my own or as part of a solo group
	I can sing a harmony part confidently and accurately
	I can maintain my own part with an awareness of what others are playing
2. Play tuned and untuned	I can compose and sustain a drone or more complex melodic ostinato to accompany singing
instruments musically	I can combine a variety of musical devices, including melody, rhythm and chords
	I can use digital technologies to compose, edit and refine pieces of music
	I can create rhythmic patterns with an awareness of timbre and duration
	I can play a drone or ostinato pattern on a pentatonic scale
	I can choose from a wide range of musical vocabulary to accurately describe and appraise music
	I can refine my own compositions after discussion
	I can use IT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions
	I can recognise and work with different structures such as 12 bar and create a songs in different styles
	I can create a piece of music on a scale
	I can compose music for different occasions and purposes
	I can use a musical device made successful by a famous composer in my own composition
3. Listen with attention to	I can use music vocabulary and knowledge to help identify areas for development or refinement when
detail and recall sounds	composing or improvising
with increasing aural memory	I can listen to the compositions of other in the class or another year group to make judgements about its effectiveness, e.g. dynamics
	I can use some Italian terms used in music
	I can analyse and describe musical structures
	I can describe how different parts fit together
	I can describe how lyrics often reflect the cultural context of music and have social meaning
	I can hear an instrumental theme or motive being repeated or developed during a piece
4. Use and understand staff	I can use appropriate notations to record my own or others compositions
& other musical notations	I can read and create notes on the musical stave including middle C (ledger line)
	I understand the purpose of the treble clef and a time signature
	I am aware of sharps and flats
	I can create chords
	I can use staff notation with confidence
5. Appreciate and	I can use music technology to record my compositions
understand a wide range of	I can name and talk about some great composers and musicians and their music
high-quality live and	I can analyse and critisize a piece of music
recorded music drawn from different traditions & from great composers and musicians	I can talk about how the music is related to time and place including in Cornish culture
6. Develop and understanding of the history of music	Is familiar with some great composers and their place in the history of music, and is able to describe their musical style and achievements

Elements of Music
<b>Pitch -</b> melody, stave, flats, sharps, chords
<b>Duration</b> - steady beat, rhythm
Dynamics - loud (forte), quiet (piano), silence, getting louder/ quieter (crescendo/ diminuendo)
Tempo - fast (allegro)/ slow (lento)
<b>Timbre</b> - type/tone of sound
<b>Texture</b> - layers of sound
Structure - beginning - middle 8, verse, chorus, binary, ternary, theme and variations

expression metre sequence pentatonic	
sequence	
•	
pentatonic	
•	
12 bar blues	
stave	
syllables	
flats	
sharps	
notation	
chords	
lyrics	
verse	
chorus	
middle 8 (instrument	al
section)	
ledger line	
middle C	
bass clef	
harmony	
scale	
phrasing	
improvising	
time signature	
drone	
ostinato	
Italian terms e.g. for (loud)	te