

Music

Knowledge Progression 1

Year Group	Pitch	Duration	Dynamics	Tempo
EYFS Key Vocabulary – clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, pattern, high, low	- To understand what 'high' and 'low' notes are.	- To recognise that different sounds can be long or short.	- To understand that instruments can be played loudly or softly.	- To recognise music that is 'fast' or 'slow'. - To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
Year 1 Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch, pattern, call and response, make up, improvise, pulse	- To understand that pitch means how high or low a note sounds. - To understand that 'tuned' instruments play more than one pitch of notes.	- To know that rhythm means a pattern of long and short notes.	- To know that dynamics means how loud or soft a sound is. - To understand that sounds can be adapted to change their mood, eg through dynamics.	- To know that the 'pulse' is the steady beat that goes through music. - To know that tempo is the speed of the music.
Year 2 Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch,	- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. - To understand that a melody is made up from high and low pitched notes	- To know that 'duration' means how long a note, phrase or whole piece of music lasts. - To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	- To know that dynamics can change the effect a sound has on the audience.	- To understand that the tempo of a musical phrase can be changed to achieve a different effect.

<p>pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble</p>	<p>played one after the other, making a tune.</p>			
<p>Year 3 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.</p>	<ul style="list-style-type: none"> - To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. - To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. - To understand that a pentatonic melody uses only the five notes C D E G A. 	<ul style="list-style-type: none"> - To know that different notes have different durations, and that crotchets are worth one whole beat. - To know that written music tells you how long to play a note for. 	<ul style="list-style-type: none"> - To know that the word 'crescendo' means a sound getting gradually louder. 	
<p>Year 4 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm</p>	<ul style="list-style-type: none"> - To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. - To know that a glissando in music means a sliding effect played on instruments or made by your voice. 	<ul style="list-style-type: none"> - To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. - To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<ul style="list-style-type: none"> - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> - To know that playing in time means all performers playing together at the same speed.

<p>notation, score, graphic score, diction, genre.</p>	<ul style="list-style-type: none"> - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> - To know that a motif in music can be a repeated rhythm. 		
<p>Year 5 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre, texture, timbre.</p>	<ul style="list-style-type: none"> - To understand that a minor key (pitch) can be used to make music sound sad. - To understand that major chords create a bright, happy sound. - To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> - To know that 'poly-rhythms' means many different rhythms played at once. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score. 	<ul style="list-style-type: none"> - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> - To understand that a slow tempo can be used to make music sound sad. - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
<p>Year 6 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm</p>	<ul style="list-style-type: none"> - To know that the Solfa syllables represent the pitches in an octave. - To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. - To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. 	<ul style="list-style-type: none"> - To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. - To know that a quaver is worth half a beat. 	<ul style="list-style-type: none"> - To know that a melody can be adapted by changing its dynamics. 	<ul style="list-style-type: none"> - To know that a melody can be adapted by changing its dynamics, pitch or tempo.

notation, score, graphic score, diction, genre, texture, timbre, stave notation.	- To know that a melody can be adapted by changing its pitch.			
--	---	--	--	--

Music

Knowledge Progression 2

Year Group	Timbre	Texture	Structure	Notation
EYFS Key Vocabulary – clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, pattern, high, low	- To know that different instruments can sound like a particular character.	- To know that music often has more than one instrument being played at a time.	- To recognise the chorus in a familiar song.	- To know that signals can tell us when to start or stop playing.
Year 1 Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low, tempo, dynamics/volume, pitch, pattern, call and response, make up, improvise, pulse	- To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. - To know that my voice can create different timbres to help tell a story.	- To know that music has layers called 'texture'.	- To know that a piece of music can have more than one section, eg a verse and a chorus.	- To understand that music can be represented by pictures or symbols.
Year 2 Key Vocabulary - clap, sing, song, listen, perform, rest, silence, loud, quiet, fast, slow, rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch,	- To know that musical instruments can be used to create 'real life' sound effects. - To understand an instrument can be matched to an animal noise based on its timbre.	- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	- To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	- To know that 'notation' means writing music down so that someone else can play it. - To know that a graphic score can show a picture of the structure and / or texture of music.

<p>pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble</p>				
<p>Year 3</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.</p>	<p>- To understand that the timbre of instruments played affect the mood and style of a piece of music.</p>	<p>To know that many types of music from around the world consist of more than one layer of sound; for example, a 'tala' and 'rag' in traditional Indian music.</p>	<p>- To know that in a ballad, a 'stanza' means a verse. - To know that music from different places often has different structural features, e.g. traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>
<p>Year 4</p> <p>Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part,</p>	<p>- To know that grouping instruments according to their timbre can create contrasting 'textures' in music. - To understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p>	<p>- To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>

<p>group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre.</p>			<p>- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p>	
<p>Year 5 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part, group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre, texture, timbre.</p>	<p>- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>- To understand that a chord is the layering of several pitches played at the same time. - To know that poly-rhythms means many rhythms played at once.</p>	<p>- To know that a loop is a repeated rhythm or melody, and is another word for ostinato. - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p>	<p>- To know that simple pictures can be used to represent the structure (organisation) of music. - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>
<p>Year 6 Key Vocabulary - rhythm, beat, count, instruments, instrument names, high, low. Tempo, dynamics/volume, pitch, pattern, call and response, composition, improvisation, pulse, rap, ensemble, melody, tune, copy, instrumental part,</p>	<p>- To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p>	<p>- To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>- To know that a chord progression is a sequence of chords that repeats throughout a song. - To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</p>	<p>- To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. - To know that chord progressions are</p>

group/band/ensemble, notation, bar, rest, rhythm notation, score, graphic score, diction, genre, texture, timbre, stave notation.				represented in music by Roman numerals.
--	--	--	--	--