



**Progression of music**

	KNOWLEDGE	PERFORMANCE OF SKILLS
EYFS	<p><b>Unit: Inter-related dimensions of music</b></p> <ul style="list-style-type: none"> <li>To understand that what 'high' and 'low' notes are.</li> <li>To recognise that different sounds can be long or short.</li> <li>To understand that instruments can be played loudly or softly.</li> <li>To recognise music that is 'fast' or 'slow'.</li> <li>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</li> <li>To know that different instruments can sound like a particular character.</li> <li>To know that music often has more than one instrument being played at a time.</li> <li>To recognise the chorus in a familiar song.</li> <li>To know that signals can tell us when to start or stop playing.</li> </ul>	<ul style="list-style-type: none"> <li>Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music</li> <li>Considering whether a piece of music has a fast, moderate or slow tempo</li> <li>Listening to sounds and identifying high and low pitch.</li> </ul>
Year 1	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>High and low</li> <li>Long and short</li> <li>Fast and slow</li> <li>Tempo</li> </ul> <ul style="list-style-type: none"> <li>understand that pitch means how high or low a note sounds.</li> <li>understand that 'tuned' instruments play more than one pitch of notes.</li> <li>know that rhythm means a pattern of long and short notes.</li> <li>know that dynamics means how loud or soft a sound is.</li> <li>understand that sounds can be adapted to change their mood, eg through dynamics.</li> <li>know that the 'pulse' is the steady beat that goes through music.</li> <li>know that tempo is the speed of the music.</li> <li>know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</li> <li>know that my voice can create different timbres to help tell a story.</li> <li>know that music has layers called 'texture'</li> <li>know that a piece of music can have more than one section, eg a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that different types of sounds are called timbres.</li> <li>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>Choosing dynamics, tempo and timbre for a piece of music.</li> <li>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</li> </ul>



	<ul style="list-style-type: none"> <li>• understand that music can be represented by pictures or symbols</li> </ul>	
Year 2	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• pitch</li> <li>• rhythm</li> <li>• dynamics</li> <li>• pulse</li> <li>• tempo</li> <li>• timbre</li> </ul> <ul style="list-style-type: none"> <li>• know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> <li>• understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</li> <li>• know that 'duration' means how long a note, phrase or whole piece of music lasts.</li> <li>• know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>• know that dynamics can change the effect a sound has on the audience.</li> <li>• understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>• know that musical instruments can be used to create 'real life' sound effects.</li> <li>• understand an instrument can be matched to an animal noise based on its timbre.</li> <li>• know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</li> <li>• understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</li> <li>• know that 'notation' means writing music down so that someone else can play it</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising timbre changes in music they listen to.</li> <li>• Beginning to use musical vocabulary to describe music</li> <li>• Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>• Performing expressively using dynamics and timbre to alter sounds as appropriate.</li> </ul>



<p>Year 3</p>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• melody</li> <li>• duration</li> <li>• graphic scores</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>• Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</li> <li>• Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> <li>• Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary.</li> <li>• Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</li> <li>• understand that a pentatonic melody uses only the five notes C D E G A.</li> <li>• know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>• know that written music tells you how long to play a note for.</li> <li>• know that the word 'crescendo' means a sound getting gradually louder.</li> <li>• understand that the timbre of instruments played affect the mood and style of a piece of music.</li> <li>• 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.</li> <li>• know that in a ballad, a 'stanza' means a verse.</li> <li>• know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</li> <li>• understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> </ul>	
<p>Year 4</p>	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• know that different notes have different durations, and that crotchets are worth one whole beat.</li> <li>• understand that 'reading' music means using how the written note symbols look and their position to know what notes to play</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>• Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>• Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>• Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	



	<ul style="list-style-type: none"> <li>• know that a glissando in music means a sliding effect played on instruments or made by your voice.</li> <li>• know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>• know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</li> <li>• know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</li> <li>• know that a motif in music can be a repeated rhythm.</li> <li>• know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</li> <li>• know that playing in time means all performers playing together at the same speed.</li> <li>• know that grouping instruments according to their timbre can create contrasting 'textures' in music.</li> <li>• understand that both instruments and voices can create audio effects that describe something you can see</li> <li>• know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>• understand that harmony means playing two notes at the same time, which usually sound good together.</li> <li>• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>• To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music</li> <li>• know that 'performance directions' are words added to music notation to tell the performers how to play.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>• Creating a piece of music with at least four different layers and a clear structure.</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>• Suggesting improvements to others' work, using musical vocabulary</li> <li>• Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> </ul>
Year 5	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• know that combining different instruments rhythms, timbre, dynamics and harmony when we compose can create layers of sound we call 'texture'.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> </ul>



	<ul style="list-style-type: none"> <li>• understand that a minor key (pitch) can be used to make music sound sad.</li> <li>• understand that major chords create a bright, happy sound.</li> <li>• know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</li> <li>• understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>• know that 'poly-rhythms' means many different rhythms played at once.</li> <li>• 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.</li> <li>• understand that a slow tempo can be used to make music sound sad.</li> <li>• understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</li> <li>• understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways</li> <li>• 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</li> <li>• 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</li> <li>• know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>• understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>	<ul style="list-style-type: none"> <li>• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>• Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>• Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>• Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</li> </ul>
Year 6	<p><b>Prior knowledge</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To understand melody and how it can be changed to create mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>• Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> </ul>



	<ul style="list-style-type: none"><li>• know that the Solfa syllables represent the pitches in an octave.</li><li>• understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</li><li>• understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</li><li>• know that a melody can be adapted by changing its pitch.</li><li>• understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</li><li>• understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li><li>• know that a quaver is worth half a beat.</li><li>• know that a melody can be adapted by changing its dynamics</li><li>• know that a melody can be adapted by changing its dynamics, pitch or tempo</li><li>• 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.</li><li>• understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li><li>• know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li><li>• know that a chord progression is a sequence of chords that repeats throughout a song.</li><li>• know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.</li><li>• 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'.</li><li>• know that chord progressions are represented in music by Roman numerals.</li></ul>	<ul style="list-style-type: none"><li>• Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li><li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li><li>• Constructively critique their own and others' work, using musical vocabulary</li><li>• Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group</li></ul>

