

Knowledge Progression: Music

Year group	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Year 1	<p>Topic: Timbre and Rhythmic patterns</p> <ul style="list-style-type: none"> - To know that an instrument or rhythm pattern can represent a character in a story. - To know that my voice can create different timbres to help tell a story. - To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<p>Topic: Vocal and Body Sounds</p> <ul style="list-style-type: none"> - To know that dynamics can change how someone listening feels about music. - To know that your voice can be used as a musical instrument. - To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. - To understand that music can be represented by pictures or symbols. 	<p>Topic: Musical Vocabulary</p> <ul style="list-style-type: none"> - To understand that pitch means how high or low a note sounds. - To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. - To know that music has layers called 'texture'. 	<p>Topic: Pitch and Tempo</p> <ul style="list-style-type: none"> - To understand that tempo can be used to represent mood or help tell a story. - To understand that 'tuned' instruments play more than one pitch of notes. - To know that following a leader when we perform helps everyone play together accurately. 	<p>Topic: Classical Music, Dynamics and Tempo</p> <ul style="list-style-type: none"> - To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. - To know that sounds can help tell a story. - To know that tempo is the speed of the music. - To know that dynamics means how loud or soft a sound is. 	<p>Topic: Pulse and Rhythm</p> <ul style="list-style-type: none"> - To know that rhythm means a pattern of long and short notes. - To know that pulse is the regular beat that goes through music. - To understand that the pulse of music can get faster or slower. - To know that a piece of music can have more than one section, e.g. a verse and a chorus.
Year 2	<p>Topic: Myths and Legends</p> <ul style="list-style-type: none"> - I know that a graphic score can show a picture of the structure of music. - To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. - To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<p>Topic: On this Island</p> <ul style="list-style-type: none"> - To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. - To know that 'duration' means how long a note, phrase or whole piece of music lasts. - To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<p>Topic: Dynamics, Timbre, Tempo and Motifs</p> <ul style="list-style-type: none"> - To know that a 'soundscape' is a landscape created using only sounds. - To know that a composer is someone who creates music and writes it down. - To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<p>Topic: Orchestral Instruments</p> <ul style="list-style-type: none"> - To know that musical instruments can be used to create 'real life' sound effects. - To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. - To know that stringed instruments, like violins, make a sound when their strings vibrate. - To know that a brass instrument is played by vibrating your lips against the mouthpiece. - To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<p>Topic: African Call and Response</p> <ul style="list-style-type: none"> - To know that dynamics can change the effect a sound has on the audience. - To know that the long and short sounds of a spoken phrase can be represented by a rhythm. - To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. - To understand that the tempo of a musical phrase can be changed to achieve a different effect. - To understand that an instrument can be matched to an animal noise based on its timbre. 	<p>Topic: Musical Me</p> <ul style="list-style-type: none"> - To understand that 'melody' means a tune. - To know that 'notation' means writing music down so that someone else can play it. - To understand that 'accompaniment' can mean playing instruments along with a song. - To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Year 3

Topic: Developing Singing Techniques

- 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 different notes have different durations, and that crotchets are worth one whole beat.
- To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
- To know that written music tells you how long to play a note for.

Topic: Ballads

- To know that a ballad tells a story through song.
- To know that lyrics are the words of a song.
- To know that in a ballad, a 'stanza' is a verse.

Topic: Pentatonic Melodies and Compositions

- To know that the word 'crescendo' means a sound getting gradually louder.
- 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.

Topic: Creating Compositions

- To understand that the timbre of instruments played affect the mood and style of a piece of music.
- To know that an ensemble is a group of musicians who perform together.
- To know that to perform well, it is important to listen to the other members of your ensemble.

Topic: Jazz

- To understand that 'syncopation' means a rhythm that is played off the natural beat.
- To know that Ragtime is piano music that uses syncopation and a fast tempo.
- To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.
- To know that 'scat singing' is using made-up words to create the sound of an instrument playing.

Topic: Traditional Instruments and Improvisation

- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.
- To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'.
- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.
- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- 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.

Topic: Adapting and Transposing Motifs

- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).
- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

Topic: Rock and Roll

- To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.
- 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 playing in time means all performers playing together at the same speed.
- To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.

Topic: Haiku, Music and Performance

- To know that a glissando in music means a sliding effect played on instruments or made by your voice.
- To know that expressive language (like a poem) can be used as inspiration for composing music.
- To understand that both instruments and voices can create audio effects that describe something you can see.
- To know that grouping instruments according to their timbre can create contrasting 'textures' in music.

Topic: Changes in Pitch, Tempo and Dynamics

- To know that when you sing without accompaniment it is called 'A Cappella'.
- To know that harmony means playing two notes at the same time that usually sound good together.
- 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.
- To know that 'performance directions' are words added to musical notation to tell the performers how to play.

Topic: Samba and Carnival

- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.
- To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

Topic: Body and Tuned Percussions

- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.
- To know that a 'loop' in music is a repeated melody or rhythm.
- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

Year 4

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- 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.
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Year 5

Topic: Looping and Remixing
 - To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.
 - To know that a loop is a repeated rhythm or melody, and is another word for ostinato.
 - To know that remix is music that has been changed, usually so it is suitable for dancing to.

Topic: Composition to Represent the Festival of Colour
 - To know that a vocal composition is a piece of music created only using voices.
 - To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
 - To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
 - 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.

Topic: South and West Africa
 - To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
 - To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
 - To understand that major chords create a bright, happy sound.
 - To know that poly-rhythms means many rhythms played at once.

Topic: Composition Notation
 - To know that simple pictures can be used to represent the structure (organisation) of music.
 - To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
 - To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Topic: Blues
 - To understand that a chord is the layering of several pitches played at the same time.
 - To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
 - To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
 - 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 a chord is the layering of several pitches played at the same time.

Topic: Musical Theatre
 - To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.
 - To know that choreography means the organisation of steps or moves in a dance.
 - To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.

Topic: Dynamics, Pitch and Texture
 - To know that the conductor beats time to help the performers work well together.
 - To understand that improvisation means making up music 'on the spot'.
 - 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 timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.

Topic: Advanced Rhythms
 - 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 Steve Reich is a composer who wrote the minimalist piece 'Clapping Music' in 1972.
 - To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
 - To know that a quaver is worth half a beat.

Topic: Themes and Variations
 - To know that a 'theme' is a main melody in a piece of music.
 - To know that 'variations' in music are when a main melody is changed in some way throughout the piece.
 - To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.
 - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.

Topic: Film Music
 - To know that a film soundtrack includes the background music and any songs in a film.
 - 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.
 - 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'.

Topic: Songs of World War 2
 - To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
 - To know that the Solfa syllables represent the pitches in an octave.
 - A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
 - To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Topic: Composing and Performing a Leavers' Song
 - To know that a chord progression is a sequence of chords that repeats throughout a song.
 - To know that a melody can be adapted by changing its dynamics, pitch or tempo.
 - To know that chord progressions are represented in music by Roman numerals.

Year 6

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