

# Knowledge Progression: Music

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

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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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: 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: 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: 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.

**Topic: Baroque**

- To know that a 'polyphonic' texture means lots of individual melodies layered together, like in a canon
- To know that music in which very similar parts are introduced one by one to overlap is called a canon
- To know that ground bass is a repeating melody played on a bass instrument in Baroque music.

Year 6

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