

Progression of <i>Knowledge</i>		The inter-related dimensions of music
	EYFS	Year 1/2
Pitch	To understand that what 'high' and 'low' notes are.	<p>To understand that pitch means how high or low a note sounds.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.</p>
Duration	To recognise that different sounds can be long or short.	<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p>
Dynamics	To understand that instruments can be played loudly or softly.	<p>To know that dynamics means how loud or soft a sound is.</p> <p>To understand that sounds can be adapted to change their mood, e.g. through dynamics.</p> <p>To know that dynamics can change the effect a sound has on the audience.</p>
Tempo	<p>To recognise music that is 'fast' or 'slow'.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the 'pulse' is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music.</p> <p>To understand that the pulse of music can get faster or slower</p> <p>To understand that tempo can be used to represent mood or help tell a story</p>

Progression of Knowledge		The inter-related dimensions of music
	Year 3/4	Year 5/6
Pitch	<p>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.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down</p> <p>To understand that major chords create a bright, happy sound</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo</p>
Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat</p> <p>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</p> <p>To know that written music tells you how long to play a note for.</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>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.</p> <p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>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> <p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo		<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>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> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

Progression of Knowledge		The inter-related dimensions of music
	EYFS	Year 1/2
Timbre	To know that different instruments can sound like a particular character.	<p>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.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>
Texture	To know that music often has more than one instrument being played at a time.	<p>To know that music has layers called 'texture'.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p>
Structure	To recognise the chorus in a familiar song.	<p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p>
Notation	To know that signals can tell us when to start or stop playing.	<p>To know that 'notation' means writing music down so that someone else can play it</p> <p>I know that a graphic score can show a picture of the structure and / or texture of music.</p>

Progression of Knowledge		The inter-related dimensions of music
	Year 3/4	Year 5/6
Timbre		<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 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.</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music</p>
Texture	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</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.</p>
Structure	<p>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 know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>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 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>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>
Notation	<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>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>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>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'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>

