

Progression of Knowledge		The inter-related dimensions of music	
	EYFS	KS1 Cycle A	KS1 Cycle B
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds (Spr) To understand that 'tuned' instruments play more than one pitch of notes. (Sum)	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches (Spr) To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune (Spr)
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes (Aut)	To know that the long and short sounds of a spoken phrase can be represented by a rhythm. (Aut)
Dynamics	To understand that instruments can be played loudly or softly.		To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo (Aut) To know that dynamics means how loud or soft a sound is (Aut)
Tempo	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.	To know that pulse is the regular beat that goes through music (Aut) To understand that the pulse of music can get faster or slower (Aut) To understand that tempo can be used to represent mood or help tell a story (Sum)	To know that tempo is the speed of the music (Aut)

Progression of Knowledge		The inter-related dimensions of music		
	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Pitch		<p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale (Aut)</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A (Aut)</p> <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 (Spr)</p>	<p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad (Aut)</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry (Spr)</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 (Spr)</p> <p>To understand that major chords create a bright, happy sound (Spr)</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice (Sum)</p>	To know that a melody can be adapted by changing its dynamics, pitch or tempo (Sum)
Duration	To know that a motif in music can be a repeated rhythm (Sum 2)	<p>To know that different notes have different durations, and that crotchets are worth one whole beat (Spr)</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 (Sum)</p> <p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'(Spr)</p> <p>To know that written music tells you how long to play a note for (Spr)</p>	To know that poly-rhythms means many rhythms played at once (Spr)	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms (Aut)</p> <p>To know that a quaver is worth half a beat (Aut)</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly (Spr)</p> <p>To understand that all types of music notation show note duration (Sum)</p>
Dynamics		<p>To know that the word 'crescendo' means a sound getting gradually louder (Aut)</p> <p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music (Spr)</p>		To know that a melody can be adapted by changing its dynamics, pitch or tempo (Sum)
Tempo				To know that a melody can be adapted by changing its dynamics, pitch or tempo (Sum)

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Timbre	To know that different instruments can sound like a particular character.	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 (Spr) To know that my voice can create different timbres to help tell a story (Spr)	To know that sounds can help tell a story (Aut) To know that musical instruments can be used to create 'real life' sound effects (Spr)
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture' (Spr)	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music (Sum)
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus (Aut)	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. (Aut)
Notation	To know that signals can tell us when to start or stop playing.		To know that 'notation' means writing music down so that someone else can play it (Spr) I know that a graphic score can show a picture of the structure of music (Sum)

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	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Timbre			<p>To understand that both instruments and voices can create audio effects that describe something you can see (Sum)</p> <p>To know that grouping instruments according to their timbre can create contrasting 'textures' in music (Sum)</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 (Spr)</p>
Texture	<p>To understand that harmony means playing two notes at the same time, which usually sound good together (Sum)</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture' (Spr)</p> <p>To know that poly-rhythms means many rhythms played at once (Spr)</p>	<p>To understand that a chord is the layering of several pitches played at the same time (Spr)</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 (Spr)</p>
Structure	<p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice (Sum)</p>	<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.(Aut)</p> <p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections (Spr)</p> <p>To know that a 'loop' in music is repeated melody or rhythm (Spr)</p> <p>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 (Sum)</p>	<p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords (Spr)</p>	<p>To know that a 'theme' is a main melody in a piece of music (Spr)</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece (Spr)</p> <p>To know that a chord progression is a sequence of chords that repeats throughout a song (Sum)</p>

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Notation	<p>To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown (Aut)</p> <p>To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts (Spr)</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play (Spr)</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 (Aut)</p> <p>To know that simple pictures can be used to represent the structure (organisation) of music (Aut)</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' (Aut)</p> <p>To know that chord progressions are represented in music by Roman numerals (Sum)</p>