

Polehampton CE Infant and Junior Schools

Progression of substantive knowledge in Music



Pitch		
EYFS		To understand that what 'high' and 'low' notes are.
KS1	Year 1	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.
	Year 2	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
LKS2	Year 3	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 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.
	Year 4	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 a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.
UKS2	Year 5	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. 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.
	Year 6	To know that the Solfa syllables represent the pitches in an octave. 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 a melody can be adapted by changing its pitch.

Duration		
EYFS		To recognise that different sounds can be long or short.
KS1	Year 1	To know that rhythm means a pattern of long and short notes.
	Year 2	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
LKS2	Year 3	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.
	Year 4	To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.
UKS2	Year 5	To know that 'poly-rhythms' means many different rhythms played at once. 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.
	Year 6	To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat.

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Dynamics		
EYFS		To understand that instruments can be played loudly or softly.
KS1	Year 1	To know that dynamics means how loud or soft a sound is.
		To understand that sounds can be adapted to change their mood, eg through dynamics.
	Year 2	To know that dynamics can change the effect a sound has on the audience.
LKS2	Year 3	To know that the word 'crescendo' means a sound getting gradually louder.
		To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
UKS2	Year 5	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.
		Year 6

Tempo		
EYFS		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.
KS1	Year 1	To know that the 'pulse' is the steady beat that goes through music.
		To know that tempo is the speed of the music.
	Year 2	To understand that the tempo of a musical phrase can be changed to achieve a different effect.
LKS2	Year 3	???? not in Kapow???
		Year 4
UKS2	Year 5	To understand that a slow tempo can be used to make music sound sad.
		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.
	Year 6	To know that a melody can be adapted by changing its dynamics, pitch or tempo.

Timbre		
EYFS		To know that different instruments can sound like a particular character.
KS1	Year 1	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.
		To know that my voice can create different timbres to help tell a story.
	Year 2	To know that musical instruments can be used to create 'real life' sound effects.
		To understand an instrument can be matched to an animal noise based on its timbre.
LKS2	Year 3	To understand that the timbre of instruments played affect the mood and style of a piece of music.
		Year 4
		To understand that both instruments and voices can create audio effects that describe something you can see.
UKS2	Year 5	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
		Year 6

Texture		
EYFS		To know that music often has more than one instrument being played at a time.
KS1	Year 1	To know that music has layers called 'texture'.
		Year 2

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LKS2	Year 3	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.
	Year 4	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
UKS2	Year 5	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.
	Year 6	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 a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

Structure		
EYFS		To recognise the chorus in a familiar song.
KS1	Year 1	To know that a piece of music can have more than one section, eg a verse and a chorus.
	Year 2	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
LKS2	Year 3	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.
	Year 4	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. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music
UKS2	Year 5	To 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.
	Year 6	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.

Notation		
EYFS		To know that signals can tell us when to start or stop playing.
KS1	Year 1	To understand that music can be represented by pictures or symbols.
	Year 2	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.
LKS2	Year 3	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.
	Year 4	To know that 'performance directions' are words added to music notation to tell the performers how to play.
UKS2	Year 5	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

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	Year 6	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 chord progressions are represented in music by Roman numerals.
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