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| Federation of St Nicholas and Kirkby Malzeard Primary Schools: Substantive Knowledge Progression – MUSIC - EYFS, Key Stage 1 and Key Stage 2 | | | | | | | |
| Components | EYFS (Understanding the World)  (Nursery in red) | Key Stage 1 Year A | Key Stage 1 Year B | Year A | Year B | Year C | Year D |
|  | In EYFS and Key Stage 1, children develop an understanding of music through practical music making. By learning songs and rhymes alongside playing a variety of tuned and untuned percussion they develop coordination and control. Listening skills are actively developed through regular focused activities as well as critical listening to each other’s work.  By securing the basic skills of pitch, pulse and rhythm, they are provided with a foundation on which the components of our music curriculum can be developed further in Key Stage 2. | | | Year 3 and Year 4: building on the work studied in EYFS and Key Stage 1, children revisit elements of music making through different topics. They gain practical skills in coordination, composition, and ensemble work, whilst learning new vocabulary and concepts. A wider range of instruments is offered and explored.  Year 5 and Year 6: Children make links between all topics and elements studied throughout Key Stage 2, gaining greater depth of knowledge and perspective about each component of the curriculum. They understand the key vocabulary because they have studied them in a range of contexts. | | | |
| Learning in music is based on the developing knowledge of the interrelated dimensions of music:   1. Pulse 2. Rhythm 3. Pitch 4. Tempo 5. Dynamics 6. Timbre 7. Texture 8. Structure 9. Notation | **Expressive arts and design**  Being imaginative and expressive  Exploring tuned and untuned instruments  Develop storylines in their pretend play making use of props and materials.  Enjoy learning to sing and perform songs, rhymes and poems  AUTUMN  Exploring Sounds  Vocal sounds  Pitch  Body sounds  Instrumental sounds  Environmental sounds  Nature sounds  Celebration Music including Harvest and Nativity songs and performance  SPRING  Movement and Music Action songs  Finding a beat  Exploring tempo  Exploring tempo & pitch through dance Music & movement performance  SUMMER  Music and stories  Moving to music  Using instruments to represent characters and actions  Story telling  Musical story composition and performance  *The EYFS wider curriculum covers many aspects of development which prepare children for the musical curriculum, including physical coordination, listening skills, emerging understanding of notation, patterns, literacy including rhyme and storytelling, call and response, sequencing and turn taking. Focus is on ‘the whole child’; encouraging creativity, performance, emotional control and empathy, and the ability to express feelings and opinions.* | **Ourselves (y2)**  Know thatvoice sounds can be used to express feelings and have sound conversations.  Know that songs can be structured as call and response.  **Machines (y1)**  Know that a steady beat is called Pulse.  Know that pulse can go faster and slower (tempo).  **Storytime (y1)**  Know that music can tell a story using speed, dynamics and sound effects.  Know that sounds can be used to describe stories.  **Weather (y2)**  Know that word patterns can make rhythms.  Know that music can be descriptive.  **Our bodies (y1)**  Know that changing Tempo can change the mood of music.  Know that rhythm is different to steady beat.  **Pattern (y2)**  Know that there can be a fast and a slow pulse.  Know beats can be grouped in 4s or 3s.  **Water (y2)**  Know pitch can be shown in singing, movement and note names.  Know we can use written music to help us remember.  **Our land (y2)**  Know sound can be descriptive and can match to images.  Know we can choose timbre and texture to change the descriptive effect.  **Technology**  Know that we can manipulate sound using computers to produce music.  Know that we can change volume, tempo and combine sounds in different textures.  Know that we can record our own voices and change how they sound. | **Number (y1)**  Know what a steady beat is (pulse).  Know what tempo is and that it can get faster and slower.  **Animals (y2)**  Know that high and low in music is called Pitch.  Pitch can be shown using our bodies, voices and by drawing lines.  **Storytime (y2)**  Know that we can make descriptive sounds using our voices, bodies, and instruments.  Know that these sounds can be combined to make different effects, e.g. spooky.  **Weather (y1)**  Know that Dynamics are the volume of music, and we can choose these for effect.  Know that word patterns can make rhythms.  **Pattern (y1)**  Know that groups of beats is called the Metre.  Know that the first beat is the strongest beat and can be shown by being louder, longer or different timbre.  **Travel (y2)**  Know the difference between beat and rhythm.  Know that rhythms can be layered together.  **Computing Unit 2.7**  Know that Digital music is made by a machine and software e.g. Purple Mash.  Know that it can combine sounds, loop, change tempo, change volume and add special effects.  **Toys (y2)**  Know that we can vary the speed (tempo) of a steady beat, and that this can be done gradually.  Know that we can use pictures to represent sounds.  **Our school (y1)**  Know we can create music using any materials. We can choose these for their Timbre (quality), Duration (length) and Dynamic (volume).  Know we can use maps to help us organise sound. | **Sounds (y3)**  Know how sounds are produced and instruments are classified – aerophone, idiophone, chordophone.  Understand musical conversation structure and call and response.  **Around the world (y4)**  Know the pentatonic scale is 5 different pitches.  Know pentatonic scale is used around the world including Hungary, Mali, Ireland, Kenya.  Know can use words to learn rhythm patterns.  **Human body (y3)**  Know music can be structured in call and response and Binary form (two contrasting sections).  Know word rhythms can create musical patterns.  **Environment (y4)**  Timbre (sound qualities) can be used in descriptive ways.  Songs can be accompanied by Drones and Ostinati.  **Food and drink (y4)**  Know we can match sequences of sound to visual sequences.  Know we can use word rhythms to make music using sequences and layers.  **Life cycle (y5)**  Know that pitch can be notated in staff notation.  Know that singers can use a range of vocal techniques.  Know music can be made up of layers that create different textures.  **Technology**  Know that we can use technology to:  - Create layered textures  - manipulate voices  - Structure music in sections  - Use pentatonic scale | **Environment (y3)**  Know how to use my voice to make different sound qualities: timbres.  Know that music can be organised in sections such as verse-chorus; Rondo form.  Know that a repeated pattern is called an ostinato.  **Sounds (y4)**  Know that instruments vibrate in different ways to make sound.  That these can be sorted into different groups – aerophone/ chordophone/ membranophone/ idiophone.  **Communication (Y4)**  Know that repeated patterns are called ostinato.  Know that ostinato can be Melodic or Rhythmic.  Know that ostinato can be layered together to make different textures.  **In the past (y3)**  I know that music started to be written down thousands of years ago.  I know that music notation can show rhythm and pitch.  I know how basic pitch notation works.  **Time (y4)**  Know that beats can be grouped together, the first one is the strongest beat, and that grouping beats is called Metre.  Know that syncopation is off-beat jazzy rhythms.  Know that music can help tell a story.  **At the movies (y5)**  Know that sound effects are used in film/ tv for narrative effect.  Know that sound effect, background music or ‘mickey mousing’ can change how we experience a visual story.  Know that changing tempo is effective at changing the narrative.  Know that music cliches can be used to create different emotions e.g. horror, comedy.  **Technology**  Know that we can use technology to:  - produce sound effects  - layer sounds for effect  - create narrative structure  - record our own sounds  - change tempo | **Communication (y3)**  Know that sounds can be represented by symbols.  Know that pitch and tempo can be used to create different effects.  **Poetry (y4)**  Know that a repeated rhythm is called an ostinato.  Know that rhythms can be written down and extra details added eg. accents.  Know we can use our voices to create rhythmic sounds in beatboxing.  Know a rap is rhythmic spoken music.  **Time (y3)**  Metre is the grouping of beats together.  Know we can layer melody on top of ostinato.  Know improvising is creating music without preparing it first.  **China (y3)**  Know that a Pentatonic scale is 5 notes, traditionally used in Chinese music.  Know that Graphic notation is a way of drawing music and can show how pitch goes up and down.  **In the past (y4)**  Know that a fanfare is introductory music to gain attention.  Dance steps can help to show the structure of music.  Graphic box scores can be used to notate rhythms.  **World Unite (y6)**  Syncopation is off beat jazzy rhythms or melody. A strong beat is needed to feel syncopation.  Pitch can be notated in different ways including staff notation.  Harmony is when different pitches are used at the same time.  **Technology**  Know that we can use technology to:  - create harmony by layering melodies  - use pentatonic scale  - create a fanfare  - layer ostinati | **Instrumental project**  Either delivered by an instrumental or music specialist or by using a combination of Recorder Magic and Skill Builder resources from the Music Express website.  By the end of the year children should know:  **Rhythm**  - can be notated using staff notation  - can be played in call- response structure  - has a metre of grouped beats, usually 2, 3 or 4  - can be syncopated  **Pitch**  - can be notated using staff notation  - can be layered to make harmony  Know that Dynamics can be written using Italian words/ letter symbols.  Know that keeping a steady internal beat when playing music helps a group stay together.    Know how to practice an instrument, how to improve their own work and how to give constructive feedback to others. |
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