

Unit 4 EYFS Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Recognise and broadly control changes in pitch using voice (2 different pitches) and movement**
- **Use voice to show different emotions through pitch**
- **Comment on and respond to recordings of own voice and changes in pitch.**
- **Follow a graphic score to create music with different pitches.**
- **Sing 2 pitches in tune**

Substantive Knowledge

- Know that composers use pitch to create different images in the listener's mind
- Recognise that technology can be used to change pitch
- Know that people and animals make differently pitched noises
- Know the meaning of the following vocabulary:

Glissando - a continuous slide (up or down) between two differently pitched notes.

Graphic score - music notation which uses shapes, symbols and/or pictures to depict the music composed/played.

Melody - the tune - notes that are played one after the other to make a tune.

Pitch - how high or low a note is.

Tempo - the speed at which a piece of music is played.

Model Music Curriculum Coverage

N/A

Unit 4 Year 1 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Identify and explain the difference between high and low pitched sounds**
- **Recognise changes in pitch when singing and listening to musical sounds**
- **Use pitch and timbre to create my own composition**
- **Represent a sound using graphic notation**
- **Comment on own and other's performances using Yr 1 vocabulary learnt**

Substantive Knowledge

- Understand the composers create different moods through pitch
- Know that everyday sounds and instruments can be sorted by high and low pitch
- Begin to understand that dot notation can be used to notate differences in pitch
- Know the meaning of the following vocabulary:

Cuckoo interval – a pitch pattern sounding like a cuckoo call (2 notes high to low)

Dot notation - dots used to represent notes (pitch or duration)

Dynamics - How loudly or softly to play a part or piece of music

Interval - The difference in pitch between 2 sounds

Graphic symbol - an image suggesting how an instrument could be played

Pitch - How high or low a note is

Pitch-match - sing the same pitch as the leader

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

Tempo - the speed at which a piece of music is played

Timbre - The quality of sound e.g. soft, dull

Model Music Curriculum Coverage

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing simple songs with a very small range.
- Create musical sound effects and short sequences of sounds in response to stimuli
- Follow pictures and symbols to guide singing and playing.
- Explore percussion sounds to enhance storytelling

Unit 4 Year 2 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- Respond to the musical stimulus, considering appropriate pitch choices for composition.
- Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance
- Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.
- Use graphic notation to show pitch, rhythm and volume and perform from the score
- Comment on own and other people's performances using Yr 2 vocabulary learnt

Substantive Knowledge

- Know that there are musical symbols for getting louder and quieter
- Understand that dot notation can be used to notate differences in pitch
- Know the meaning of the following vocabulary:

Conductor - the person directing a musical performance

Crescendo – Italian for “growing louder” with volume

Diminuendo (decrescendo) – Italian for “diminishing”, meaning to “grow softer” with volume

Dynamics – How loudly or softly to play a part or piece of music

Graphic notation – using non standard symbols to represent written music

Pitch – how high or low a note is

Pitch match – sing the same pitches as the leader

Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music. This is also known as the beat.

Rhythm – the pattern of syllables or sounds played through time

Score – a written form of a musical composition showing all the instrumental/ vocal parts

Tempo – the speed at which a piece of music is played

Volume – how loud or quiet a sound is.

Model Music Curriculum Coverage links

- Use graphic symbols to keep a record of composed pieces.
- Know the meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions.
- Recognise dot notation and match it to 3-note tunes played on tuned percussion.
- Create music in response to a non-musical stimulus
- Use stick notation to keep a record of composed pieces
- Create rhythms using word patterns as a starting point

Unit 4 Year 3 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Create simple rhythmic patterns, melodies and accompaniments**
- **Show good awareness of pitch matching when singing**
- **Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range**
- **Comment on own and other people's performances using Yr 3 vocabulary learnt**

Substantive Knowledge

- Understand how the size of an instrument can relate to the pitch range
- Know that motifs are a way of representing moods or characters
- Know the meaning of the following vocabulary:

Dynamics - How loudly or softly to play a part or piece of music

Graphic notation - using non-standard symbols to represent written music

Harmony - A musical effect created by a combination of tones or arrangement of multiple parts

Interval - The difference in pitch between 2 sounds

Lyrics - the words of a song

Melody - A group of notes played one after another to make a tune (a melody)

Motif - A short 'musical idea' representing a mood or character in a piece of music

Octave - a distance of eight notes (eg. A-B-C-D-E-F-G-A')

Ostinato - A repeated musical phrase or rhythm

Pentatonic - A five note musical scale

Pitch - How high or low a note is

Pitch match - sing the same pitches as the leader

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music. This is also known as the beat.

Rhythm - A pattern of sounds played through time, formed by a series of notes.

Rondo - Music composed in a set pattern of sections. The main initial musical theme alternates with contrasting musical sections and is often represented as **A-B-A-C-A-D-A**.

Round - A composition where each singer/instrumentalist performs the same melody starting at different times.

Staff - A set of 5 horizontal lines and 4 spaces that each represent a different musical pitch

Structure - The layout of a piece of music which can usually be divided into sections

Tempo - the speed at which a piece of music is played

Texture - The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound.

Timbre - The quality or 'colour' of sound that make one voice or instrument different from another

Model Music Curriculum Coverage links

- Structure musical ideas (e.g. using echo or question and answer phrases)
- Individually copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow, including question-and-answer phrases
- Perform forte and piano, loud and soft.
- Structure ideas to create music with a beginning, middle and end and compose to different stimuli
- Invent short 'on-the-spot' responses using a limited note-range.
- Play tuned percussion or a melodic instrument and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups.
- Begin to understand the staff, lines and spaces, and clef.
- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Perform actions confidently and in time to a range of action songs

Unit 4 Year 4 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- **Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range**
- **Create simple melodies containing rhythmic patterns and use accompaniments**
- **Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.**
- **Comment on own and other's performances using Yr 4 vocabulary learnt**

Substantive Knowledge

- Understand some musical devices used to create mood
- Know the meaning of some dynamics symbols eg. (*p*, *pp*, *f*, *ff*, *<*, *>*)
- Know the meaning of the following vocabulary:

Chord - Two or more notes played together to achieve harmony.

Dynamics – How loudly or softly to play a part or piece of music

Harmony - The sound of two or more notes played simultaneously

Legato - Played smoothly - the opposite of 'staccato'

Major - A simple major scale can be played using all the white notes on the piano starting and ending on C. An example major chord is C-E-G and music in major keys is said to sound happy.

Minor - A simple minor scale can be played from A to A on a keyboard. An example minor chord is A-C-E and music in minor keys is said to sound sad.

Octave - The distance between one note (eg. C) and the next note of the same pitch name 8 notes apart.

Ostinato - A repeated musical phrase or rhythm

Phrase - A 'musical sentence' created by a series of notes which sounds complete even when played alone

Pitch - How high or low a note is

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music. This is also known as the beat.

Rhythm – A pattern of sounds played through time, formed by a series of notes.

Scale - An ordered sequence of notes in either ascending or descending order

Staccato - Short and spiky, the opposite of Legato.

Tempo - The speed at which a piece of music is played

Texture - The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound.

Timbre - The quality or 'colour' of sound that make one voice or instrument different from another

Triad - A 3 note chord often made of notes 1, 3 and 5, eg. C-E-G.

Model Music Curriculum Coverage links

- Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching my voice accurately
- Explore developing knowledge of musical components by composing music to create a specific mood
- Capture and record creative ideas using graphic symbols
- Understand major and minor chords and how they are used
- Read and perform pitch notation within a defined range.
- Improvise on a limited range of pitches on the instrument I am learning, making use of musical features including smooth (legato) and detached (staccato)

Unit 4 Year 5 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance**
- **Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.**
- **Play from standard pitch notation in the treble clef.**
- **Begin to use a variety of musical devices and techniques when creating and making music**
- **Comment on own and other people's performances using Yr 5 vocabulary learnt**

Substantive Knowledge

- Know about the pitch qualities of different instruments and how this can relate to their size
- Know the families of the orchestra
- Know the difference between a major and minor key
- Know the difference between a Pentatonic major scale or a Pentatonic minor scale
- Begin to know treble clef pitch notation for a full octave (C-C')
- Know the meaning of the following vocabulary:

Chord - A group of notes which sound at the same time

Crotchet - a 1 beat note

Dynamics – How loudly or softly to play a part or piece of music

Harmony - The sound of two or more notes played simultaneously

Improvise – to create or invent music in real time (on the spot)

Interval - The difference in pitch between 2 sounds

Major - A simple major scale can be played using all of the white notes on the piano starting and ending on C. An example major chord is C-E-G and music in major keys is said to sound happy.

Minor - A simple minor scale can be played from A to A on a keyboard. An example minor chord is A-C-E and music in minor keys is said to sound sad.

Melodic phrase - A 'musical sentence' created by a series of notes which sounds complete even when played alone

Minim – a 2 beat note

Minimalist music - Music that has limited or minimal musical materials or ideas featuring lots of repetition

Motif - A short musical 'idea' representing a mood or character in a piece of music

Ostinato - A repeated musical phrase or rhythm

Paired quavers – two quavers, half a beat each which together equals 1 beat

Pentatonic - A scale with 5 notes eg. C-D-E-G-A that is very common in folk music and traditional music from around the world.

Pitch - How high or low a note is

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music. This is also known as the beat.

Rhythm - The pattern of syllables or sounds played through time, formed by a series of notes.

Tempo - the speed at which a piece of music is played

Tone - A musical or vocal sound characterised by its pitch, quality, and strength.

Treble clef - This sign is placed on the staff at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces

Scale - An ordered sequence of notes in either ascending or descending order

Semibreve - A 4 beat note

Semiquaver - a note worth $\frac{1}{4}$ of a beat so 4 played together equal a crotchet beat

Semitone - Half a tone (the smallest interval in Western Classical music)

Texture - The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound.

Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another.

Model Music Curriculum Coverage links

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
- Improvise freely, developing sense of shape and character, using tuned percussion and melodic instruments.
- Capture and record creative ideas using staff notation.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies
- Perform simple, chordal accompaniments to familiar songs
- Enhance work with rhythmic or chordal accompaniment.
- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance including observing phrasing, accurate pitching and appropriate style.
- Use chords to compose music to evoke a specific atmosphere, mood or environment.

Unit 4 Year 6 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.**
- **Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies**
- **Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.**
- **Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.**
- **Comment on own and other's performances using Yr 6 vocabulary learnt**

Substantive Knowledge

- Know the meaning of all of these dynamics symbols (*p*, *pp*, *f*, *ff*, *<*, *>*)
- Describe features of a fanfare
- Describe some different scales / musical devices used for pitch (eg. pentatonic, major / minor, chromatic, dissonant, arpeggios, chords)
- Know the meaning of the following vocabulary:

Arpeggio - A type of broken chord, using notes 1,3,5 and 8 from a scale played one after another, ascending or descending

Chord - A group of notes which sound at the same time

Chromatic – a scale that uses all 12 pitches found in Western music

Dissonance – lacking in harmony, harsh sounding

Dynamics - How loudly or softly to play a part or piece of music

Genre – The style of music

Graphic notation - using non- standard symbols to represent written music

Harmony - The sound of two or more notes played simultaneously

Improvise - Composing music while performing it without notation

Interval - The difference in pitch between 2 sounds

Melodic phrase – A 'musical sentence' created by a series of notes which sounds complete even when played alone

Motif - A short musical 'idea' representing a mood or character in a piece of music

Ostinato - A repeated musical phrase or rhythm

Pitch - How high or low a note is

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music. This is also known as the beat.

Rhythm - The pattern of syllables or sounds played through time, formed by a series of notes

Round - A song in which singers perform the same melody but at staggered starting points, producing overlapping harmony.

Scale - An ordered sequence of notes in either ascending or descending order

Semitone - Half a tone (the smallest interval in Western Classical music)

Tempo - the speed at which a piece of music is played

Texture - The way that pitch and rhythm are combined in a piece of music which determines the overall quality of the sound.

Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another

Tone cluster - A group of notes close together played at the same time resulting in a dissonant sound

Model Music Curriculum Coverage links

- Continue to sing three- and four-part rounds or partner songs whilst positioned randomly within the group to develop greater listening skills, balance between parts and vocal independence.
- Enhance composed melodies with rhythmic or chordal accompaniment.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Accompany melody using block chords or a bass line
- Make decisions about dynamic range
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen

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