

Unit 3 EYFS Progression of skills and knowledge

Key Learning Objectives
 (Disciplinary Knowledge)

- Explore rhythm through play
- Begin to use pictures and images to represent sounds
- Keep a steady pulse with some accuracy while playing
- Begin to recognise changes in tempo
- Comment on own and other people's performances

Substantive Knowledge

- Begin to understand that rhythm can link to syllables and words
- Understand that rhythm is different to pulse
- Understand that symbols or pictures can be used as graphic notation to record musical ideas.
- Know the meaning of the following vocabulary:

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

Ostinato - a repeated musical phrase or rhythm

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

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

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

Model Music Curriculum Coverage

N/A

Unit 3 Year 1 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Play along to the pulse and maintain a steady tempo**
- **Confidently copy given rhythms**
- **Demonstrate and explain the difference between pulse and rhythm**
- **Use graphic notation to record rhythms**
- **Perform as part of a group and play rhythms in time**
- **Comment on own and other people's performances using Yr 1 vocabulary learnt**

Substantive Knowledge

- Understand the difference between rhythm and pulse
- Know that graphic notation is a way of notating rhythm
- 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

Ostinato - a repeated musical phrase or rhythm

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

Rest - A moment of silence in music. Put in place of notes.

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

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

Model Music Curriculum Coverage

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
- Sing simple songs with a very small range, mi-so and then slightly wider, including pentatonic songs
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Respond to the pulse in recorded/live music through movement and dance
- Use body percussion, and classroom percussion to play repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat.
- Perform short copycat rhythm patterns accurately led by my teacher.
- Perform short repeating rhythm patterns while keeping in time with a steady beat.
- Recognise how graphic notation can represent created sounds.
- Use patterns on tuned instruments to maintain a steady beat.

Unit 3 Year 2 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- **Recognise rhythmic patterns found in speech and songs**
- **Demonstrate the difference between pulse and rhythm through physical movement, playing and singing**
- **Perform with a good sense of pulse and rhythm**
- **Use stick notation to record rhythms**
- **Comment on own and other people's performances using Yr 2 vocabulary learnt**

Substantive Knowledge

- Know that a 'March' is usually in 2/4 time which means 2 beats to a bar
- Know what stick notation represents
- Understand the difference between rhythm and pulse
- Know the meaning of the following vocabulary:

Crotchet- a 1 beat note

Lyrics – the words to a song

Ostinato- a repeated musical phrase or rhythm

Paired quavers- 2 half beat notes, which together make 1 beat

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

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

Stick notation- a method of recording rhythm

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

Timbre- the quality of sound that makes one voice or instrument differ from another.

Model Music Curriculum Coverage links

- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Sing songs with a small pitch range, pitching accurately.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Create rhythms using word phrases as a starting point
- Identify the beat groupings in familiar music that they sing regularly and listen to.

Unit 3 Year 3 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- **Play rhythms from graphic notation or simple standard notation**
- **Play rhythms confidently while maintaining a consistent pulse**
- **Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.**
- **Take part in a performance, following musical signals and maintain a strong sense of pulse**
- **Comment on own and other people's performances using Yr 3 vocabulary learnt**

Substantive Knowledge

- Begin to know the difference between rhythms on the beat and rhythms off the beat (syncopated)
- Know standard notation for crotchets, paired quavers and crotchet rests
- Know the meaning of the following vocabulary:

Crotchet - a 1 beat note

Crotchet rest - a 1 beat rest

Dynamics - the volume of sound

Graphic Notation – using non-standard symbols to represent written music

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

Internalise - to 'hear' the music in time in your head

Ostinato – A repeated musical phrase or rhythm

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

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

Phrase – A series of notes that sound complete even when played apart from the main song.

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

Syncopated rhythm - on the off-beat

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.

Model Music Curriculum Coverage links

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Improvise (using my voice, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), and invent short 'on-the-spot' responses using a limited note-range.
- Begin to understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Unit 3 Year 4 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Create and perform different rhythms and play them confidently within a set structure.**
- **Confidently maintain an independent part while playing an instrument in a small group**
- **Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse**
- **Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.**
- **Comment on own and other people's performances using Yr 4 vocabulary learnt**

Substantive Knowledge

- Understand the differences between minims, crotchets, paired quavers and rests
- Recognise that music can be created entirely through body percussion and vocal sounds
- Know the meaning of the following vocabulary:

Canon - A piece in which two or more parts play the same musical idea at different times

Crotchet - a 1 beat note

Crotchet rest - a 1 beat rest

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

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

Improvise - Composing music while performing it without notation

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

Minim - a 2 beat note

Ostinato - A repeated musical phrase or rhythm

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

Pentatonic scale - a 5 note scale consisting of the 1st, 2nd, 3rd, 5th and 6th notes of a scale. Eg. C, D, E, G, A.

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

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.

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

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

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

Model Music Curriculum Coverage links

- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- Capture and record creative ideas using graphic symbols / rhythm notation
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches
- Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars
- Understand the differences between minims, crotchets, paired quavers and rests

Unit 3 Year 5 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- Use a variety of timbres and techniques when creating and playing music
- Use and respond to basic musical symbols including standard notation
- Create and play contrasting rhythms within a range of time signatures
- Maintain a rhythmic part in a group performance with an awareness of structure.
- Comment on own and other people's performances using Yr 5 vocabulary learnt

Substantive Knowledge

- Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Know how time signatures change the beats per bar, recognising the differences between 2/4, 3/4 and 4/4 time signatures
- Begin to know treble clef pitch notation for a full octave (C-C')
- Know the meaning of the following vocabulary:

Bar - A segment of time corresponding to a specific number of beats marked in the music by vertical 'bar lines' to group them together

Crotchet - A 1 beat note

Genre - The style of music

Melody - the tune

Minim - A 2 beat note

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.

Quaver - A symbol and musical measurement of time representing 1/2 a beat (paired quavers = 1 beat)

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

Semibreve - A 4 beat note

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

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

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

Texture - described as 'thin' or 'thick' depending on how many different layers of sounds you can hear

Time Signature - Two numbers written like a fraction at the start of a piece to explain how the music is to be counted. The top number denotes the number of beats (pulses) and the bottom number denotes the type of beat

Model Music Curriculum Coverage links

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures
- Read and perform pitch notation within an octave (e.g. C-C'/do-do)
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Unit 3 Year 6 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- Use a variety of musical devices, including contrasting timbres and textures when creating and playing music
- Read, play and identify short passages of rhythms using standard notation.
- Interpret a graphic score and use it to perform.
- Confidently maintain a part in a group performance including a variety of rhythms
- Comment on own and other people's performances using Yr 6 vocabulary learnt

Substantive Knowledge

Know that a groove can form the basis over which improvisations can be tried out

Know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.

Know how a piece of music can be structured into ternary form

Recognise how instruments can be played in different ways to create different timbres

Know the meaning of the following vocabulary:

Crotchet - A symbol and musical measurement of time representing 1 beat

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

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

Groove - Persistent repeated units, giving a feel of swing or togetherness.

Improvise - Composing music while performing it without notation

Melody – the tune

Minim - A symbol and musical measurement of time representing 2 beats

Ostinato - A repeated musical phrase or rhythm

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

Quaver - A symbol and musical measurement of time representing 1/2 a beat (paired quavers = 1 beat)

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

Semiquaver - A note worth 1/4 a beat

Semibreve - A note worth 4 beats

Standard notation – notation on a staff

Syncopation - Playing on the off-beat

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

Ternary form - Music composed in three sections, often referred to as 'sandwich' music, illustrating that the outer sections are the same with a contrasting middle section

Texture – The way that pitch and rhythm are combined in a piece of music which determines the overall quality of 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, quavers and semiquavers, and their equivalent rests.
- Capture and record creative ideas using graphic symbols
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Extend improvised rhythms beyond 8 beats over a fixed groove, creating a satisfying shape.
- Read and play from notation a four-bar phrase, confidently identifying durations
- Create music with multiple sections that include repetition and contrast.

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