

Bradfield Primary School – Music Knowledge Progression Document



Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing		<p>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.</p> <p>Year R/1/2 Production My Musical Heartbeat Dance, Sing, Play</p>	<p>A melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression.</p> <p>Year R/1/2 Production ChOur big concert!</p>	<p>The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.</p> <p>Year 3/4 Production Opening night</p>	<p>Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.</p> <p>Year 3/4 Production The Show Must Go On!</p>	<p>Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody.</p> <p>Year 5/6 Production Melody and Harmony in Music</p>	<p>Gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).</p> <p>Year 5/6 Production Developing Ensemble Skills Farewell Tour</p>



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Performance		<p>A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other</p> <p>Year 1/2 Production Charanga: Dance, Sing, Play Lets perform together!</p>	<p>Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics.</p> <p>Year 1/2 Production Charanga Playing in an orchestra Exploring improvisation Our big concert!</p>	<p>Control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score.</p> <p>Year 3/4 Production Charanga: Playing in a band Opening night</p>	<p>Identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as *p* or *f* will increase the accuracy, fluency, control and expression of a performance.</p> <p>Year 3/4 Production Charanga: Compose with your friends</p>	<p>Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.</p> <p>Year 5/6 Production Charanga: Battle of the bands!</p>	<p>Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.</p> <p>Year 5/6 Production Charanga: Developing Ensemble Skills</p>



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Pulse and Rhythm	<p>Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm.</p> <p>Percussion instruments</p>	<p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.</p> <p>My Musical Heartbeat Pulse, Rhyme, Pitch</p>	<p>A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.</p> <p>Pulse, rhythm, pitch</p>	<p>Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted.</p> <p>Explore Feelings when you play Instrumental Tuition</p>	<p>One type of rhythmic pattern is an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern.</p> <p>Musical Structures Instrumental Tuition</p>	<p>An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness).</p> <p>Sing and Play in Different Styles</p>	<p>Pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves.</p> <p>Sing and Play in Different Styles</p>



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Composition	<p>The different sounds that instruments make can be used to represent feelings, images or stories.</p> <p>Glockenspiels Untuned/tuned Instruments</p>	<p>Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.</p> <p>Ocarinas Untuned/tuned Instruments Writing Music Down Exploring Sounds Having fun with improvisation</p>	<p>Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music.</p> <p>Ocarinas Untuned/tuned Instruments Playing in an orchestra Inventing a musical story Recognising different sounds</p>	<p>Sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation.</p> <p>Glockenspiels Writing music down Compose using your imagination</p>	<p>Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of musical notation.</p> <p>Glockenspiels Compose with your friends Feelings through Music</p>	<p>Effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics.</p> <p>Recorders Composing and Chords</p>	<p>A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*.</p> <p>Recorders Creative Composition</p>



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Notation	<p>Pictures and symbols can represent the sounds that instruments make.</p> <p>Percussion instruments</p>	<p>Musical notes and symbols have meaning and can be read by musicians when they play.</p> <p>Writing Music Down</p>	<p>Notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats.</p> <p>Playing in an orchestra Inventing a musical story Recognising different sounds</p>	<p>In musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes.</p> <p>Instrumental Tuition Writing music down Compose using your imagination</p>	<p>Musical notation symbols for dynamics, such as *pp, p, mp, mf, f* and *ff*, tell musicians how loudly or quietly they should play. Piano (*p*) means that the music should be played quietly. Forte (*f*) means that the music should be played loudly.</p> <p>Instrumental Tuition Exploring feelings when you play</p>	<p>In musical notation, time signatures tell musicians how many beats are in a bar. For example the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers, four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats</p> <p>Enjoying Musical Styles Composing and Chords</p>	<p>Features of musical notation include staves, time signatures, bar lines, notes, rests and dynamic markings.</p> <p>Musical Styles Connect Us</p>



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Music Appreciation		<p>Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>A motif in music is a short musical idea that is repeated and developed throughout a piece.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>



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Listening	<p>Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the feelings that the music engenders, such as happiness, anger or fear.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft).</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).]</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and sounds that they can create, to replicate and represent objects, animals, mood and feelings.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>	<p>Genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance.</p> <p>Whole School Focus: Aut Renaissance and Baroque Spr: Classical and Romantic Sum : 20thand 21st Century music World Music</p>



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