

MUSIC PROGRESSION OF KNOWLEDGE (INTER-RELATED DIMENSIONS OF MUSIC)



KS1

	EYFS	Year 1	Year 2
Pulse	<ul style="list-style-type: none"> * Keep a steady pulse in a group and clap along with nursery rhymes. 	<ul style="list-style-type: none"> * Show that you can keep a steady pulse by moving to the beat of music and playing instruments along with the pulse. 	<ul style="list-style-type: none"> * Feel and mark the pulse in different ways using the voice, body (tap knees) and percussion. * Separate rhythm and pulse – ie mark the pulse whilst another group taps the rhythm of a song.
Rhythm	<ul style="list-style-type: none"> * Echo and clap back simple rhythm patterns. 	<ul style="list-style-type: none"> * Be able to clap simple rhythms together in a group and start to improvise their own patterns. 	<ul style="list-style-type: none"> * aurally recognize different rhythm patterns – Forbidden rhythm game. * Recognise call and response rhythms and improvise their own. * create their own 4 beat rhythm pattern
Pitch	<ul style="list-style-type: none"> * To understand what high and low notes are 	<ul style="list-style-type: none"> * To understand that pitch means how high or low a note sounds. *To understand that ‘tuned’ instruments play more than one pitch of notes. 	<ul style="list-style-type: none"> *.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.
Tempo	<ul style="list-style-type: none"> * Recognise that music is fast or slow. * To understand that we can match our body movements to the speed (tempo) or pulse(beat) of the music. 	<ul style="list-style-type: none"> * Know that tempo is the speed of the music and differentiate between slow(adagio), moderato (walking speed) and presto (fast) * 	<ul style="list-style-type: none"> * To understand that the tempo of a musical phrase can be changed to achieve a different effect. * To describe tempo changes using some Italian terms such as adagio, presto, accelerando.
Dynamics	<ul style="list-style-type: none"> *To understand that instruments can be played loudly or softly. 	<ul style="list-style-type: none"> * To be able to identify changes in dynamics in music – ie loud to soft and describe any gradual changes ie crescendo *. To understand that changes in dynamics can change the mood of the music. 	<ul style="list-style-type: none"> * To know that dynamics can change the effect a sound has on an audience. * Explore changes in dynamics on a variety of percussion instruments

Timbre	*To know that different instruments can sound like a particular character.	* To know that my voice can create different sounds (timbres) to help tell a story and illustrate a song.	* To know that musical instruments can be used to create 'real-life' sound effects. * To understand that an instrument can be matched to a character or animal noise based on its timbre.
Structure	*To recognise the chorus in a familiar song.	*To know that a piece of music can have more than one section – a verse and a chorus.	*To describe a simple structural pattern in a song ie repeated chorus or verse
Texture	*To know that songs can have an instrument playing along with the melody.(ie piano, guitar)	*To know that music often has more than one instrument or voice playing / singing at the same time.	*To know that a graphic score can show a picture of layers of sound in a piece of music.
Notation	*To know that signals can tell us when to start or stop playing.	*To understand that music can be represented by pictures, symbols or simple staff notation. - crotchet, quavers, rest.	*To read, clap and play simple rhythm patterns that are notated with crotchets, quavers, rest and minims. *To know that 'notation' means writing music down and create their own little rhythm pattern so that someone else can play it.