

Baydon St Nicholas CE VA Primary School Music Knowledge Progression

Know ledge	Listening and evaluating	Creating Sound	Notation	Improving and Composing	Performing	Inter-related dimensions
KS1	- Appraising music - To recognise and name at least three different instruments. - To know that sections of music can be described as fast or slow and the meaning of these terms. - To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. - To know that sounds within music can be described as high or low sounds and the meaning of these terms. - To know that pitch is the term used to refer to high and low sounds within music. - To know rhythm is a pattern of sounds made up of long and short notes. - Musical context - To know that music from different places and times can sound different.	N/A	Understanding notation To know that notation is read from left to right. Representing pitch To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Representing rhythm To know that pictorial representations of rhythm show sounds and rests.	N/A	N/A	Dynamics To know that 'loud' and 'quiet' describe the volume of music. Rhythm To know that rhythm is a pattern of sounds made up of long and short notes. Structure To know that some parts of music can repeat. Melody (including pitch) To know that pitch describes how high or low a sound is. Instrumentation To know that instruments can be recognised by their sound and appearance. Tempo To know that tempo describes the speed of music. Harmony N/A
Year 3 & 4	- Appraising music - To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics. - To know that rhythm is created by combining sounds of different durations (e.g. crotchet = 1 beat, minim = 2 beats; long/longer, short/shorter). - To know that contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting. - Musical context - To know that music can be classified or 'sorted' in different ways (e.g. genre, culture, historical period, instrument/technique, purpose and mood). - To know that the way music is produced and shared has changed over time (e.g. music technology). - To know that music from different cultures and time periods sound different because of their musical features (e.g. improvised or composed, types of instruments used).	N/A	Understanding notation To know that notation can be used to write down music that has been created. To know that notation can help musicians play music created by someone else. To know that musical ideas can be written down in a variety of ways (e.g. using the stave, graphic score or technology). To know that staff notation is a commonly used system for writing music. Representing pitch To know that each position on the stave represents a different note name. To know that when notes move step by step up or down the stave the pitch becomes higher or lower. To know that there are different ways to represent getting higher, getting lower or staying the same (e.g. drawing a mountain shape to represent pitch). Representing rhythm To know that the shape of a note shows how long a sound should last. To know that a crotchet is a note that lasts for one beat. To know that a minim is a note that lasts for two beats. To know that a quaver is a note that lasts for half a beat (a pair of quavers = one beat). To know that a crotchet rest lasts for one beat. To know that a minim rest lasts for two beats.	N/A	N/A	Dynamics To know that dynamics describe the volume of music and can change within a piece. Rhythm To know that rhythms can repeat or change to create patterns in music. Structure To know that music can be organised into sections such as 'beginning', 'middle' and 'end'. Melody (including pitch) To know that melodies are made from a sequence of pitches that move higher, lower or stay the same. Instrumentation To know that instruments belong to families and can have different roles in a piece of music. Tempo To know that tempo can change within a piece of music, becoming faster or slower. Harmony To know that harmony is created when two or more different notes are played together.

Know ledge	Listening and evaluating	Creating Sound	Notation	Improving and Composing	Performing	Inter-related dimensions
Year 5 & 6	Appraising music To know that composers choose musical elements (e.g. tempo, dynamics and instrumentation) to create particular effects or moods. To know a range of instruments and understand the roles they play within a piece of music. To know that different styles of music follow different structure (e.g. pop music often follows a verse-chorus structure, Western Classical may use a theme and variation structure). To know that contrast is created by changing elements, such as dynamics, tempo or instruments. Musical context To know that new musical styles are always developing, often inspired by existing styles (e.g. blues influencing popular music). To know that advancements in musical technology can lead to new genres of music (e.g. EDM). To know that music is shaped by historical and social influence (e.g. rap, samba).	N/A	- Understanding notation - To know that musicians use different types of notation for different purposes. - To know that in staff notation a note shows both the pitch of a sound and its duration. - To know that symbols and markings can give performers information about how music should be played, such as tempo or dynamics. - Representing pitch - To know that middle C sits on a small line just below the staff and can help musicians work out nearby notes. - Representing rhythm - To know that a semibreve lasts for four beats. - To know that a quaver rest represents a silence lasting for half a beat.	N/A	N/A	Dynamics To know that changes in dynamics (e.g. crescendo and decrescendo) can create contrast or mood. Rhythm To know that rhythms can be organised into bars and different time signatures. Structure To know that musical styles often follow particular structures (e.g. verse-chorus, theme and variation). Melody (including pitch) To know that melodic ideas can be repeated, developed or varied. Instrumentation To know that composers choose different instruments to create particular musical effects. Tempo To know that composers use changes in tempo to create contrast, tension or excitement in music. Harmony To know that chords and harmony support melody and add depth to music.