

Unit 5 EYFS Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Comment and respond to recordings of own voice and other classroom sounds.**
- **Record sounds using technology and use the sounds in songs.**
- **Use graphic symbols to help remember sections of songs.**
- **Begin to make comments about own and other's performances.**

Substantive Knowledge

- Understand that technology can be used to capture and alter sounds
- Understand that symbols or pictures can be used as graphic notation to record musical ideas.
- Know the meaning of the following vocabulary:

Audio recording - Making a recording of sound

Graphic score - the representation of music through the use of visual symbols

Melody - the tune

Music technology - Using an electronic device or equipment to make music

Pitch - how high or low a note is

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

Verse - a section of a song where the tune stays the same but the words change each time

Model Music Curriculum Coverage

N/A

Unit 5 Year 1 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Demonstrate an understanding of simple musical structure**
- **Use technology to create and change sounds**
- **Comment on own and other people's performances using Yr 1 vocabulary learnt**

Substantive Knowledge

- Understand that technology can be used to capture and alter sounds and enhance live music making
- Understand that symbols or pictures can be used as graphic notation to record musical ideas.
- Understand the structure of call and response songs
- Know the meaning of the following vocabulary:

Audio recording – make a recording of sound

Call and response - Two distinct phrases, where the second phrase is heard as a direct response to the first.

Dynamics - the volume of sound

Graphic score - the representation of music through the use of visual symbols

Lyrics - the words to a song

Music technology - Using an electronic device or equipment to make music

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

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

Verse - a section of a song where the tune stays the same but the words change each time

Model Music Curriculum Coverage

- Sing a wide range of call and response songs to control vocal pitch and match the pitch I hear with accuracy.
- Recognise how graphic notation can represent created sounds
- Create musical sound effects and short sequences of sounds in response to stimuli
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Unit 5 Year 2 Progression of skills and knowledge

**Key Learning Objectives
(Disciplinary Knowledge)**

- Listen to, and make observations about, a variety of live and recorded music
- Experiment changing and combining sounds through technology
- Create and perform simple rhythms following a given structure
- Comment on own and other people's performances using Yr 2 vocabulary learnt

Substantive Knowledge

- Understand verse/ chorus structures
- Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making
- Know that stick notation can be used to record rhythms
- Know the meaning of the following vocabulary:

Audio recording – make a recording of sound

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

Call and response - Two distinct phrases, where the second phrase is heard as a direct response to the first.

Dynamics - the volume of sound

Music technology - Using an electronic device or equipment to make music

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

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

Texture – how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

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.
- Use music technology to capture, change and combine sounds.
- Identify the beat groupings in familiar music that they sing regularly and listen to.
- Create and perform my own chanted rhythm patterns with stick notation.

Unit 5 Year 3 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- Listen to and use features of music from other traditions, genres and times
- Compose following the basic sections of song structure
- Use technology to create, change and combine sounds
- Comment on own and other people's performances using Yr 3 vocabulary learnt

Substantive Knowledge

- Begin to know what basic song structure looks like
- Understand that different software programmes and apps can be combined to capture and alter sounds and enhance live music making
- Know the meaning of the following vocabulary:

Audio recording – make a recording of sound

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

Intro - A song introduction, or 'intro' for short, is the first part of song structure.

Lyrics – the words to a song

Music technology - Using an electronic device or equipment to make music

Outro – the section that ends a song. The last part of song structure.

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

Song structure – the arrangement of a song, typically in sections

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

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.
- Begin to understand the differences between crotchets and paired quavers.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end and compose to different stimuli.
- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so tunefully and with expression
- Perform actions confidently and in time to a range of action songs.

Unit 5 Year 4 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Recognise, respond and use multiple sections within song structure**
- **Use voice, sounds, technology and instruments in creative ways**
- **Comment on my own and other people's performances using Yr 4 vocabulary learnt**

Substantive Knowledge

- Know what song structure looks like
- Understand that letters can be used to represent each different section of song structure
- Know that a range of audio effects can be used to enhance music
- Know the meaning of the following vocabulary:

Audio effects – effects used to alter the character and sound of an instrument or audio loop

Audio recording – make a recording of sound

Bridge – A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to.

Crotchet - a 1 beat note

Delay – echo

Intro - A song introduction, or 'intro' for short, is the first part of song structure.

Loops – a repeating section of sound

Lyrics – the words to a song

Minim- a 2 beat note

Music technology - Using an electronic device or equipment to make music

Outro – the section that ends a song. The last part of song structure.

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 in a piece of music

Reverb- an electronically produced echo effect in live and recorded music.

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

Song structure – the arrangement of a song, typically in sections

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

Texture- how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage links

- Understand the differences between minims, crotchets, paired quavers and rests.
- 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 any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
- Begin to make compositional decisions about the overall structure of improvisations.
- Learn the basic skills of a selected musical software
- Explore developing knowledge of musical components by composing music to create a specific mood

Unit 5 Year 5 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Use and identify key features of basic musical structure**
- **Use some musical devices when creating and playing music using voice, sounds, technology and instruments**
- **Comment on own and other people's performances using Yr 5 vocabulary learnt**

Substantive Knowledge

- Know what song structure looks like
- Understand that letters can be used to represent each different section of song structure
- Know that a range of audio effects can be used to enhance music in Bandlab
- Know the meaning of the following vocabulary:

Audio effects – effects used to alter the character and sound of an instrument or audio loop

Audio recording – make a recording of sound

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

Bridge – A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to.

Crotchet - a 1 beat note

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

Intro - A song introduction, or 'intro' for short, is the first part of song structure.

Key Signature – a visual symbol printed on a musical stave that indicates what key a section of music is written in (eg. The key of C)

Loops – a repeating section of sound

Lyrics – the words to a song

Music technology - Using an electronic device or equipment to make music

Outro – the section that ends a song. The last part of song structure.

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 in a piece of music

Rap - a musical form of vocal delivery that uses rhyme, rhythmic speech, and everyday speech

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

Song structure – the arrangement of a song, typically in sections

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

Texture- how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the Verse will change words but the chorus will stay the same

Model Music Curriculum Coverage links

- Work with a partner to compose a short ternary piece.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- 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.
- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Experiment with using a wider range of dynamics, including very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo forte*), and moderately quiet (*mezzo piano*).

Unit 5 Year 6 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Listen to and evaluate a variety of music from different genres, cultures and times.**
- **Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments**
- **Create music with an understanding of structure**
- **Comment on own and other people's performances using Yr 6 vocabulary learnt**

Substantive Knowledge

- Know what song structure looks like
- Understand that letters can be used to represent each different section of song structure
- Know that a range of audio effects can be used to enhance music in Bandlab
- Recognise how instruments can be played in different ways to create different timbres
- Know the meaning of the following vocabulary:

Audio effects – effects used to alter the character and sound of an instrument or audio loop

Audio recording – make a recording of sound

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

Bridge – A section in a song that changes from the original verses and chorus. A bridge does not get repeated anywhere else in the song. It is used to contrast one part of the song to another part, making it more enjoyable to listen to.

Coda - another word for an outro (section that brings the piece to an end).

Crotchet - a 1 beat note

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

Intro - A song introduction, or 'intro' for short, is the first part of song structure.

Key Signatures - a visual symbol printed on a musical staff that indicates what key a section of music is written in (eg. The key of C)

Loops – a repeating section of sound

Lyrics – the words to a song

Music technology - Using an electronic device or equipment to make music

Outro – the section that ends a song. The last part of song structure.

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

Pre-chorus - a short section that helps to transition from the verse to the full chorus of song

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

Rap - a musical form of vocal delivery that uses rhyme, rhythmic speech, and everyday speech

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

Song structure – the arrangement of a song, typically in sections

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

Texture- how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage links

- Compose a structured piece using music software/apps to create and record it and discuss how musical contrasts are achieved.
- Create music with multiple sections that include repetition and contrast
- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance whilst observing rhythm, phrasing, accurate pitching and appropriate style.
- Compose a ternary piece using music software/apps to create and record it and discuss how musical contrasts are achieved.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

