

**Unit 1 EYFS Progression of skills and knowledge**

**Key Learning Objectives**  
 (Disciplinary Knowledge)

- Imitate movements in response to music
- Keep a steady pulse with some accuracy (eg clapping, marching, tapping)
- Explore, respond and identify long and short sounds.
- Create a piece of music using long and short sounds.
- Comment on own and other people's performances.

Substantive Knowledge

- Begin to understand **pulse** as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in **tempo**.
- Begin to understand that **tempo** means how fast or slow music is
- Know that sounds can be described as short and long
- Know the meaning of the following vocabulary:

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

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

**Graphic score** - representing music through pictures or other visual symbols

**Model Music Curriculum Coverage**

N/A

**Unit 1 Year 1 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Create, explore, respond and identify long and short sounds.**
- **Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments)**
- **Create a group performance using instruments to keep the pulse or play a rhythm**
- **Comment on own and other people's performances using Yr1 vocabulary learnt**

Substantive Knowledge

- Understand **pulse** as the regular 'heartbeat of the music', knowing that this can change during a piece of music according to changes in **tempo**.
- Understand that **tempo** means how fast or slow music is and describe changes within a piece
- Begin to understand the difference between **rhythm** and **pulse**
- Know the meaning of the following vocabulary:

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

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

**Staccato** - A short, detached note

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

**Syllable** - parts/sounds in the word

**Ostinato** - a short, persistently repeated phrase

**Downbeat** - the first beat in a group of beats (a bar)

**Model Music Curriculum Coverage**

- 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
- Recognise how graphic notation can represent created sounds. Explore and invent my own symbols.
- Use body percussion, and classroom percussion to play repeated rhythm patterns to maintain a steady beat.
- Perform short repeating rhythm patterns while keeping in time with a steady beat
- Respond to the pulse in recorded/live music through movement and dance.
- Perform short copycat rhythm patterns accurately led by my teacher
- Perform word-pattern chants; create, retain and perform my own rhythm patterns.

**Unit 1 Year 2 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Play/chant with a good sense of pulse**
- **Respond to visual and aural cues**
- **Perform using graphic notation**
- **Read stick notation to represent crotchets, paired quavers and crotchet rests**
- **Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests**
- **Perform my composition as part of a group in time to the pulse**
- **Comment on own and other people's performances using Yr 2 vocabulary learnt**

Substantive Knowledge

- Understand the difference between rhythm and pulse
- Understand that tempo can change within a piece
- Begin to know that beats can be grouped together (often beats of 4 but sometimes other groupings)
- Know the stick notation for crotchets, paired quavers and a crotchet rest
- Know the meaning of the following vocabulary:

**Crotchet** – One beat/count

**Genre** – How music can be classified depending on its various distinctive elements

**Internalising words** –To hear the words in their heads without saying them out loud

**Ostinato** – A repeated musical phrase or rhythm

**Paired quavers** – Two half beat notes joined together, equivalent in length to one crotchet

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

**Rest** – Rests can be put in place of a note, signaling a pause

**Round** – a phrase/song with each group starting at staggered times

**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 links**

- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Identify the beat groupings in familiar music that they sing regularly and listen to.
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point
- 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
- Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.
- Create and perform my own chanted rhythm patterns with the same stick notation.

**Unit 1 Year 3 Progression of skills and knowledge**

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Sing and play confidently, maintaining a steady pulse**
- **Apply word chants to rhythms and link each syllable to a musical note**
- **Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests**
- **Maintain a part in a piece and respond to visual and aural cues.**
- **Comment on own and other people's performances using Yr 3 vocabulary learnt**

Substantive Knowledge

- Know the difference between rhythm and pulse
- Explain why it can be important to maintain a steady pulse
- Understand that ostinatos are used to create rhythmic patterns
- Understand the relationship between crotchets and paired quavers and the musical symbols for these and for a crotchet rest.
- Recognise that words can create rhythmic patterns
- Know the meaning of the following vocabulary:

**Crotchet-** a musical note lasting 1 beat

**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 in a piece of music

**Rest** - rests can be put in place of a note, signalling a pause.

**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

**Texture-** the 'thickness' or 'thinness' of sound in a piece of music, achieved by layering different sounds together

**Model Music Curriculum Coverage links**

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunefully and with expression. Perform forte and piano, loud and soft.
- 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.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Unit 1 Year 4 Progression of skills and knowledge

**Key Learning Objectives**  
(Disciplinary Knowledge)

- **Play confidently and fluently, maintaining a steady pulse.**
- **Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones**
- **Maintain an independent part in a small group when playing or singing (drone, ostinato, ground bass)**
- **Follow basic symbols for standard and graphic notation.**
- **Comment on own and other people's performances using Yr 4 vocabulary learnt**

Substantive Knowledge

- Know that a drone can be used to keep the pulse
- Recognise and name standard notation for crotchets, paired, quavers, crotchet rests and minims
- Understand that a pentatonic scale is built on 5 notes
- Know that ostinatos can be rhythmic or melodic
- Begin to understand that rhythms can be played on the beat or off-beat (syncopated)
- Know the meaning of the following vocabulary:

**Adagio** – At a slow speed

**Bass line / Ground bass** - A repeating bass line

**Crotchet** - A musical note lasting 1 beat

**Drone** – A sustained sound, which could be a single note or a chord.

**Internalising words** – To hear the words in your head without saying them out loud

**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** – A five note scale Eg C, D, E, G, A

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

**Rest** - Rests can be put in place of a note, signalling a pause.

**Riff** – Another word for a melodic ostinato (short repeated phrase)

**Syncopation** – Changes in rhythm where notes are accented.

**Tempo** – The speed at which a piece of music is played

**Time Signatures** - two numbers that sit on top of each other to specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat.

**Model Music Curriculum Coverage links**

- Maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time)
- Understand the differences between crotchets, paired quavers and crotchet rests.
- Perform in two or more parts (e.g. melody and accompaniment or a duet)
- Copy short melodic phrases
- Capture and record creative ideas using graphic symbols or rhythm notation
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble

**Unit 1 Year 5 Progression of skills and knowledge**

**Key Learning Objectives**

(Disciplinary Knowledge)

- **Sing / Play confidently, identifying and maintaining a strong sense of pulse.**
- **Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation.**
- **Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves.**
- **Maintain an independent part in a group with accuracy when playing.**
- **Comment on own and other people's performances using Yr 5 vocabulary learnt**

Substantive Knowledge

- Know that graphic notation can relate to standard notation
- Know the names and durations of crotchets, paired quavers, minims and semibreves
- Understand that music can be structured into blocks with differing textures
- Know the meaning of the following vocabulary:

**Crotchet** - a 1 beat note

**Crotchet rest** - a 1 beat rest

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

**Minim** - a 2 beat note

**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

**Quaver** - this note value is half of a crotchet

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

**Semibreve** - a 4 beat note

**Standard notation** - notation using symbols to represent and record music derived from Western compositions

**Structure**- how a piece of music is ordered

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

**Model Music Curriculum Coverage links**

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Capture and record creative ideas using graphic symbols
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

## Unit 1 Year 6 Progression of skills and knowledge

### Key Learning Objectives

(Disciplinary Knowledge)

- Sing / Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.
- Play in regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings.
- Maintain an independent part in a group when singing or playing with an awareness of other parts / performers.
- Follow staff and other notations through singing and playing short passages of music.
- Comment on own and other people's performances using Yr 6 vocabulary learnt
- Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

### Substantive Knowledge

- Know that beats can be played in irregular groupings and that the time signature tells us the groupings
- Understand the relationship between semiquavers and other notation learnt
- Know the meaning of the following vocabulary:

**Crotchet** - a 1 beat note

**Crotchet rest** - a 1 beat rest

**Drone** - A sustained sound, which could be a single note or a chord.

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

(p = piano / softly pp = pianissimo / very softly f = forte / loudly ff = fortissimo / very loudly)

**Improvise** - Composing music while performing it without notation

**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** - A five note scale Eg Major pentatonic C, D, E, G, A or Minor pentatonic: A, C, D, E, G

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

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

**Semibreve** - a 4 beat note

**Semiquaver** - a note worth 1/4 of a beat so 4 played together equal a crotchet beat

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

**Time signature** - two numbers that sit on top of each other to specify how many beats are contained in each musical bar, and which note value is equivalent to a musical beat.

**Triplets** - 3 note pattern that equals the same duration as 1 crotchet beat

### **Model Music Curriculum Coverage links**

- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Create music with multiple sections that include repetition and contrast.
- Compose a ternary piece and discuss how musical contrasts are achieved.
- Make decisions about dynamic range
- Compose melodies made from pairs of phrases in G minor
- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest.
- Enhance composed melodies with rhythmic or chordal accompaniment.



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**MUSIC**