



St Nicholas Church of England First School

Progression of Essential Knowledge

Music

The What and The Why

What does this progression document outline?

This progression document outlines the essential substantive knowledge we aim for our children **to acquire and apply**; it outlines **what we need and aim for our children to know and remember**. On the other hand, disciplinary knowledge related to this subject are mapped out on a separate document to outline what we expect children to do to gain new knowledge, and what they do with that new knowledge.

What is the rationale behind our building block approach for disciplinary knowledge?

- Our substantive knowledge is designed and centred around the emerging needs of our children and context. It is what has been deemed to be the most essential and impactful knowledge and language that our children will need to know and remember.
- We intend knowledge to be 'sticky'; this means that over time our children remember and know more about this subject and build the bigger picture; it is acquired and applied in different contexts.
- The essential, sticky knowledge we teach is not a set of isolated facts that are just learnt without any connection; it is acquired and applied with purpose and meaning within and across the subject, and wider curriculum.
- Our essential, sticky knowledge is explicitly related to prior knowledge for children to relate to, activate, and build on with the connected vocabulary they need to know and understand.

Music progression of knowledge and learning language differs to other subjects because the knowledge and language children learn is constantly revisited and built upon through the music that they engage in and the instruments that are played. Therefore, for music new knowledge is mapped by year group, as opposed to being broken down further into each individual unit. In addition to the learning language mapped out, they will learn in every unit within every year group the following: note, tempo, dynamics, pitch, duration, pulse, rhythm, signatures, beat, bar, symbol, notation, crotchets, quavers, semi-quavers.

Music Progression of Substantive Knowledge and Learning Language Year 1						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Focus	How Can We Make Friends When We Sing Together?	How Does Music Tell Stories about the Past?	How Does Music Make the World a Better Place?	How Does Music Help Us To Understand Our Neighbours?	What Songs Can We Sing To Help Us Through The Day?	How Does Music Teach Us About Looking After Our Planet?
New Powerful Knowledge	- Find the pulse of the music by moving my body - The pulse or beat of the music is like a heartbeat that doesn't stop. - Rhythm is a pattern of long and short sounds which are performed over the pulse of the music. - Sing high or low sounds, demonstrating an understanding of pitch. - Recognise some musical instruments and name them. - Tempo describes how fast or slow the music is. - Talk about the songs and pieces we have listened to and any songs that are similar. - Talk about different styles of music and where they might come from in the world. - Explain what a song is about - When i improvise, i am making up my own tune. - Signs and symbols that equate to the note value of one and two beats. - Explain the musical spotlight and how music and songs have a social theme					
Learning Language Development	Hip-Hop Jazz Pop Gospel	Reggae 20th and 21st Century Orchestral Pop	Pop Waltz Reggae Funk Lullaby	Swing Pop Waltz Lullaby	Pop Swing Lullaby	Pop 20th and 21st Century Orchestral Marching Band

		Gospel				Country Reggae Gospel
	Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.					

Music Progression of Substantive Knowledge and Learning Language Year 2						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Focus	How Does Music Help Us to Make Friends?	How Does Music Teach Us About The Past?	How Does Music Make The World A Better Place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After Our Planet?
New Powerful Knowledge	- rhythm is a pattern of long and short sounds which are performed over the pulse of the music. - pitch describes how high or low sounds are. - when the speed of the music changes, the tempo increases/decreases. - difference between fast and slow tempos. - difference between loud and soft dynamics.					

	• recognise the differences between two varying styles of music. • the differences and similarities between the varying styles. • recognise some musical instruments within their family groups. • describe the tempo as fast or slow and dynamics as loud and soft, with confidence. • How to treat instruments with respect and use with care. • A composition can start and finish on the 'home' note. • Graphic symbols, dot notation and stick notation and apply to make own simple pieces of music. • Crotchets and minims to create simple melody.					
Learning Language Development	Gospel 20th Century Orchestral Jazz Rock Pop	Jazz Choral Pop Swing/Popular 20th and 21st Century Orchestral	Ragtime South African Rock and Roll Pop	Pop Romantic and 20th Century Orchestral Marching Band Swing Gospel	Rock Film Jazz Popular Calypso	Pop Rock Calypso Funk Reggae
	Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detached sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments.					

St Nicholas CE First School

Music

Progression of Substantive Knowledge and Learning Language

Year 3

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Focus	How Does Music Help Us to Make Friends?	How Does Music Teach Us About The Past?	How Does Music Make The World A Better Place?	How Does Music Teach Us About Our Neighbourhood?	How Does Music Make Us Happy?	How Does Music Teach Us About Looking After Our Planet?
New Powerful Knowledge	- Long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. - Symbols can be written on a stave, helping us to remember what we are going to sing and play. - the pulse or beat of the music is like a heartbeat that doesn't stop. - Recognise various notes and equivalent rests on a stave and understand their note values. - The position of some notes on a stave. - Recognise major and minor sounds - Recognise a range of musical instruments within their family groups. - Understand some formal, written notation which includes crotchets and their equivalent rests. - musical directions as part of an ensemble or as a soloist - Improvisation is when you make up your own melody. - Composition is when a composer writes down and records musical ideas - Composition has a start, a middle and an end. - Composition has two contrasting sections. - Why a song was chosen and in what context.					
Learning Language Development	Pop Romantic and Orchestral Pop	Disco Funk New Orleans Film Sea Shanty	Pop Disco Ballad Hymn Musical	Country Baroque Rock Traditional Native American Gospel	Gospel Opera Jazz 20th Century Orchestral Hip-Hop	Gospel Classical Pop 20th Century Orchestral Hip-Hop
	20th and 21st Century Orchestral music, Appalachian music, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, Baroque music, bass, Blues, chorus, clef, compose, composition, Country music, crotchet, Disco, dotted					

	crotchet, dynamics, expression, Film & TV Soundtracks, Folk music, forte (Italian musical term for 'loud'), Gospel, Hip Hop, hook, imagination, improvise, intro/introduction, key signature, lead singer/vocals, legato (Italian musical term for 'smooth'), major, melody, minim, minor, Musicals, musical style, Native American music, New Orleans Jazz, notation, ostinato, pentatonic scale, piano (instrument), piano (Italian musical term for 'quiet/soft'), pitch, Pop, pulse, quaver, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semibreve, semiquaver, scale, Sea Shanty, staccato (Italian musical term for 'detached'), Soul, stave, structure and form, synthesizer, tempo, texture (layers of sound), time signature, tune, verse.
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Music Progression of Substantive Knowledge and Learning Language Year 4						
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Learning Focus	How Does Music Bring Us Together?	How Does Music Connect Us With Our Past?	How Does Music Make the World a Better Place?	How Does Music Teach Us About Our Community?	How Does Music Shape Our Way of Life?	How Does Music Connect Us With The Environment?
New Powerful Knowledge	- Some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. - Identify some pitched note names on the treble stave. - The difference between a fast, steady and slow tempo using appropriate vocabulary. - A range of musical styles and traditions and know their basic style indicators. - What a main theme is and identify when it is repeated. - Recognise thematic material within a piece when this is repeated and if there are variations. - Compositional techniques within a vocal performance that will alter the mood and/or texture. - The importance of a musical introduction and the information it offers. - The difference between major and minor tonality. - Differences between legato and staccato, identifying these articulatory effects when heard.					

	- Phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. - Understanding of the various styles of singing used in correlation to the styles of song. - Recognise melodic intervals and understand that melody can move in steps or leaps. - The significance of a 'home note' within my composition. - Explain why a song was chosen and in what context including historical information about the piece.					
Learning Language Development	Disco Musical Soul Ballad Orchestral R&B	Pop Folk Jazz	20th and 21st Century Orchestral Reggae Folk Bhangra	R&B Classical Jazz Orchestral Rock	Dance Orchestral Choral Gospel Romantic 20th and 21st Century Orchestral	Gospel Choral Funk Calypso Electronic Dance Music
	20th and 21st Century Orchestral music, acoustic guitar, alto clef, articulation, backing singers/backing vocals, backing track, Ballad, bar, barline, bass, bass clef, by ear, Choral music, choreography, Classical music, compose, composition, contemporary R&B, crescendo (Italian musical term for 'gradually getting louder'), crotchet, digital/electronic sounds, diminuendo (Italian musical term for 'gradually getting quieter'), Disco, dotted crotchet, dotted quaver, dynamics, Electronic Dance Music (EDM), Folk music, forte (loud), fortissimo (Italian musical term for 'very loud'), Funk, Gospel, hook, improvisation, improvise, Jazz, key signature, legato (smooth), lyrics, major, Medieval music, melody, mezzo forte (Italian musical term for 'medium-loud'), mezzo piano (Italian musical term for 'medium-quiet'), minim, minor, Musicals, musical style, notation, ostinato, pentatonic scale, pianissimo (Italian musical term for 'very quiet/soft'), piano (quiet/soft), pitch, Pop, pulse, quaver, rap, Reggae, repeats, rests, rhythm, rhythm patterns, riff, Rock, Romantic music, semiquaver, solo, Soul, staccato (detached), stave, structure and form, tempo, texture, timbre (sound quality), time signature, tonality, treble clef, tune, turntables, unison.					