

## Music Progression of Knowledge with Outcomes

### Notation

	Year 3	Year 4	Years 5 & 6
<b>Rhythm, Metre and Tempo</b>	Downbeats, fast ( <i>allegro</i> ), slow ( <i>adagio</i> ), pulse, beat	Getting faster ( <i>accelerando</i> ), Getting slower ( <i>rallentando</i> ), Bar, metre	Simple time, compound time, syncopation
<b>Pitch and Melody</b>	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
<b>Structure and Form</b>	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
<b>Harmony</b>	Drone	Static, moving	Triads, chord progressions
<b>Texture</b>	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
<b>Dynamics and Articulation</b>	Loud ( <i>forte</i> ), quiet ( <i>piano</i> )	Getting louder ( <i>crescendo</i> ), getting softer ( <i>decrescendo</i> ); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
<b>Instruments and Playing Techniques</b>	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

## Notation

	Knowledge	Outcomes
Year 3	<ul style="list-style-type: none"> <li>Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>Know what a steady beat is and why it is important.</li> <li>Know how to keep a steady beat.</li> <li>Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>Know how and why a rest is used in music</li> <li>Know how to use a crotchet rest.</li> <li>Know that the dynamics forte means loud and piano means soft/quiet.</li> </ul>	<p><b>Those still working towards expectations may:</b></p> <ul style="list-style-type: none"> <li>Understands that a music often has a steady beat</li> <li>Shows an awareness of keeping in time with others around them.</li> <li>Understands that different notes in written notation have different names and lengths.</li> </ul> <p><b>Those achieving expectations will:</b></p> <ul style="list-style-type: none"> <li>Understands that a music often has a steady beat</li> <li>Is able to keep to a steady beat in a group with others for support if needed.</li> <li>Is able to identify and name crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>Is able to recognise a crotchet (1 best rest) and use it with support or guidance.</li> </ul> <p><b>Those exceeding expectations will:</b></p> <ul style="list-style-type: none"> <li>Understands that music often has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> <li>Can clap a more complicated rhythm above a regular beat or ostinato pattern including using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>Is able to confidently and independently use crotchet beat rests.</li> </ul>
Year 4	<p><b>Relevant prior learning needed to access this unit:</b></p> <p><u><b>Year 3</b></u></p> <ul style="list-style-type: none"> <li>Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>Know what a steady beat is and why it is important.</li> <li>Know how to keep a steady beat.</li> <li>Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>Know how and why a rest is used in music</li> <li>Know how to use a crotchet rest.</li> </ul>	<p><b>Those still working towards expectations may:</b></p> <ul style="list-style-type: none"> <li>Understands that a music often has a steady beat</li> <li>Shows an awareness of keeping in time with others around them.</li> </ul> <p><b>Those achieving expectations will:</b></p> <ul style="list-style-type: none"> <li>Understands that a music often has a steady beat</li> <li>Is able to keep to a steady beat in a group with others for support if needed.</li> </ul> <p><b>Those exceeding expectations will:</b></p> <ul style="list-style-type: none"> <li>Understands that music often has a steady beat can clap in time confidently</li> </ul>

	<ul style="list-style-type: none"> <li>• Know that the dynamics forte means loud and piano means soft/quiet.</li> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” (diminuendo) and “getting louder” (crescendo).</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what an ostinato is – a repeated rhythm, pattern or melody</li> <li>• Know how to respond to a piece of music when listening to it.</li> <li>• Know the dynamics forte (loud), piano (quiet), crescendo (getting louder), decrescendo (getting quieter), legato (smooth) and staccato (short, spiky notes).</li> <li>• Understand the form ternary form (ABA).</li> </ul>	<p>with others around them as well as hold a steady beat independently.</p> <ul style="list-style-type: none"> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern.</li> </ul>
	Knowledge	Outcomes
Year 5	<p><b>Relevant prior learning needed to access this unit:</b></p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> <li>• Know that the dynamics forte means loud and piano means soft/quiet.</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know how to keep a steady beat.</li> </ul>	<p><b>Those still working towards expectations may:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Shows an awareness of keeping in time with others around them.</li> <li>• Understands that different notes in written notation have different names and lengths.</li> </ul> <p><b>Those achieving expectations will:</b></p> <ul style="list-style-type: none"> <li>• Understands that a music often has a steady beat</li> <li>• Is able to keep to a steady beat in a group with others for support if needed.</li> <li>• Is able to identify and name crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to recognise a crotchet (1 best rest) and use it with support or guidance.</li> </ul> <p><b>Those exceeding expectations will:</b></p> <ul style="list-style-type: none"> <li>• Understands that music often has a steady beat can clap in time confidently with others around them as well as hold a steady beat independently.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Know the correct musical vocabulary for, “getting quieter” (diminuendo) and “getting louder” (crescendo).</b></li> <li>• <b>Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</b></li> <li>• <b>Know what an ostinato is – a repeated rhythm, pattern or melody</b></li> <li>• <b>Know how to respond to a piece of music when listening to it.</b></li> <li>• <b>Know the dynamics forte (loud), piano (quiet), crescendo (getting louder), decrescendo (getting quieter), legato (smooth) and staccato (short, spiky notes).</b></li> <li>• <b>Understand the form ternary form (ABA).</b></li> </ul> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> <li>• Know the dynamics: <b>fortissimo</b> (loud), <b>pianissimo</b> (very quiet), <b>mezzo forte</b> (moderately loud) and <b>mezzo piano</b> (moderately quiet). Dynamics learnt in previous units that could also be included are: <b>crescendo</b> (getting louder), <b>decrescendo</b> (getting quieter), <b>legato</b> (smooth) and <b>staccato</b></li> <li>• Know that ternary form is ABA.</li> </ul>	<ul style="list-style-type: none"> <li>• Can clap a more complicated rhythm above a regular beat or ostinato pattern including using crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Is able to confidently and independently use crotchet beat rests.</li> </ul>
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Year 6	Knowledge	Outcomes
	<p><b>Relevant prior learning needed to access this unit:</b></p> <p><u><b>Year 3</b></u></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> <li>• Know that the dynamics forte means loud and piano means soft/quiet.</li> </ul> <p><u><b>Year 4</b></u></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know how to keep a steady beat.</li> <li>• Know the correct musical vocabulary for, “getting quieter” (diminuendo) and “getting louder” (crescendo).</li> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats) and a minim (2 beats).</li> <li>• Know what an ostinato is – a repeated rhythm, pattern or melody</li> <li>• Know how to respond to a piece of music when listening to it.</li> <li>• Know the dynamics forte (loud), piano (quiet), crescendo (getting louder), decrescendo (getting quieter), legato (smooth) and staccato (short, spiky notes).</li> <li>• Understand the form ternary form (ABA).</li> </ul> <p><u><b>Year 5</b></u></p> <ul style="list-style-type: none"> <li>• Know how rhythms fit to a steady beat (Explore counting 4).</li> <li>• Know what a steady beat is and why it is important.</li> <li>• Know how to keep a steady beat.</li> </ul>	<p><b>Use Year 5 unit this year. To be updated for next year.</b></p>

	<ul style="list-style-type: none"> <li>• Know the duration of a crotchet (1 beat), a quaver (half beats), a minim (2 beats) and a semibreve (4 beats).</li> <li>• Know how and why a rest is used in music</li> <li>• Know how to use a crotchet rest.</li> <li>• Know the dynamics: fortissimo (loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Dynamics learnt in previous units that could also be included are: crescendo (getting louder), decrescendo (getting quieter), legato (smooth) and staccato</li> <li>• Know that ternary form is ABA.</li> </ul>	
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