



# Music Knowledge Progression

## At Worthington We Will Know...



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery		Celebration music <b>EYFS Performance</b>	Musical stories		Jack and the beanstalk BBC RADIO	
		<ul style="list-style-type: none"> <li>- To know that there are special songs we can sing to celebrate events.</li> <li>- To understand that my voice or an instrument can match an action in a song.</li> <li>- To know that moving to music can be part of a celebration.</li> <li>- To recognise that different sounds can be long or short.</li> <li>- To recognise music that is 'fast' or 'slow'.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that a piece of music can tell a story with sounds.</li> <li>- To know that different instruments can sound like a particular character</li> <li>- To understand what 'high' and 'low' notes are.</li> </ul>		<ul style="list-style-type: none"> <li>- To understand that my voice or an instrument can match an action in a song.</li> <li>- To understand that a piece of music can tell a story with sounds.</li> </ul>	
		<u><b>Vocabulary</b></u>  Diwali, celebration, music, dance, traditional, Hanukkah, harp, Jewish, drum, cymbals, tambourine, Kwanzaa, Africa, African music, culture, instrument, call, response, drum, rhythm, beat, Christmas, Christian, tradition,	<u><b>Vocabulary</b></u>  Classical music, dynamic, loud, quiet, musical stories, lyrics, melody, character, song, lyrics, tempo, fast, slow, dynamic, high, low, tempo, fast, slow, dynamic, percussion, compose, instrument, pitch, dynamic, names of percussion and other instruments		<u><b>Vocabulary</b></u>  Story, character, chorus, verse, expression, tempo, rhythm, instrument, fast, slow, long, smooth, jumpy, high, low, quiet, loud.	

		culture, sleigh bells, actions, voice sounds, body percussion				
Reception	<b>Exploring Sound</b>	<b>EYFS Performance</b>	<b>Music and Movement</b>	<b>Transport and Movement</b>	<b>Big Band</b>	
	<ul style="list-style-type: none"> <li>- Children will use their voices to make a variety of sounds.</li> <li>- Children will use their bodies to make a variety of sounds.</li> <li>- Children will know how to explore instruments to make a variety of sounds.</li> <li>- Children will notice and explore sounds within their environment and be able to recreate them.</li> </ul>		<ul style="list-style-type: none"> <li>- Children know why songs can have actions.</li> <li>- Children know how to explore beat through body movement.</li> <li>- Children will recognise and react to different tempos in music.</li> <li>- Children will express different pitch and tempo through dance.</li> <li>- Children will perform two movement songs.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will know how to explore the sounds of different types of vehicles.</li> <li>- Children will know how to mimick the sounds of a train.</li> <li>- Children will recall some sounds heard on and around boats.</li> <li>- Children will interpret symbols to reflect a car's journey.</li> </ul> <p>Children will demonstrate a simple rhythm using an instrument.</p>	<ul style="list-style-type: none"> <li>- Children will know different musical instruments.</li> <li>- Children will know the role of the conductor.</li> <li>- Children will follow a beat using an untuned instrument and can play together.</li> <li>- Children will be able to play along and sing in time to familiar songs.</li> <li>- Children will select appropriate instruments to represent different parts of a song and perform to a small audience.</li> </ul>	
	<b>Vocabulary</b> Voice, sound, whisper, speaking, high, low, higher, lower, body sounds, sound, rhythm, beat, stomp, instrumental sounds, tempo, fast, slow, drum, triangle, shaker, tambourine, quiet, loud, soft, silence		<b>Vocabulary</b> Actions, action songs, sign language, Makaton, deaf, communication, understand, lyrics, verse, beat, music, heartbeat, pulse, steady, repeat, constant, drum, piece, composer, tempo, moderate, medium, slow, fast, pitch, whistle, siren, sound, cello, triangle, perform, audience	<b>Vocabulary</b> Car, boat, train, fast, slow, speed, cruise, rowing, water, beat, symbols, stopping, journey, score	<b>Vocabulary</b> Music, instrument, band, sound, shake, tap, bang, strum, jingle, pitch, orchestra, tempo, dynamic, beat, conductor, percussion, rhythm, strings, brass, wind	
Year One	<b>Pulse and Rhythm – All About Me</b>	<b>Musical Vocabulary – Under the Sea</b>	<b>Timbre and Rhythmic Patterns – Fairy tales</b>	<b>Great Fire of London Performance</b>	<b>Pitch and Tempo - Superheroes</b>	

	<ul style="list-style-type: none"> <li>- To know that rhythm means a pattern of long and short notes.</li> <li>- To know that pulse is the regular beat that goes through music.</li> <li>- To understand that the pulse of music can get faster or slower.</li> <li>- To know that a piece of music can have more than one section, e.g. a verse and a chorus.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that pitch means how high or low a note sounds.</li> <li>- To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.</li> <li>- To know that music has layers called 'texture'.</li> </ul>	<ul style="list-style-type: none"> <li>- Children will be able to chant the well-known phrase 'I'll huff...'</li> <li>- To know that an instrument or rhythm pattern can represent a character in a story.</li> <li>- To know that my voice can create different timbres to help tell a story.</li> </ul>		<ul style="list-style-type: none"> <li>- To understand that tempo can be used to represent mood or help tell a story.</li> <li>- To understand that 'tuned' instruments play more than one pitch of notes.</li> <li>- To know that following a leader when we perform helps everyone play together accurately.</li> </ul>	
	<p><b><u>Vocabulary</u></b> body percussion, chant, clap, copy, drum, instrument, in time, shaker, percussion instrument, perform, play, pulse, rhythm, sing, syllables</p>	<p><b><u>Vocabulary</u></b> actions, celeste, chorus, dynamics, fast, graphic score, heartbeat, high, in time, layers, low, pitch, Pulse, rhythm, slow, speed, structure, tempo, texture, timbre, thick, thin, tune, verse</p>	<p><b><u>Vocabulary</u></b> bassoon, beat, body percussion, chant, clap, clarinet, compose, flute, French horn, instruments, oboe, orchestra, patterns, performance, play, plot, pulse, repeated phrases, represent, rhythm, rhythmic pattern, sound, strings, syllables, timbre, timpani, voice</p>		<p><b><u>Vocabulary</u></b> accelerando, compose, fast, features, gradually, high, low, note, pattern, performance, pitch, play, rallentando, slow, sing, tempo, theme tune</p>	
<b>Year Two</b>	<b>West African Call &amp; Response Song - Animals</b>	<b>Orchestral Instruments – Traditional Stories</b>	<b>Musical Me</b>		<b>Performance -</b>	<b>Myths and Legends</b>
	<ul style="list-style-type: none"> <li>- To know that dynamics can change the effect a sound has on the audience.</li> <li>- To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</li> <li>- To understand that structure means the organisation of sounds within music, e.g. a</li> </ul>	<ul style="list-style-type: none"> <li>- To know that musical instruments can be used to create 'real life' sound effects.</li> <li>- To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that 'melody' means a tune.</li> <li>- To know that 'notation' means writing music down so that someone else can play it.</li> <li>- To understand that 'accompaniment' can mean playing instruments along with a song.</li> </ul>			<ul style="list-style-type: none"> <li>- To know that a graphic score can show a picture of the structure of music.</li> <li>- To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. To know that 'Tintagel' is an example of a 'symphonic poem'</li> </ul>

	<p>chorus and verse pattern in a song.</p> <ul style="list-style-type: none"> <li>- To understand that the tempo of a musical phrase can be changed to achieve a different effect.</li> <li>- To understand that an instrument can be matched to an animal noise based on its timbre.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that stringed instruments, like violins, make a sound when their strings vibrate.</li> <li>- To know that a brass instrument is played by vibrating your lips against the mouthpiece.</li> <li>- To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</li> </ul>	<ul style="list-style-type: none"> <li>- To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.</li> </ul>			written by Arthur Bax in 1917.
	<p><b>Vocabulary</b> beat, composer, composition, dynamics, emotion, imitate, in time, letter, melody, notation, notes, pattern, performance, pulse, represent, rhythm, sound effects, timbre, tune, volume</p>	<p><b>Vocabulary</b> actions, brass, characters, clarinet, composition, cymbals, dynamics, emotion, French horn, instrumental sounds, musicians, oboe, orchestra, orchestral, percussion, performing, sections, string, sound effect, tempo, timbre, trombone, tuba, vocals, woodwind</p>	<p><b>Vocabulary</b> beat, bow, cello, chorus, compose, composition, dynamics, graphic score, harpsichord, instrumental, layers, melody, notation, performance, pluck, pitch, represent, rhythm, stave notation, structure, tempo, texture, thick, thin, timbre, verse, violin, viola</p>		<p><b>Vocabulary</b> actions, backing track, beat, call and response, composition, copy, dynamics, instrument, in time, performance, represent, rhythm, rhythmic notation, Sequence, sound, structure, tempo, timbre, vary, volume</p>	
<b>Year Three</b>	<b>Harvest Festival</b>	Traditional Instruments and Improvisation	Developing Singing Technique (Vikings)	Pentatonic Melodies and Composition	<b>Wider Ops</b>	<b>Wider Ops</b> Ballads
		<ul style="list-style-type: none"> <li>- To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music.</li> <li>- To know that a 'tala' is a set rhythm that is repeated over and</li> </ul>	<ul style="list-style-type: none"> <li>- The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</li> <li>- Different notes have different durations</li> </ul>	<ul style="list-style-type: none"> <li>- To know that the word 'crescendo' means a sound getting gradually louder.</li> <li>- To know that some traditional music around the world is based on five notes</li> </ul>		<ul style="list-style-type: none"> <li>- To know that a ballad tells a story through song.</li> <li>- To know that lyrics are the words of a song.</li> <li>- -To know that in a ballad, a 'stanza' is a verse.</li> </ul>

		<p>over, usually on the drums called 'tabla'.</p> <ul style="list-style-type: none"> <li>- To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.</li> <li>- To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.</li> <li>- To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.</li> </ul>	<p>and crotchets are worth one whole beat.</p> <ul style="list-style-type: none"> <li>- That 'reading' music means using how the written note symbols look and their position to know what notes to play.</li> <li>- That written music tells you how long to play a note for.</li> </ul>	<p>called a 'pentatonic' scale.</p> <ul style="list-style-type: none"> <li>- To understand that a pentatonic melody uses only the five notes C D E G A.</li> </ul>		
		<p><b><u>Vocabulary</u></b>          Bollywood, compose, drone, dynamics, harmonium, improvise, Indian flute, lyrics, melodic line, notation, opinion, pitch, repeated rhythm, rhythm, rag, sarangi, sitar, tabla, tala, tempo</p>	<p><b><u>Vocabulary</u></b>          accuracy, backing track, beat, body percussion, call and response, co-ordinated, crotchet, discipline, duration, dynamics, in-time, in-tune, layer, lyrics, key change, major key, minim, minor key, notation, part, pulse, quaver, rehearse, rhythm, rhythmic notation, sound effects, stave notation, tempo, tension, tune, vocal warm-up</p>	<p><b><u>Vocabulary</u></b>          accuracy, crescendo, control, composition, duration, dynamics, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, timbre, tempo, untuned percussion</p>		<p><b><u>Vocabulary</u></b>          ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarize, tune, verse, vocabulary, volume</p>

Year Four	Changes in Pitch, Tempo and Dynamics (Rivers)	Body and Tuned Percussion (Rainforests)	Singing Festival TMS	Adapting and Transposing Motifs (Romans)	Samba and Carnival Sounds and Instruments (South America)	
	<ul style="list-style-type: none"> <li>- When you sing without accompaniment it is called 'a cappella'.</li> <li>- Harmony means playing two notes at the same time that usually sound good together.</li> <li>- An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</li> <li>- 'Performance directions' are words added to musical notation to tell the performers how to play.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</li> <li>- To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</li> <li>- To know that a 'loop' in music is a repeated melody or rhythm.</li> <li>- To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</li> </ul>		<ul style="list-style-type: none"> <li>- To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</li> <li>- To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</li> <li>- To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.</li> <li>- To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these.</li> <li>- To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.</li> </ul>	
	<p><b><u>Vocabulary</u></b>  a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato</p>	<p><b><u>Vocabulary</u></b>  body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure,</p>		<p><b><u>Vocabulary</u></b>  backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition,</p>	<p><b><u>Vocabulary</u></b>  agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo,</p>	<p><b>++++</b></p>

		tempo, texture, tune, tuned percussion		rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups	syncopated rhythms, tamborim, texture, unison, untuned percussion	
Year Five	<b>Composition Notation (Ancient Egypt)</b>	<b>Performance</b>	<b>Blues</b>	<b>South and West Africa</b>		<b>Compositions for the Festival of Colour (Holi Festival)</b>
	<ul style="list-style-type: none"> <li>- To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>		<ul style="list-style-type: none"> <li>- To understand that a chord is the layering of several pitches played at the same time.</li> <li>- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> <li>- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>- To understand that a chord is the layering of several pitches played at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</li> <li>- To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>- To understand that major chords create a bright, happy sound. To know that poly-rhythms means many rhythms played at once.</li> </ul>		<ul style="list-style-type: none"> <li>- To know that a vocal composition is a piece of music created only using voices.</li> <li>- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul>
	<b>Vocabulary</b> accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim,		<b>Vocabulary</b> 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch,	<b>Vocabulary</b> a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major		<b>Vocabulary</b> dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds

	minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups		quavers, scale, sharp, solo, staff notation	chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals		
<b>Year Six</b>	<b>Dynamics, Pitch and Texture (Fingal's Cave)</b>	<b>Theme and Variations (Pop Art)</b>	<b>Baroque</b>		<b>Performance</b>	<b>Performance Composing and Performing a Leavers' Song</b>
	<ul style="list-style-type: none"> <li>- To know that the conductor beats time to help the performers work well together.</li> <li>- To understand that improvisation means making up music 'on the spot'.</li> <li>- To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</li> <li>- To know that timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that a 'theme' is a main melody in a piece of music.</li> <li>- To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</li> <li>- To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</li> <li>- To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To know that music in which very similar parts are introduced one by one to overlap is called a canon.</li> <li>- To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</li> <li>- To know that a 'polyphonic' texture means lots of individual melodies layered together, like a canon.</li> <li>- To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</li> <li>- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</li> </ul>			<ul style="list-style-type: none"> <li>- To know that a chord progression is a sequence of chords that repeats throughout a song.</li> <li>- To know that a melody can be adapted by changing its dynamics, pitch or tempo.</li> <li>- To know that chord progressions are represented in music by Roman numerals.</li> </ul>

			- To know that ground bass is a repeating melody played on a bass instrument in Baroque music.			
	<p><b><u>Vocabulary</u></b>  classical, characterise, composition, conductor, depict, dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>	<p><b><u>Vocabulary</u></b>  3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p>	<p><b><u>Vocabulary</u></b>  Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p>			<p><b><u>Vocabulary</u></b>  allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, structure, upbeat, verse</p>