



Music Knowledge Sequencing

	NATIONAL CURRICULM / EARLY LEARNING GOALS	YEAR GROUP	WHAT IS LEARNED	HOW WILL THEY LEARN THIS?	HOW DO WE KNOW IT HAS STUCK?
FS	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>	FS	<p>Timbre: To know that different instruments can sound like a particular character.</p> <p>Texture: To know that music often has more than one instrument being played at a time.</p> <p>Structure: To recognise the chorus in a familiar song</p> <p>Notation: To know that signals can tell us when to start or stop playing.</p> <p>Pitch: To understand that what 'high' and ' low' notes are</p> <p>Duration: To recognise that different sounds can be long or Short.</p> <p>Dynamics: To understand that instruments can be played loudly or softly.</p> <p>Tempo: To recognise music that is 'fast' or 'slow'.</p>	<p>Teacher Inputs</p> <p>Regular questioning</p> <p>Report writing</p> <p>Lessons</p>	<p>Children will be able to recall taught information evidenced in work and learning walks and reports</p>
KS1	<p>AIMS: understand and explore how music is created, produced and communicated, including through the inter-related dimensions:</p>	1	<p>Timbre: To know that 'timbre' means the quality of a sound;</p> <p>Texture: To know that music has layers called 'texture'</p> <p>Structure: To know that a piece of music can have more than one section, eg a versed and a chorus.</p> <p>Notation: To understand that music can be represented by pictures or symbols.</p> <p>Pitch: To understand that pitch means how high or low a note sounds.</p> <p>Duration: To know that rhythm means a pattern of long and short notes</p> <p>Dynamics: To know that dynamics means how loud or soft a</p>		



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	pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		sound is Tempo: To know that tempo is the speed of the music		
		2	Timbre: To know that musical instruments can be used to create 'real life' sound effects. Texture: To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. Structure: To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song. Notation: To know that 'notation' means writing music down so that someone else can play it Pitch: To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches Duration: To know that 'duration' means how long a note, phrase or whole piece of music lasts. Dynamics: To know that dynamics can change the effect a sound has on the audience Tempo: To understand that the tempo of a musical phrase can be changed to achieve a different effect.		
KS2		3	Timbre: To understand that the timbre of instruments played affect the mood and style of a piece of music		



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			<p>Texture: To know that many types of music from around the world consist of more than one layer of sound</p> <p>Structure: To know that in a ballad, a 'stanza' means a verse.</p> <p>Notation: To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>Pitch: To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Duration: To know that different notes have different durations, and that crotchets are worth one whole beat</p> <p>Dynamics: To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>Tempo: N/A</p>		
		4	<p>Timbre: To know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>Texture: To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>Structure: To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>Notation: To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>Pitch: To know that a bass line is the lowest pitch line of notes in a piece of music</p> <p>Duration: To know that combining different instruments playing different rhythms creates layers of sound called 'texture'</p>		



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			<p>Dynamics: To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music</p> <p>Tempo: To know that playing in time means all performers playing together at the same speed.</p>		
		5	<p>Timbre: To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>Texture: To understand that a chord is the layering of several pitches played at the same time.</p> <p>Structure: To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>Notation: To know that simple pictures can be used to represent the structure (organisation) of music</p> <p>Pitch: To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>Duration: To know that 'poly-rhythms' means many different rhythms played at once</p> <p>Dynamics: To understand that varying effects can be created using only your voice</p> <p>Tempo: To understand that a slow tempo can be used to make music sound sad.</p>		
		6	<p>Timbre: To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>Texture: To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p>		



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			<p>Structure: To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>Notation: To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>Pitch: To know that the Solfa syllables represent the pitches in an octave.</p> <p>Duration: To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>Dynamics: To know that a melody can be adapted by changing its dynamics.</p> <p>Tempo: To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>		