

Music SUBSTANTIVE knowledge progression overview

Substantive knowledge is the collection of established facts within a subject. It's the content that students need to know and provides the foundational knowledge needed to understand the world. At Hollybrook we have sequenced the knowledge in our music curriculum by the inter-related dimensions of music; pitch and harmony, dynamics, tempo, duration, structure, timbre, texture and notation.

At Hollybrook our children will know:

Inter-related dimensions	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Pitch & Harmony *Pitch = how high or low the sound is* *Harmony = combinations of pitches*	Understand that sounds can be high and low. **VOCABULARY:** Low, high	Begin to recognise and describe changes in pitch **VOCABULARY:** Low, middle, high, pitch.	Recognise and describe changes in pitch. Read and play simple three note melodies. **VOCABULARY;** Low, middle, high, pitch, getting higher, getting lower	Read and play three note melodies and extend to five. Identify melodies that move in steps or leaps (melodic shape) by listening and physical movement. **VOCABULARY;** Pentatonic, major, minor, scale, step, leap	Understand that a pentatonic scale uses 5 notes (eg: CDEGA) Identify melodies that move in steps or leaps by reading notation. Identify major and minor keys and chords (on ukuleles)	Understand how simple chords (triads) are formed and how they can be major or minor. Understand that scales are sets of notes which go from low to high. Use the notes of a C scale, including chromatic notes.	Understand that simple chords underpin songs and play these on different tuned instruments. Understand that scales are sets of notes e.g. Blues scale, raga, modes. **VOCABULARY;** Key, Chord, Triad, Scale

Dynamics *=Loud and quiet sounds.* *Changes between loud and quiet.*	Understand that sounds can be loud and quiet Recognise changes in dynamics (loud and quiet) **VOCABULARY;** Loud and quiet.	Begin to identify and create changes in dynamics. **VOCABULARY;** Loud and quiet, getting louder, getting quieter.	Identify changes in dynamics. Recognise and create gradual changes in dynamics. **VOCABULARY;** Loud and quiet, crescendo, diminuendo	Begin to identify how dynamics can be used descriptively. **VOCABULARY;** Forte (f), piano (p)	Identify how dynamics can be used descriptively **VOCABULARY;** Forte (f), piano (p).	Begin to understand how dynamics are used for a purpose. **VOCABULARY;** Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)	Understand how dynamics are used for a purpose. **VOCABULARY;** Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)
Tempo *= The speed of the sound*	Understand that sounds can be fast and slow. Recognise changes in tempo (fast and slow). **VOCABULARY;** Fast and slow	Begin to identify changes in tempo. Begin to recognise gradual changes in tempo. **VOCABULARY;** Fast, slow, getting faster, getting slower.	Identify changes in tempo. Recognise gradual changes in tempo. **VOCABULARY;** Fast, slow, getting faster, getting slower, tempo	Begin to identify how tempo can be used descriptively. **VOCABULARY;** Allegro, adagio	Identify how tempo can be used descriptively. **VOCABULARY;** Allegro, adagio.	Begin to understand how tempo can be used for a purpose. **VOCABULARY;** Accelerando (getting faster), rallentando (getting slower)	Understand how tempo can be used for a purpose. Know that tempo can be measured in BPM (beats per minute). **VOCABULARY;** Accelerando (getting faster), rallentando (getting slower)

Duration *= the length of the sound* *Pulse = steady beat* *Rhythm = a pattern of long and short sounds*	Understand that sounds can be long and short. **VOCABULARY;** Long sound, short sound, steady beat.	Recognise long and short sounds. **VOCABULARY;** Steady beat, rhythm.	Know that the pulse is the steady beat of the music. Know that a rhythm is a pattern of long and short sounds. **VOCABULARY;** Steady beat, rhythm.	Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre) Know that the downbeat of each group is the strongest beat. Identify the downbeat (first beat of the bar). **VOCABULARY;** Metre, downbeat	Identify how the pulse is grouped. Confidently identify the downbeat (first beat of the bar). **VOCABULARY;** Metre, downbeat	Know that a polyrhythm is many layers of rhythms played at the same time. Recognise polyrhythms. Know and recognise syncopated rhythms (off-beat). **VOCABULARY;** Off-beat, syncopation	Play layered polyrhythms as part of a small group or individually. Show greater understanding and ability to control syncopated rhythms. **VOCABULARY;** Off-beat, syncopation
Structure *= How the music is organised*	Understand that music can have repeating parts. **VOCABULARY;** Repeat, pattern	Understand that sounds can be organised into simple patterns. Understand a call and response structure. **VOCABULARY;** Verse, chorus, call and response, repeat	Recognise different forms of repeating patterns. Recognise the pattern of verse and chorus. **VOCABULARY;** Verse, chorus, call and response, repeat, round	Know that music can be organised using a range of structures. **VOCABULARY;** Question and answer, round, ostinato	Identify repeating sections in a piece of music. **VOCABULARY;** Question and answer, round, ostinato	Know and recognise different structures used by composers and genres. **VOCABULARY;** Rondo, ternary form, common EDM formats, introduction, verse,	Identify similarities and differences between sections in a piece of music. **VOCABULARY;** Rondo, ternary form, common EDM formats, introduction, verse, chorus,

						chorus, middle 8, outro,	middle 8, outro,
Timbre *=The quality of a sound*	Understand that voices, instruments and sound makers can make different types of sound. **VOCABULARY;** Tapping, scraping, shaking,	Begin to recognise and create changes in timbre. **VOCABULARY;** Names of classroom percussion instruments. Smooth, jerky,	Identify different instruments and group them into family sounds. Recognise when composers have changed timbre. **VOCABULARY;** Names of instruments (classroom and orchestral) String, woodwind, percussion, brass, smooth, jerky.	Begin to identify how timbre can be used descriptively. Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky) **VOCABULARY;** Legato, staccato	Identify how timbre can be used descriptively. Identify and demonstrate different articulations eg: staccato and legato **VOCABULARY;** Legato, staccato	Understand how timbre can be used for a purpose Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band.	Understand and demonstrate how timbre can be used for a purpose. Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band.
Texture *= layers of sounds together*	Know that sounds can be played separately or together.	Recognise when sounds are played separately or together.	Understand that texture is how many sounds are playing together.	Identify how many sounds can be heard. Know that texture can be used descriptively.	Understand how texture can be used descriptively.	Understand how texture can be used for a purpose. Understand how textures can be contrasted for effect.	Understand and demonstrate how changing textures can be used for a purpose. Understand and demonstrate

	VOCABULARY; together	**VOCABULARY;** together, separate	**VOCABULARY;** layer, solo	**VOCABULARY;** Unison, layered, solo, duet, melody, accompaniment.	**VOCABULARY;** Unison, layered, solo, duet, melody, accompaniment.	**VOCABULARY;** Trio, quartet, polyphony, harmony	how textures can be contrasted for effect. **VOCABULARY;** Trio, quartet, polyphony, harmony
Notation *= how musical ideas are written down* ***Graphic notation*** ***Pitch notation*** ***Rhythm notation***	Know that simple symbols can represent sounds.  Know that the syllables of words can be used to create simple rhythms.	Know that the inter-related dimensions can be shown through symbols e.g. big =loud, small =quiet Recognise simple dot notation and match it to pitches e.g.  Know that dots can be used to represent syllables in a word and correspond to the number of sounds. E.g. one dot = one sound, 2 dots = 2 sounds.	Know, recognise and read notation for a crotchet, minim and barred quavers. Begin to understand how pitch is shown on stave notation.	Understand how shapes relate to sounds and call it graphic notation. Know how pitch is shown on stave notation. Begin to recognise and read melodies which reflect pitch in notation. Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers.	Be able to follow and interpret different graphic symbols. Identify changing pitches on staff notation. Recognise and read melodies which reflect pitch in notation. Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers and semiquavers.	Know a wider range of notation e.g. Chord charts, TAB Recognise and read with increasing fluency melodies (within an octave) on stave notation. Know the meaning of flats and sharps Know, recognise and read with increasing fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).	Know and use a wider range of notation e.g. Chord charts, TAB Recognise and read with increasing fluency melodies (within an octave) on stave notation. Know the meaning of flats and sharps and use these in their own work. Know, recognise and read with increasingly fluency notation for crotchet,

	VOCABULARY; Symbol.	**VOCABULARY;** Symbol, black blob.	**VOCABULARY;** Black blob, stave, crotchet, barred quavers, rest, minim	**VOCABULARY;** Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff	**VOCABULARY;** Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff	**VOCABULARY;** Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef	crotchet rest, minim, barred and single quavers, semi-quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre). **VOCABULARY;** Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef