



Music SUBSTANTIVE knowledge progression

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 Sholing Junior School, 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.

Overview

At Sholing Junior School our children will know the following:

Key Concepts	Year 3	Year 4	Year 5	Year 6
<p>Pitch & Harmony</p> <p><i>Pitch = how high or low the sound is</i> <i>Harmony = combinations of pitches</i></p>	<p>Read and play three note melodies and extend to five.</p> <p>Identify melodies that move in steps or leaps (melodic shape) by listening and physical movement.</p> <p>VOCABULARY; Pentatonic, major, minor, scale, step, leap</p>	<p>Understand that a pentatonic scale uses 5 notes (eg: CDEGA)</p> <p>Identify melodies that move in steps or leaps by reading notation.</p> <p>Identify major and minor keys and chords (on ukuleles)</p>	<p>Understand how simple chords (triads) are formed and how they can be major or minor.</p> <p>Understand that scales are sets of notes which go from low to high.</p> <p>Use the notes of a C scale, including chromatic notes.</p>	<p>Understand that simple chords underpin songs and play these on different tuned instruments.</p> <p>Understand that scales are sets of notes e.g. Blues scale, raga, modes.</p> <p>VOCABULARY; Key, Chord, Triad, Scale</p>
<p>Dynamics</p> <p><i>=Loud and quiet sounds.</i> <i>Changes between loud and quiet.</i></p>	<p>Begin to identify how dynamics can be used descriptively.</p> <p>VOCABULARY; Forte (f), piano (p)</p>	<p>Identify how dynamics can be used descriptively</p> <p>VOCABULARY; Forte (f), piano (p).</p>	<p>Begin to understand how dynamics are used for a purpose.</p> <p>VOCABULARY; Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)</p>	<p>Understand how dynamics are used for a purpose.</p> <p>VOCABULARY; Pianissimo (pp), fortissimo (ff), mezzo piano (mp), mezzo forte (mf)</p>

<p style="text-align: center;">Tempo</p> <p><i>= The speed of the sound</i></p>	<p>Begin to identify how tempo can be used descriptively.</p> <p>VOCABULARY; Allegro, adagio</p>	<p>Identify how tempo can be used descriptively.</p> <p>VOCABULARY; Allegro, adagio.</p>	<p>Begin to understand how tempo can be used for a purpose.</p> <p>VOCABULARY; Accelerando (getting faster), rallentando (getting slower)</p>	<p>Understand how tempo can be used for a purpose.</p> <p>Know that tempo can be measured in BPM (beats per minute).</p> <p>VOCABULARY; Accelerando (getting faster), rallentando (getting slower)</p>
<p style="text-align: center;">Duration</p> <p><i>= the length of the sound</i></p> <p><i>Pulse = steady beat</i> <i>Rhythm = a pattern of long and short sounds</i></p>	<p>Know that the pulse can be grouped e.g.2/4, 3/4, 4/4 (metre)</p> <p>Know that the downbeat of each group is the strongest beat.</p> <p>Identify the downbeat (first beat of the bar).</p> <p>VOCABULARY; Metre, downbeat</p>	<p>Identify how the pulse is grouped.</p> <p>Confidently identify the downbeat (first beat of the bar).</p> <p>VOCABULARY; Metre, downbeat</p>	<p>Know that a polyrhythm is many layers of rhythms played at the same time.</p> <p>Recognise polyrhythms.</p> <p>Know and recognise syncopated rhythms (off-beat).</p> <p>VOCABULARY; Off-beat, syncopation</p>	<p>Play layered polyrhythms as part of a small group or individually.</p> <p>Show greater understanding and ability to control syncopated rhythms.</p> <p>VOCABULARY; Off-beat, syncopation</p>
<p style="text-align: center;">Structure</p> <p><i>= How the music is organised</i></p>	<p>Know that music can be organised using a range of structures.</p> <p>VOCABULARY; Question and answer, round, ostinato</p>	<p>Identify repeating sections in a piece of music.</p> <p>VOCABULARY; Question and answer, round, ostinato</p>	<p>Know and recognise different structures used by composers and genres.</p> <p>VOCABULARY; Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro,</p>	<p>Identify similarities and differences between sections in a piece of music.</p> <p>VOCABULARY; Rondo, ternary form, common EDM formats, introduction, verse, chorus, middle 8, outro,</p>
<p style="text-align: center;">Timbre</p> <p><i>=The quality of a sound</i></p>	<p>Begin to identify how timbre can be used descriptively.</p> <p>Understand how articulation can be used in music e.g. staccato and legato (smooth and spiky)</p> <p>VOCABULARY; Legato, staccato</p>	<p>Identify how timbre can be used descriptively.</p> <p>Identify and demonstrate different articulations eg: staccato and legato</p> <p>VOCABULARY; Legato, staccato</p>	<p>Understand how timbre can be used for a purpose</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band.</p>	<p>Understand and demonstrate how timbre can be used for a purpose.</p> <p>Understand how timbre can be combined and contrasted in different ensembles e.g. rock band, string quartet, samba band.</p>

<p>Texture</p> <p><i>= layers of sounds together</i></p>	<p>Identify how many sounds can be heard. Know that texture can be used descriptively.</p> <p>VOCABULARY; Unison, layered, solo, duet, melody, accompaniment.</p>	<p>Understand how texture can be used descriptively.</p> <p>VOCABULARY; Unison, layered, solo, duet, melody, accompaniment.</p>	<p>Understand how texture can be used for a purpose.</p> <p>Understand how textures can be contrasted for effect.</p> <p>VOCABULARY; Trio, quartet, polyphony, harmony</p>	<p>Understand and demonstrate how changing textures can be used for a purpose.</p> <p>Understand and demonstrate how textures can be contrasted for effect.</p> <p>VOCABULARY; Trio, quartet, polyphony, harmony</p>
<p>Notation</p> <p><i>= how musical ideas are written down</i></p> <p><i>Graphic notation</i> <i>Pitch notation</i> <i>Rhythm notation</i></p>	<p>Understand how shapes relate to sounds and call it graphic notation.</p> <p>Know how pitch is shown on stave notation.</p> <p>Begin to recognise and read melodies which reflect pitch in notation.</p> <p>Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers.</p> <p>VOCABULARY; Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff</p>	<p>Be able to follow and interpret different graphic symbols.</p> <p>Identify changing pitches on staff notation.</p> <p>Recognise and read melodies which reflect pitch in notation.</p> <p>Know, recognise and read notation for a crotchet, crotchet rest, minim, barred quavers and semiquavers.</p> <p>VOCABULARY; Stave, crotchet, barred quavers, minim, crotchet rest, treble clef, staff</p>	<p>Know a wider range of notation e.g. Chord charts, TAB</p> <p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know the meaning of flats and sharps</p> <p>Know, recognise and read with increasing fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p> <p>VOCABULARY; Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef</p>	<p>Know and use a wider range of notation e.g. Chord charts, TAB</p> <p>Recognise and read with increasing fluency melodies (within an octave) on stave notation.</p> <p>Know the meaning of flats and sharps and use these in their own work.</p> <p>Know, recognise and read with increasingly fluency notation for crotchet, crotchet rest, minim, barred and single quavers, semi-quavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures (metre).</p> <p>VOCABULARY; Chord charts/tab, key signature, time signature, metre, flat, sharp, barlines, treble clef</p>