



Hart Primary School

Music Substantive Knowledge Strand Progression Document

	EYFS	Y1/2	Y3/4	Y5/6
Musical Notes	To explore and learn how sounds can be changed.	CYCLE A Unit 1 - CDEFG Unit 2 - CDFGA Unit 3 - CDEFGAB Unit 4 - CDEFF#G CYCLE B Unit 1 – CDEFGA Unit 2 - CDEFGAB \flat Unit 3 - CDEFGAB \flat Unit 4 – CDEFF#GAB CDEFF#GABB \flat	CYCLE A Unit 1 - CDEFGAB Unit 2 – CDEF#GAB \flat Unit 3 – CC#DEFGA Unit 4 - CDEFGAB \flat CYCLE B Unit 1 – CFGAB \flat Unit 2 – CDEF#GAB Unit 3 – CC#DEFGA Unit 4 – CDEFGAB \flat CC#DEFF#GABB \flat	CYCLE A Unit 1 – CDEF#GA \flat B B \flat Unit 2 – CDEFGAB \flat Unit 3 – CDEF#GABB \flat Unit 4 – CC#EF#GG#AB B \flat CYCLE B Unit 1 – CDEFGABB \flat Unit 2 – CDEFF#GABB \flat Unit 3 – CDE \flat F#GAB \flat Unit 4 – CDEE \flat FGAA \flat B B \flat CC#DE \flat FF#G#A \flat BB \flat

	EYFS	Y1/2	Y3/4	Y5/6
Musical Notation	To explain how sounds are changed.	Crotchet Minim Quaver	Crotchet Quaver Semibreves Dotted Crotchet Semiquavers Dotted Quaver	Crotchet Quaver Semibreves Dotted Crotchet Semiquavers Dotted Quaver Dotted Minim

	EYFS	Y1/2	Y3/4	Y5/6
Songs/ Genres Covered	<p>Autumn 1 Humpty Dumpty I'm a Little Teapot Five Little Men in a Flying Saucer Little Bow Beep 1, 2, 3, 4, 5, once I caught a fish alive</p> <p>Autumn 2 Twinkle Twinkle Little Star Hey Diddle, Diddle Hot Cross Buns The Wheels on the Bus Jack and Jill Wee Willie Winkie</p> <p>Spring 1 I know An Old Lady who Swallowed A Fly 'One Finger, One Thumb, Keeping Moving' Alice The Camel Ring a Ring O Roses The Grand Old Duke of York</p>	<p><u>Cycle A</u></p> <p>Find the beat (Hip Hop) 1-2-3-4-5 (Jazz) Head, shoulders, knees and toes (Hip Hop) Shapes (Pop) We Talk to Animals (Pop) We are Together (Gospel) Piano Sonata No. 11 (Classical)</p> <p>If you're happy and you know it (Pop) Sing me a song (Waltz) Sparkle (Pop) Rhythm in the way we walk (Reggae) Big Bear Funk (Funk) Baby Elephant (Lullaby) Cinderella (Orchestral)</p> <p>Rainbows (Pop) Maple Leaf Rag (Jazz: Ragtime)</p>	<p><u>Cycle A</u></p> <p>Home is where the heart is (Country) Hallelujah Chorus (Baroque) Let's work it out together (Pop) The Loco-Motion (Pop) Please be kind (Pop)</p> <p>Looking in the mirror (Pop) It's all about love (Pop) Take time in life (Folk) Perdido (Jazz) Scarborough Fair (Folk)</p> <p>He's got the whole world in his hands (Gospel) Porgy and Bess: Summertime (Musicals) Why does music make a difference? (Jazz)</p>	<p><u>Cycle A</u></p> <p>Ghost parade (Orchestral) Lively (Orchestral) Words can hurt (Orchestral) His Eye Is On The Sparrow (Gospel) Joyful, joyful (Gospel)</p> <p>Freedom is coming (South African) Forever Always (Jazz: Contemporary) All over again (Orchestral) Free (Pop) Do you ever wonder? (Orchestral)</p> <p>My best friend (Soul) Why (Hip Hop) Singing Swinging star (Jazz: Swing)</p>

Spring 2

Five Little Monkeys
Little Miss Muffet
Ten Green Bottles
Miss Polly Had a Dolly
Three Blind Mice

Hands, Feet, Heart
(Kwela)
All around the world
(Pop)
Let's Twist Again **(Rock and Roll)**

The Bear went over the mountain **(Pop)**
In the Sea **(Orchestral)**
Alice the Camel
(Marching Band)
Ten Green Bottles
(Country)
Zootime **(Reggae)**
She'll Be Coming 'Round the Mountain **(Gospel)**
The Pink Panther Theme
(Jazz)

Cycle B

Music is in my soul
(Gospel)
Bolero **(Orchestral)**
Hey Friends! **(Jazz)**
Eye of The Tiger **(Rock)**
Hello! **(Pop)**

The Young Person's Guide to The Orchestra
(Orchestral)
Panda Extravaganza **(Hip Hop)**

Michael row the boat ashore **(Gospel)**
The Nutcracker
(Romantic)
The Dragon Song **(Pop)**
The Firebird Suite
(Orchestral)
Follow me **(Hip Hop)**

Cycle B

Hoedown **(Orchestral)**
Go Tell It on the Mountain **(Reggae)**
I'm always there **(Soul: Ballad)**

The Rite of Spring
(Orchestral)
Roll Alabama **(Rock)**

Let's rock **(Rock)**
Mazurkas, Op. 24
(Romantic)
Simple gifts **(Folk)**
Danny Boy **(Folk)**
Friendship should never end **(Pop)**

Cycle B

		<p>Trick or Treat (Orchestral)</p> <p>Sparkle in the sun (Jazz) For The Beauty of the Earth (Choral) Listen (Pop) Fascinating Rhythm (Jazz: swing) The orchestra song (Orchestral)</p> <p>I wanna play in a band (Rock) Flying Theme from E.T. (Film: Music) Music is all around (Jazz) Moon River (Pop/Jazz) Saying sorry (Calypso)</p> <p>The sunshine song (Pop) No More Dinosaur (Rock) Four white horses (Calypso) Que Lluca, Que Lluca (Funk) Down by the bay (Reggae)</p>	<p>Marin Luther King (R&B)</p> <p>Bringing us together (Disco) Mambo From West Side Story (Musicals) Old Joe Clark (Folk) Bachianas Brasileiras (Orchestral) Dance with me (Orchestral)</p> <p>Train is a-comin' (Gospel) O Eucharist (Choral) The Octopus Slide (Funk) Connect (Electric Dance Music)</p> <p>You can see it through (Electric Dance Music) A ceremony of carols (Orchestral) Oh Happy Day (Gospel)</p>	<p>Look into the night (Pop) The Lark Ascending (Orchestral) Breathe (Orchestral) Stay Connected (Hip Hop) Keeping time (Funk)</p> <p>Do what you want to (Soul) Fanfare For The Common Man (Orchestral) It's all about love (Pop) Let's Write A Song (Pop) Sunshine on a rainy day (Soul)</p> <p>You and me (Pop) The Song of Hiawatha (Romantic) A bright sunny day (Orchestral) Central Park in The Dark (Orchestral)</p>
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			Romeo and Juliet, Overture- Fantasy (Romantic) A world full of sound (Orchestral)	I'm Forever Blowing Bubbles (Musicals) Disco fever (Disco) 1812 Overture (Romantic) La Bamba (Rock) Hondo (War) (Zimbabwean Pop) Vakuru (Elders) (Zimbabwean Pop) Change (R&B)
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Musical Elements

	EYFS	Y1/2	Y3/4	Y5/6
Pulse/Beat/Metre	<ul style="list-style-type: none"> - To listen with increased attention to sounds. - To clap along with support from an adult to the steady beat. 	<ul style="list-style-type: none"> - Watch, follow, feel and move to a steady beat with others. - Find and enjoy moving to music in different ways. - Respond to the pulse in recorded/live music through movement and dance. - Find a steady beat. - Recognise the time signature 4/4 by ear and notation. - Understand that the speed of the beat can change, creating faster or slower pace (tempo). 	<ul style="list-style-type: none"> - Recognise and move in time with the beat. - Play the steady beat on percussion instruments. - Recognise the 'strong' beat. - Play in time with a steady beat in 2/4, 4/4, 3/4. - Respond to the 'offbeat' or 'backbeat'. 	<ul style="list-style-type: none"> - Recognise and move in time with the changing speed of a steady beat. - Play in time with a steady beat and identify the metre 2/4, 4/4, 3/4, 5/4 and 6/8. - To respond to the 'offbeat' or 'backbeat'. - Identify syncopation and swing.

	EYFS	Y1/2	Y3/4	Y5/6
Dynamics	<ul style="list-style-type: none"> - To play instruments with increasing control to express their feelings and ideas. - To explain and engage in music making and dance, performing in solo or in groups. - To develop a preference for forms of expression. 	<ul style="list-style-type: none"> - Talk about loud sounds and quiet sounds and give some examples. - Identify loud and quiet sections of music and discuss what makes the music loud and quiet. - Understand the meaning of loud and quiet (forte and piano). 	<ul style="list-style-type: none"> - Listen out and respond to forte (loud) sections of music. - Identify instruments playing loud dynamics when listening to music. - Use dynamics to help communicate the meaning of a song. - Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo. 	<ul style="list-style-type: none"> - Identify dynamics and how they change the mood and feel of the music: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. - Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. - Identify how dynamics can support the structure of a song or piece of music - Identify the connection between dynamics and texture

	EYFS	Y1/2	Y3/4	Y5/6
Rhythm	<ul style="list-style-type: none"> - Increasingly be able to use and remember sequences and patterns of movement which are related to music and rhythm. - Listen carefully to rhymes and songs, paying attention to how they sound. - To notice what adults do when playing a percussion instrument or clapping, imitating up to 4 beats. - To explore and create rhythms using instruments. - Remember and sing entire songs. - Learn rhymes, poems and songs. <ul style="list-style-type: none"> - To tap out simple repeated rhythms. 	<ul style="list-style-type: none"> - Recognise and clap long sounds and short sounds, and simple combinations. - Perform short, copycat rhythm patterns accurately, led by the teacher. - Perform short, repeating rhythm patterns while keeping in time with a steady beat. - To perform word-pattern chants: create, retain and perform your own rhythm patterns. <ul style="list-style-type: none"> - Recognise long sounds and short sounds, and match them to syllables and movement. - Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion. - Create rhythms using word phrases as a starting point. 	<ul style="list-style-type: none"> - Recognise by ear and notation: minims, crotchets, quavers and their rests. - Copy simple rhythm patterns created from minims, crotchets, quavers and their rests. - Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests. - Alternate between a steady beat and a rhythm. <ul style="list-style-type: none"> - Recognise by ear and notation: semibreves, minims, crotchets, quavers and semiquavers, dotted minims, dotted crotchets. - Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests. - Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers. - Understand and explain the difference between beat and rhythm patterns. - Recall the most memorable rhythms in a song or piece of music. 	<ul style="list-style-type: none"> - Recognise by ear and notation: minims, dotted crotchets, crotchets, quavers and their rests. - Recognise by ear and notation: 6/8 rhythm patterns, dotted crotchets, triplet quavers, dotted quavers, quavers and their rests. - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. - Recall the most memorable rhythms in a song or piece of music. <ul style="list-style-type: none"> - Recognise by ear and notation: 6/8 rhythm patterns, dotted crotchets, triplet quavers, dotted quavers, triplet quavers and their rests. - Recognise by ear and notation: 9/8 rhythm patterns, dotted crotchets, triplet quavers, dotted quavers, triplet quavers and their rests. - Recognise dotted rhythm in melodies. - Copy simple rhythm patterns using the above rhythms. - Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns. - Recall the most memorable rhythms in a song or a piece of music.

	EYFS	Y1/2	Y3/4	Y5/6
Pitch: Melody	<ul style="list-style-type: none"> - Sing the pitch of a tune sung by another person (pitch match) - To notice what adults do when singing, imitating what is observed. - Sing in a group or on their own, increasingly matching the pitch. - To explore and learn how sounds can be changed. 	<ul style="list-style-type: none"> - Recognise, sing and play high and low-pitched notes. - Explore singing and playing C D E from the C major scale. - Explore singing and playing F G A from the F major scale. - Identify the high notes and low notes in a melody. - Join in part of a melody. - Rehearse and play a simple instrumental melody as a part to go with a song. - Identify the names of the notes on a glockenspiel: C D E F G A B C - Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together. - Identify and play by ear or notation notes in the tonality of C major. 	<ul style="list-style-type: none"> - Show the shape of a melody as a rising and falling pitch. - Learn to sing a melody by ear or from notation. - Learn to rehearse and play a melodic instrumental part by ear or from notation. - Identify the names of the pitched notes on a staff: C D E F F# G A B Bb C - Identify the scales of: C major G major F major - Identify if a scale is major or minor. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Explore and play by ear or from notation 5-note scale Pentatonic scale - Identify and explain what a melody is. - Learn to sing and follow a melody by ear and from notation. - Understand melodic movement up and down as pitch. - Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C D E Eb F# G A B Bb C C# D - Identify the following scales by ear or from notation: C major F major G major A minor - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Identify and talk about the way vocals are used in a song. - Identify and explain: Harmony: two or more notes heard at the same time. 	<ul style="list-style-type: none"> - Identify and explain steps, jumps and leaps in the pitch of a melody. - Learn to sing and follow a melody by ear and from notation. - Learn to play one or more of four differentiated melodic instrumental parts by ear and from notation. - Identify the names of the pitched notes on a staff: C D E Eb F# G A B Bb C C# D - Identify the following scales by ear or from notation: C major F major D minor G major Eb major C minor - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Add new chords II and VI from a given tonality. - Identify tone by ear or from notation. - Identify intervals 3rd, 5th and 7th. - Identify the tonal centres of: C major and C minor F major D minor and D major Eb major - Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale - Identify major and minor tonality by ear and from notation. - Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation. - Identify the names of the pitched notes on a staff: C D E Eb F# G A B Bb C C# D

			<p>Second part: a second musical part, usually a melodic line, that creates harmony.</p> <ul style="list-style-type: none"> - Explore chords I, IV and V in instrumental accompaniments. - Explore intervals of 3rd, 5th and octaves. - Identify the following tonal centres by ear or from notation: C major F major G major A minor - Identify and demonstrate a major and minor scale. 	<ul style="list-style-type: none"> - Identify the following scales by ear or from notation: A minor G major D major D minor F major - Identify an interval of a major triad: 3rd, 5th - Identify an octave by ear or notation. - Copy simple melodies by ear or from reading notation. - Create melodies by ear and notate them. - Use chords C F G and A minor by ear or from notation. - Identify the tonal centres of: A minor G major D major D minor F major - Identify and demonstrate the following scales by ear and from notation: Major scales Minor scale Pentatonic scale Blues scale
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	EYFS	Y1/2	Y3/4	Y5/6
Tempo	<ul style="list-style-type: none"> - To explain how sounds are changed (e.g faster and slower). 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Understand that the speed of the beat can change, creating a faster or slower pace. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat, moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and slower. - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. 	<ul style="list-style-type: none"> - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise the connection between tempi and musical styles. - Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. - Change the speed of a steady beat moving from fast to slow, slow to fast. - Control the speed of a steady beat, getting faster and getting slower. - Direct the class in controlling the speed of a steady beat in a class performance. - Recognise an effective use of tempo at the end of a song.

	EYFS	Y1/2	Y3/4	Y5/6
Timbre		<ul style="list-style-type: none"> - Identify different sounds in the environment, indoors and outside. - Identify the sounds of the instruments played at school. - Identify some of the sounds of the instruments heard when listening to music. - Know the difference between a speaking voice and a singing voice. - Identify friends from the sound of their voice. 	<ul style="list-style-type: none"> - Choose particular instruments for rehearsal and performing. - Identify the sound of different tuned and untuned percussion instruments. - Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities. - Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings. - Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar. - Recognise the difference between the sound of male and female voices. - Understand the importance of the vocal warm-up and its impact on the tone of the voice. 	<ul style="list-style-type: none"> - Recognise the following ensembles: Gospel choir and soloist Rock band Symphony orchestra A Cappella group - Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute. - Recognise the difference between the sound of male and female voices. - Recognise tone colour and rapping. - Recognise the following ensembles: Pop group A Cappella group Gospel choir - Identify instruments that add particular colour to a song or piece of music. - Identify the following instruments by ear and through a range of media: Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer. Instruments of the orchestra from the strings, woodwind, brass, tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. Other instruments such as steel pans, harmonica, banjo and accordion.

	EYFS	Y1/2	Y3/4	Y5/6
Texture	<ul style="list-style-type: none"> - To explore the different sounds of instruments. - To explore and create own tunes using instruments. - To explain why they have used different instruments. 	<ul style="list-style-type: none"> - Sing together. - Listen out for combinations of instruments together. - Understand that singing and playing together creates a musical texture. - Add body percussion accompaniments. 	<ul style="list-style-type: none"> - Understand that singing and playing together creates a musical texture. - Add body percussion accompaniments. - Listen to the accompaniment to a song. - Identify large numbers of people playing and singing. - Listen out for solo players. - Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create. - Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music. - Understand and demonstrate the effect that repeated rhythmic or melodic patterns have on the texture of a piece of music. - Explain the term 'unison' and the difference between unison and solo. 	<ul style="list-style-type: none"> - Identify solos and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. - Identify changes in texture. - Talk about the different textures created by intervals and chords. - Sing and play instruments in different-sized groups. - Identify solo and instrumental breaks in songs and music. - Talk about solo voices, backing vocals and different vocal textures. - Refer to repeated rhythmic or melodic patterns as riffs/ ostinati. - Talk about the different textures created by intervals and chords. - Understand how texture builds throughout a piece as voices are layered.

	EYFS	Y1/2	Y3/4	Y5/6
Structure (form)	<ul style="list-style-type: none"> - To imitate movement in response to music. - To sing a few familiar songs. - To sing to self and make up simple songs. - To make up rhythms. - To develop a preference for forms of expression. - To begin to build up a repertoire of songs and dances. - To sing with confidence and enjoyments. 	<ul style="list-style-type: none"> - Add movement to key sections of a song. - Understand when to sing in a verse and a chorus. - Join in with a repeated section of a song: the chorus, the response. - Join in with the main tune when it is repeated. 	<ul style="list-style-type: none"> - Show the different sections of a song structure or piece of music through actions. - Identify and explain the following structural terms: verse, chorus, bridge, repeated signs, chorus, final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section. 	<ul style="list-style-type: none"> - Identify and explain the following structural terms: verse, chorus, bridge, repeated signs, chorus, final chorus, improvisation, call and response, and AB form within musical structures. - Identify the instrumental break and its purpose in a song. - Recognise phrases and repeated sections. - Discuss the purpose of a bridge section. - Talk about how musical styles often have the same musical structure. - Talk about the purpose of musical structures. - Identify where changes in texture and tonality help emphasize the contrasting sections in a song. - Recognise that changing the tonality at different points within the song creates different sections to the structure.