

Progression of **Declarative Knowledge** and **Procedural Knowledge**

	<u>YEAR R</u>	<u>YEAR 1</u>	<u>YEAR 2</u>
PITCH	Understand that sounds can be high or low.	Recognise changes in pitch (high and low). Play high and low notes of a set of chime bars.	Identify changes in pitch. Play tuned instruments (Boomwhackers, chime bars and recorders) following notation.
VOCABULARY	Low, middle, high, pitch, getting higher, getting lower		
DYNAMICS	Understand that sounds can be loud and quiet.	Recognise changes in dynamics.	Identify changes in dynamics. Recognise and create gradual changes in dynamics.
VOCABULARY	Loud, quiet, crescendo, diminuendo		
TEMPO	Understand that sounds can be fast and slow.	Recognise and create changes in tempo.	Identify and create changes in tempo. Recognise gradual changes in tempo.
VOCABULARY	Fast, slow, getting faster, getting slower, tempo		
DURATION	Recognise a steady beat (pulse). Recognise long and short sounds.	Copy simple rhythmic patterns. Recognise a steady beat (pulse)	Recognise rhythmic patterns that use long and short sounds. Create patterns using long and short sounds.
VOCABULARY	Pulse, steady beat, rhythm	Pulse, steady beat, bar, rhythm, ta, ti, rest	Crotchet, quaver, minim, rest, bar, beat, ta ti
STRUCTURE	Follow simple repeating patterns in songs.	Understand that music can be organised into	Recognise different forms of repeating patterns.

		patterns. e.g. verse /chorus/ verse	Create music with a simple pattern eg. ABA, ostinato
VOCABULARY	Repeat		Verse, chorus, call and response, ostinato
TIMBRE	Understand that voices, instruments and sound makers can make different types of sound.	Identify different instruments and group them into family sounds. Recognise and create different timbres in music.	
VOCABULARY	Names of class percussion instruments		Tapping, scraping, shaking, string, woodwind, percussion, brass
TEXTURE	Know that sounds can be made separately or together.		Understand that texture is how many sounds are playing together.
VOCABULARY	One sound, lots of sounds		Layer, texture
NOTATION	Know that pictures and photographs can represent sound.	Know that simple symbols can represent sounds. Know that the syllables of words can be used to create rhythms and that dots can be used to represent those syllables.	Know that the Inter-Related Dimensions of Music can be shown through symbols. Know, recognise and read notation for crotchet, minim, barred quavers and crotchet rest.
VOCABULARY	Picture symbol, syllable, rhythm		crotchet, minim, quaver, crotchet rest and barred quavers.
SINGING	Join in group singing, building a repertoire of songs. Use chants and rhymes to build rhythmic capability.		Sing songs in unison with control and , simple rounds with an awareness of how the part should fit. Sing with increasing awareness of pitch demonstrating the shape of the melody.

PLAYING	Can hold and play a range of percussion instruments experimenting with sounds and timbre.	Play tuned and untuned instruments experimenting with sounds, timbre and melody. Perform following a conductor's signals.	Can play simple patterns on tuned percussion instruments with increasing control. Play tuned and untuned instruments with a sense of tempo and dynamics. Perform using graphic scores and simple traditional notation.
IMPROVISING	Experiment with untuned instruments as a whole class.	Experiment with tuned and untuned instruments, improvising with a theme in mind.	
COMPOSING	Compose simple music as part of a whole class.	Create and choose sounds in response to given starting points. Create simple representations and short pieces using tuned and untuned percussion. Use simple symbols to represent sounds.	Create short sequences of sound in response to given starting points. Create simple soundscapes for intended effect. Use simple symbols to represent sounds.
LISTENING AND RESPONDING	Listens to a range of music, identifying changes and responding through movement and discussion.	Listens to a range of recorded and live music identifying key instruments. Responds to changes and rhythms in music through movement and discussion. Listens to own performances providing constructive comments.	Listens to a range of recorded and live music identifying changes in pitch, tempo and dynamics and understands the effect these changes have on the piece. Listens to their own music and that of others and suggests improvements.