



Knowledge Music Overview



Knowledge taught in unit

Unit title	Year 3	Year 4	Year 5	Year 6
Pitch	Identify, use and understand steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic	Identify melodic shape and explore different scale patterns including pentatonic, major and minor	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music
Duration	Identify how rhythm patterns fit to a steady beat and begin to use and understand 2, 3 and 4 metre	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7
Dynamics	Identify, use and understand getting louder and quieter in finer gradations	Explore how to use dynamics for expressive effect	Understand how a wide range of dynamics can be used and manipulated for expressive effect	Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect
Tempo	Identify, use and understand getting faster and slower in finer gradations	Explore how to use tempi for expressive effect	Understand how a wide range of tempi can be used and manipulated for expressive effect	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect
Timbre	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments	Identify voice types and a wider range of non-percussion instruments by family and name; further extend the use of voices and percussion instruments	Identify instruments within families and different instrumental / vocal combinations: refine the use of voices and percussion instruments	Identify voices / instruments within families and their role in a wider range of ensembles: refine the use of voices and percussion instruments with intended impact
Texture	Identify the use and purpose of different layers in music heard, created and performed	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinati parts	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments	Use simple harmony, including simple chords, with greater awareness and understanding
Structure	Develop understanding of conventional structures including binary (AB) and ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas – similar but not the same e.g. simple theme and variations. Further develop use of ostinati.	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures (e.g. Leitmotif)	Use a broader range of developmental structures (e.g. ABA, Rondo, 12 bar blues, theme and variations) and expressive structures (e.g. Leitmotif)