

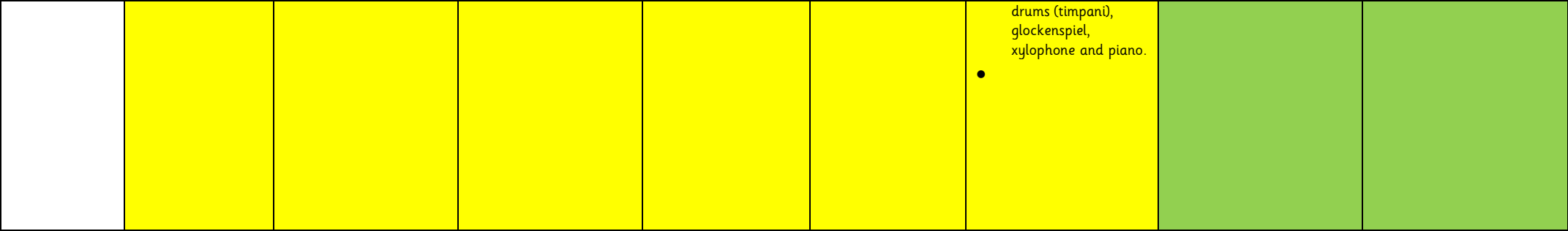
## Landscape Musical elements progression map layer 2

Musical elements progression Vocabulary	Pulse	Pitch	Rhythm	Tempo	Dynamics	Timbre	texture	structure
In Ks1 this would look like..	<p>Children will..</p> <ul style="list-style-type: none"> <li>• Watch and follow a steady beat.</li> <li>• Find a steady beat.</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the high notes and low notes in a melody.</li> <li>• Join in part of a melody.</li> <li>• Rehearse and play a simple instrumental melody as a part to go with a song.</li> <li>• Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise long sounds and short sounds, and match them to syllables and movement.</li> <li>• Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>• Change the speed of a steady beat, moving from fast to slow, slow to fast.</li> <li>• Understand that the speed of the beat can change, creating a faster or slower pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify loud and quiet sections of music, and discuss what makes the music loud and quiet.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the difference between a speaking voice and a singing voice.</li> <li>• Identify friends from the sound of their voice.</li> <li>• Identify different instruments by their distinctive sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that singing and playing together creates a musical texture.</li> <li>• Add body percussion accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with a repeated section of a song: the chorus, the response.</li> <li>• Join in with the main tune when it is repeated.</li> <li>• Begin to recognise the patterns in the structure of songs.</li> </ul> <p>Know the names : chorus, verse</p>
In LK2 this would look like...	<ul style="list-style-type: none"> <li>• Recognise and move in time with a steady beat.</li> <li>• Play in time with a steady beat and identify the metres 2/4, 4/4</li> <li>• Respond to the 'offbeat' or 'backbeat'.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain what a melody is.</li> <li>• Learn to sing and follow a melody by ear</li> <li>• Copy simple melodies by ear or from reading notation.</li> <li>• Create melodies by ear and notate them.</li> <li>• Identify and talk about the way vocals are used in a song. Identify and explain: <ul style="list-style-type: none"> <li>• Harmony: two or more notes heard at the same time</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Understand and explain the difference between beat and rhythm.</li> <li>• Recall the most memorable rhythms in a song or piece of music.</li> <li>• Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</li> <li>• Recognise by ear and notation: <b>minims, crotchets, quavers</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.</li> <li>• Change the speed of a steady beat moving from fast to slow, slow to fast.</li> <li>• Control the speed of a steady beat, getting faster and getting slower.</li> <li>• Direct the class in controlling the speed of a steady beat in a class performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the instruments or voices heard that can be recognised by their unique qualities.</li> <li>• Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</li> <li>• Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet,</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</li> <li>• Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</li> <li>• Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</li> <li>• Explain the term 'unison' and the</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</li> <li>• Identify the instrumental break and its purpose in a song.</li> <li>• Recognise phrases and repeated sections.</li> <li>• Discuss the purpose of a bridge section.</li> </ul>

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						<p>piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>difference between unison and solo.</p>	
	Pulse	Pitch	Rhythm	Tempo	Dynamics	Timbre	texture	structure
In UKS2 this would look like ...	<ul style="list-style-type: none"> <li>Recognise and move in time with the changing speed of a steady beat.</li> <li>Identify syncopation and swing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify major and minor tonality by ear and from notation.</li> <li>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</li> <li>Identify an octave by ear or notation.</li> <li>Copy simple melodies by ear or from reading notation.</li> <li>Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale</li> </ul>	<ul style="list-style-type: none"> <li>Recognise by ear and notation: Minims, crotchets, quavers, semiquavers and their rests.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise an effective use of tempo at the end of a song.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the following ensembles: <ul style="list-style-type: none"> <li>Pop group</li> <li>A Cappella group</li> <li>Gospel choir</li> </ul> </li> <li>Identify the following instruments by ear and through a range of media: <ul style="list-style-type: none"> <li>Band instruments such as keyboard, electric or saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer.</li> </ul> </li> <li>Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, oboe, saxophone, trumpet, trombone, French horn, tuba,</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play instruments in different-sized groups.</li> <li>Identify solos and instrumental breaks in songs and music.</li> <li>Talk about solo voices, backing vocals and different vocal textures.</li> <li>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</li> <li>Understand how texture builds throughout a piece as voices are layered.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</li> <li>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</li> <li>Recognise that changing the tonality at different points within the song creates different sections to the structure.</li> </ul>

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= interleaving knowledge that under pins disciplinary knowledge.



= new key knowledge that children should have acquired by the end of that key stage.