

Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 1 "Who Are You?"

- To learn each other's names
- To develop active listening skills
- To embody the actions at given times to increase awareness of musical phrasing and vocal expression
- To use actions and Makaton signs to support learning words and maintain prolonged focus
- To learn new songs
- To listen and respond at given times
- To experience and embody the driving pulse by skipping along
- To embody the regular beat through repetitive speech patterns
- To express self creatively (Cool Down)
- To use puppets in response to music
- To use vocal sounds creatively
- To listen and respond to others' sounds
- To engage in active listening, eye pointing and vocal responses
- To listen carefully and embody changes of dynamics (i.e. loud and quiet) by moving up and down to the music creatively
- To sequence visual big and small sizes, and relate to sequenced low and high pitched sounds
- To listen and respond to lyrics of a song with "yes" or "no" at given times
- To watch and respond to changing gestures
- To increase awareness of different body parts
- To use creative thinking and expression
- To listen carefully and group similar sounds
- To understand that we all experience music differently
- To understand that we all express ourselves creatively in different ways
- To learn rhyme
- To express creativity using puppetry
- To follow start-stop instructions for instrumental play (listen and respond)

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Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 2

'Let's Celebrate!'

- To learn simple songs
- To listen and respond to start-stop music commands
- To embody the beat, thus support responding at given times
- To anticipate patterns of behaviour based on regular phrase length
- To watch and respond at given times
- To practise repeatedly counting to four in a consistently paced way (using the building blocks of early musical theory)
- To embody the rhythms of a repetitive phrase and respond at given times
- To develop turn-taking skills
- To understand that we all experience music differently
- To understand that we all creatively express ourselves in different ways
- To experience music from different cultures
- To group instruments according to similar tones
- To listen to words and respond with given actions
- To listen to sounds and respond with given actions
- To embody sounds with relevant actions
- To express self creatively through gestures in response to music
- To express self creatively through drawing colours and shapes in response to music
- To recognise that we embody the music when we allow our bodies to move freely to the sounds that we hear
- To express self creatively by drumming fingers on desks or knees in response to music
- To experience and embody different cultural dances through active movement as a cohesive group
- To learn simple new songs
- To increase confidence and strength (i.e. projection) singing through use of limited vocabulary ("fa la la..")
- To attune ear to regular phrasing
- To play instruments in sequence, taking turns and waiting
- To play instruments at given times
- To increase awareness of changes of energy in verse-chorus format within song
- To express self musically on drums
- To recognise the unique quality of our voices
- To recognise and explore some expressive qualities of our voices
- To frame instrumental play within a song number sequence
- To listen and respond to specific lyrics with instrumental play at given times within a sequential song
- To explore creative thinking and musical expression to create a Winter soundscape

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Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 3

'The Animal Boogie'

- To learn simple songs
- To promote active singing and vocal projection through singing simple songs altogether at a slow-moderate tempo
- To explore sounds created by farm animals
- To experience a range of genres of pre-recorded music
- To experience songs and stories through role play
- To develop greater vocal and gestural expression and communication skills through use of animal role play
- To listen actively and perform (vocal and gestural) role at given times, when relevant animal is mentioned
- To act out roles within song stories
- To take turns making decisions
- To role play with song accompaniment
- To role play with body percussion, vocal sounds and gestures
- To embody the experience and intensity of a horse race through use of body percussion, vocal sounds and gestures, as a cohesive group
- To follow instructions through mirroring gestures and sounds
- To experience different genres of pre-recorded music
- To frame a guessing game within the context of a song
- To listen actively to identify sounds that some animals create
- To use vocal warm-ups to develop vocal projection and control
- To use breathing techniques to develop breath control
- To maintain, watch and respond at given times with learned actions
- To move body expressively to music
- To know that our communicative expression is not limited to verbal language, but that we communicate using gestures, facial expressions, body language and varied vocal sounds and tones
- To explore and develop the use of our voice in non-verbal ways, which aids greater communicative expression
- To use animal role-play to explore non-verbal vocal and gestural communication creatively
- To experience a range of different pre-recorded music
- To actively listen to pre-recorded music and respond creatively through sculpting dough
- To explore the topic of animals living within the rainforest
- To gain a growing awareness of creating a soundscape, and the many sounds that contribute simultaneously (including weather, animals, plants)
- To use a visual form of conducting using picture images, without verbal indication to play or stop
- To experience the intensity of quiet sound production within the context of role play as prey-evading predators
- To follow conducted instructions given using different forms of prompts: verbal, sound effects, and gestural
- To develop awareness of changing speeds within music
- To respond to changes of speed within music and match them
- To listen actively to pre-recorded music, and respond tangibly and visually to reflect changes in the music using a parachute
- To develop non-verbal communication skills using parrot vocalisations and gestures
- To broaden the expressive potential of the voice by exploring a range of different sounds and speech patterns

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Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 4 'Let's Play!'

- To learn simple songs and rhymes
- To listen actively and consider how different materials produce different sounds
- To use musical play and movement as modes of self-expression
- To increase awareness of self and other as a cohesive whole within the context of musical partnership
- To develop communication skills through turn-taking play against the motivational structure of a repetitive chant
- To increase awareness of beat
- To use instrumental play and free body movement to respond to the embodied musical experience
- To recognise the difference between higher and lower sounds ("pitches"), supported by corresponding building blocks, visual aids and the use of numbers
- To use imagination and self-expression to create constructions and consider appropriate vocal sound effects
- To provide appropriate descriptive vocal sound effects to accompany the movement of a toy and the direction of movements
- To combine expressive play with music using songs and rhymes
- To develop increased awareness of the unique qualities of voices
- To develop increased awareness of vocal expression within communication
- To develop prolonged sustained focus and active listening skills
- To listen and respond to the expressive qualities of instrumental play, through role playing musical conversation
- To recognise the individual qualities of our voices as unique
- To explore the expressive use of our voices
- To embody different characters through use of gestures and vocal sounds
- To use gestures and vocal sounds expressively in response to musical accompaniment
- To use puppets and vocal sounds within storytelling to aid expressive communication of the text
- To embody the intensity of the story told and maintain prolonged concentration through use of movement of specific speeds, as a cohesive group
- To reflect emotional expression visually through use of a parachute
- To use non-verbal vocal sounds expressively
- To use anticipation and resolution within sound and silence as a tool for recognising changes of dynamics (i.e. volume) and phrasing
- To develop the expressive use of vocal sounds
- To embody specific vehicle sounds through use of gross motor movement
- To explore how changes of speed can impact on the sound effects used
- To use vocal sounds and repetitive phrases to support prolonged sustained concentration and meaningful engagement in the text
- To follow start-stop commands by listening actively
- To follow silent start-stop commands by watching actively
- To vary speeds of movement within stop-start commands
- To move expressively to the music
- To embody the music by responding to the use of accents, silence and texture, and also to changes of speed and volume
- To move in specific ways according to the musical motifs heard within the music

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Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 5 'In the Woods'

- To learn new songs
- To examine the forest school / green space area and recreate the environmental soundscape
- To practise chanting in a call and response echoing format
- To practise chanting whilst marching to aid forward momentum, and to maintain a steady pace
- To play claves at given times along with a regular metronome beat
- To parallel the movement of wind through plants, with the use of breath during singing
- To explore breath control
- To learn breathing techniques which will support more confident use of the singing voice
- To parallel the growth of plants / wildlife with expanding dynamics
- To develop increased awareness of getting gradually louder and quieter
- To experience different genres of music
- To feel the music through the feet
- To explore rhythmic responses to music using different parts of the body
- To focus on feeling the pulse of the music through hands and feet simultaneously, by tapping a drum and following the leader
- To use varying amounts of force with feet / stamp to emphasise the down beat
- To use feet and actions to feel the regular pulse, repeated beats and added accents
- To keep changes of speed within musical accompaniment
- To listen carefully to musical cues through a melodic line accompaniment (using stop-start and varied speeds of momentum), to indicate movement responses using gestures
- To listen carefully to musical cues within a song, indicated through use of segments comprising of verses and choruses, which require action responses using parachute motions
- To listen carefully for stop-start musical cues, which indicate a sudden response through a change of gross motor movement

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Satellite View – Early Years Foundation Stage

Music Knowledge Progression

Reception

Unit 6 'At the Beach'

- To explore a range of percussion instruments
- To explore shaking 'sandy' sounds
- To arrange musical instruments in order of sound from loudest to quietest
- To engage in turn-taking structured play within the framework of a simple song
- To create a range of shaker instruments, changing the contents to alter the sound
- To express themselves through movement
- To embody the forward propelling momentum of driving rhythms found in some sea shanties, through use of body percussion (tapping toes against the floor and dropping hands onto thighs)
- To develop increased awareness of dynamic swells within phrases where the music becomes gradually louder and gradually softer
- To playfully use wind trapped within balloons, as a focus for visualising and embodying different forms of gestural expression
- To develop breath awareness and control
- To learn new songs
- To move (wave) to a steady beat
- To play instruments in time with the beat
- To develop careful watching, waiting and anticipation in response to finger conducting
- To notice and respond to expressive changes using swells within music
- To express self freely within the framework of calm vs energetic music
- To listen carefully to contrasting musical and sound tonalities
- To explore how sounds change when they move through water
- To explore how instrumental sounds change when they cannot travel freely, by dampening sound vibrations
- To use a simple song framework and reduced sensory input (by closing eyes) to focus attention and heighten listening skills
- To respond to vocal and instrumental musical contrasts with embodied movement
- To use own imagination and decision-making skills to respond to an orchestral music track by drawing an underwater scene
- To develop breath control by alternating blowing and singing phrases
- To develop increased awareness of phrasing using alternate vocalising and blowing responses
- To respond to sound instructions played on a tambourine / ocean drum, using gross motor movements as crabs playing around a rockpool
- To develop concentration, listening and watching skills using anticipation and resolution with instrumental sounds and silences
- To use counting and rhythms within an echoing format using castanets
- To experience music of different cultures
- To express self freely through clicking castanets and gross motor movement to a traditional Spanish track
- To use turn-taking instrumental play in a simple sequential format
- To anticipate play as part of a circle formation
- To view musical play as part of team sport, including playful competition
- To learn about team the purpose of team chants
- To create and practise own team chants
- To use a suspense and resolution format of irregular phrasing to aid focused listening and energetic, playful responses, reflecting jumping over waves in shallow sea water

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Satellite View – Early Years Foundation Stage

Key Vocabulary

Reception

Unit 1 "Who Are You?"

tapping
drumming
percussion instrument
repeat
copy

emotions
quiet
loud
high
low

style
stop
start
song

Unit 2 "Let's Celebrate!"

louder
quieter
beat
stop
start

expressive / expression
sounds
loudest
quietest
sound effects

orchestra
perform
carnival
symbol
singing

practise
voice
high-pitched / squeaky
low-pitched / deep
soundscape

Unit 3 "The Animal Boogie"

perform
orchestra
sounds
warm-ups
voice

expressively
whisper
emotions
vocal sounds
altogether

quickly
slowly

Unit 4 "Let's Play!"

action
rhyme
set
higher
lower

vocal sounds
chant
performers
take turns
walking pace

sound map
repeat
imagination
hoedown

Unit 5 "In the Woods"

natural
vocal sounds
body percussion
echo
chant

beat
expressively
stamping
environment
call

speed
rhythms
higher
lower
jig

Unit 6 "At the Beach"

loudest
quietest
percussion instruments
shake
pattern

body percussion
rhythm
breathe
quickly
slowly

travel
vibrates
breath
echo
wooden
metal
shaking
beating

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Satellite View – Key Stage One

Music Skills Progression

Year One

- To explore how sounds can be made and changed
- To identify the beat in different pieces of music
- To be able to move to, and play along with, the beat
- To respond appropriately to musical instructions
- To be able to hold and use a beater correctly
- To use their voices confidently in different ways
- To recognise and explore how sounds can be made and changed
- To respond verbally and physically to different musical moods
- To create and choose sounds in response to given starting points
- To be able to recognise voices and sounds by their own unique timbre
- To recognise that different instruments have their own unique timbres and be able to identify some instruments by listening to their sound
- To explore the element of pitch
- To increase control of vocal pitch
- To be able to make high and low-pitched sounds using their voices
- To use pitched instruments and accurately match their voices to the different notes they can hear
- To identify long and short sounds in music
- To identify the difference between loud and quiet sounds
- To sing with clear diction
- To play copycat rhythms, copying a leader, and invent rhythms for others to copy with an awareness of dynamics (on untuned and tuned percussion)
- To play tuned and untuned instruments musically
- To recognise and describe the difference between pitch and rhythm
- To begin to read simple dot rhythms
- To begin to write simple dot rhythms
- To be able to recognise the difference between a thin and thicker texture
- To be able to reflect on a performance and identify possible improvements
- To learn the meaning of texture

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Satellite View – Key Stage One

Music Knowledge Progression

Year One

Unit 1 Instrumentation 'Whatever the Weather'

This unit is an introduction to instrumentation, focusing specifically on percussion instruments. Pupils begin by looking at a range of percussion instruments and beaters and grouping them together according to the materials they are made from. They will have opportunity to practise correctly handling a range of instruments by playing along with the beat of various musical pieces at varying speeds. In groups, pupils will produce a piece of structured music using these instruments, using 'The Rainbow Song' as a guide.

Knowledge Overview

- To name and know how to play a range of musical instruments
- To know how to group instruments according to the materials they are made of
- To know what beat is
- To know the meaning of the word 'tempo'

Possible Cross-Curricular Links (Science)

- To explore and recognise the similarities and differences between materials
- To sort objects into groups on the basis of simple material properties
- To recognise and name common types of materials and recognise that some of them are found naturally

Unit 2 Timbre 'Sound Stories'

In this unit, pupils are introduced to the musical element of timbre (pronounced tam-ber) focusing specifically on unique voice tones and sounds of instruments. They will learn about how each individual voice has its own distinct timbre, before moving on to identifying instrument 'voices'. Their learning will be applied by adding appropriate sound effects to enhance fairy stories and traditional tales through vocal, body percussion and instrumental sounds. They will also be introduced to graphic scores and, by the end of the unit, produce and perform their own.

Knowledge Overview

- To learn the meaning of the word 'timbre'
- To know that dynamics relates to volume (loud and quiet)
- To know what sound effects are and how they are used
- To know how to create and follow a graphic score
- To know what a conductor is, in the context of music

Possible Cross-Curricular Links (English)

- To know and be able to retell some well-known fairy tales

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Satellite View – Key Stage One

Music Knowledge Progression

Year One

Unit 3 Singing A 'Inside My Igloo'

This is the first of two singing based units in Year One. It teaches the pupils the fundamentals of good singing habits such as paying attention to diction and posture. They will apply these skills as they learn and perform 'Oh I Do Like To Be Inside My Igloo'. They will also explore the cultural tradition of Inuit Throat Singing.

Knowledge Overview

- To know the difference between high and low-pitched sounds
- To understand what beat is
- To know what lyrics are in a song
- To know that a tune is a sequence of notes of different pitches
- To know the importance of posture and vocal warm-ups when singing
- To know what Inuit throat singing is, its history and purpose

Possible Cross-Curricular Links (Geography)

- To learn about human and physical features of the Arctic region
- To learn about the climate in the Arctic
- To understand aspects of the traditional Inuit culture

Unit 4 Duration 'Musical Timelines'

In this unit, pupils are introduced to the musical term 'duration', which means how long or short a sound is in music. They will use their classifying skills to group instruments depending on the length of sound each one makes. They will then use symbols to represent long and short sounds and also compose pieces of music, with percussion instruments, that have predominantly long or short sounds.

Knowledge Overview

- To know the meaning of the word 'duration'
- To recall the meaning of the word 'timbre'
- To name and know how to play a range of percussion instruments
- To know how to create and read a graphic score representing duration of sounds
- To recognise and name a range of orchestral instruments
- To know that music is organised sound

Possible Cross-Curricular Links (Science)

- To explore and recognise the similarities and differences between materials
- To sort objects into groups on the basis of simple material properties
- To recognise and name common types of materials and recognise that some of them are found naturally

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Satellite View – Key Stage One

Music Knowledge Progression

Year One

Unit 5 Singing B 'Pirate Patterns'

This is the second of the two singing units in Year One. By now, the pupils should be familiar with the concept of beat and have a secure understanding of what beat is and the important role it plays in keeping music cohesive and in time. They will now learn about rhythm and how it relates to beat. Through pirate phrases, pupils will use syllables and words to start learning about rhythms and how they differ from beat. They will use dot rhythm patterns and learn a song so they can use their rhythm focused knowledge.

Knowledge Overview

- To know what lyrics are in a song
- To name and know how to play a range of musical instruments
- To know what beat is and the importance of keeping the beat
- To know the meaning of the word 'rhythm'
- To know what a pitch line is
- To know the difference between pitch and rhythm
- To know what syllables are
- To know and understand what the word 'echo' means
- To recall the meaning of the word 'dynamics'
- To understand and identify the difference between loud and quiet sounds
- To recall the meaning of the word 'timbre'

Possible Cross-Curricular Links (Science)

- To know that there are many kinds of sound and sources of sound
- To know that sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear

Unit 6 Dynamics and Texture 'Give Me a Sign'

This is a unit designed to introduce the pupils to signs and symbols. They will begin by looking at signs and symbols around their school and locality and learn what they mean. They will then move on to look at how actions and sounds can be used to represent some of these symbols. Pupils will explore vocal and percussion sounds to develop a composition using street signs as graphic notation. Pupils will also learn the musical signs for loud (f) and quiet (p), known as dynamics.

Knowledge Overview

- To recall the definition of music i.e. organised sound
- To know how symbols are used in compositions
- To know that the dynamic symbol 'f' means loud and 'p' means quiet
- To know that matching sounds to symbols is the first step in reading notation
- To know the meaning of the word 'texture'
- To know the difference between quiet and soft
- To know the difference between beat and rhythm

Possible Cross-Curricular Links (Geography)

- To become familiar with the school building, grounds and surrounding local area
- To know the difference between human and physical features
- To identify and describe what places are like
- To know where things are located and make observations about other features in the environment

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Satellite View – Key Stage One

Key Vocabulary

Year One

Unit 1 Instrumentation 'Whatever the Weather'

Beat
Beater
Conductor
Untuned percussion instruments
Tempo

Unit 2 Timbre 'Sound Stories'

Conductor
Dynamics
Graphic score
Sound effects
Timbre

Unit 3 Singing A 'Inside My Igloo'

Beat
Diction
Lyrics
Pitch
Tune

Unit 4 Duration 'Musical Timelines'

Duration
Graphic Score
Symbols
Texture
Timbre

Unit 5 Singing B 'Pirate Patterns'

Beat
Conductor
Dynamics
Lyrics
Pitch
Rhythm
Timbre

Unit 6 Dynamics and Texture 'Give Me a Sign'

Duration
Dynamics
f, *p*
Texture
Timbre

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Satellite View – Key Stage One

Music Skills Progression

Year Two

- To listen carefully and recognise patterns and increase aural memory
- To mark the beat of a listening piece by tapping or clapping
- To begin to sing in tune with expression and control
- To perform simple chants and songs
- To perform with control and awareness of audience
- To begin to compose their own lyrics
- To recognise and explore how sounds can be organised
- To play musical instruments with expression and control, listening and observing carefully
- To improvise repeated patterns
- To improvise simple question-and-answer phrases, creating a musical conversation
- To begin to recognise, recall and perform simple rhythmic patterns and sequences
- To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as change in tempo
- To identify the beat groupings in familiar music that they listen to
- To begin to evaluate their own and others' performances
- To be able to comment on a piece of music using correct musical vocabulary
- To begin to write simple song lyrics
- To respond appropriately to the visual symbol for the term 'crescendo'
- To select and order sounds within simple structures and sounds in response to given starting points
- To experiment with, create, select and combine sounds using inter-related musical dimensions e.g. tempo, pitch
- To represent sounds with symbols
- To recall, perform and accompany simple songs, sequences and rhythmic patterns
- To begin to read pitched dot notation
- To compose simple lyrics for a question-and-answer style musical conversation
- To maintain a sung or spoken part in a multi-part piece
- To follow simple three note pitch sequences
- To identify the beat and join in getting faster and slower together
- To perform long and short sounds in music in response to symbols
- To respond to a range of high-quality live and recorded music
- To identify instruments by listening carefully to the timbre
- To recall sounds in a sequence
- To compare features of different songs
- To be able to play crotchet and quaver rhythms on the note G on the recorder
- To recognise repeating rhythm and pitch patterns
- To apply learning about the elements of music into independent composition and improvisation
- To improvise a simple four-beat rhythm pattern
- To play a tune over an accompaniment
- To read and play notated rhythms confidently

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Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 1 Duration A “Two, Four, Six, Eight...”

In this unit, pupils will consolidate and build on their prior learning by focusing on chants and cheers. Through the context of cheerleading as an established cultural musical style, pupils will learn about spoken and sung chants. There will be a revision of pitch and duration with a focus on combining beat and rhythm. Pupils will also be introduced to metre, learning about strong and weak beats.

Knowledge Overview

- To know what a chant is
- To know that musical notes are named using the first seven letters of the alphabet
- To understand what beat is
- To learn about the history of cheerleading and know that it is a style of music
- To understand that cheerleading is a form of chant that can be spoken or sung
- To know what lyrics are in a song
- To understand the importance of listening to others when performing in a group
- To recall the meaning of the words 'beat' and 'rhythm'
- To learn the word 'metre' and know what its musical meaning is
- To know what is meant by the 'strong' beat in metre
- To recall the meaning of the words texture, tempo and timbre
- To know what is meant by a question-and-answer phrase
- To understand that sounds are represented by symbols in music

- To recall the meaning of the word 'syllable'
- To understand that a chant can be sung or spoken and identify the difference between the two
- To recall the meaning of dynamic markings, 'f' and 'p'
- To know the meaning of the word 'crescendo'

Possible Cross-Curricular Links (Dance)

- To learn about different styles and purposes of dance
- To perform dances using simple movement patterns

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Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 2 Structure 'Jolly Jingles'

Pupils will begin this unit by listening to jingles, identifying features and discussing how jingles make things memorable. They will have opportunities to compose simple lyrics and will be introduced to a new musical form, scat. The importance of repetition within musical structures will be highlighted through the well-known song 'If You're Happy and You Know It.'

Knowledge Overview

- To recall the meaning of timbre
- To recall what lyrics are in a song
- To know what a jingle is and understand its purpose
- To understand what is meant by a 'catchy' tune
- To know what sound effects are and how they are used
- To understand what structure means in the context of music
- To know that repetition is an important part of musical structure
- To learn about scat as a musical singing style
- To compose simple lyrics for a question-and-answer style musical conversation
- To know what decrescendo means and that it is the opposite of crescendo
- To recall the meaning of texture
- To understand the relationship between texture and the number of parts within a piece
- To know the meaning of the word 'repetition'
- To develop their understanding of pitch

Possible Cross-Curricular Links (Science)

- To explore and recognise the similarities and differences between materials
- To sort objects into groups on the basis of simple material properties
- To recognise and name common types of materials and recognise that some of them are found naturally

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Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 3 Instrumentation 'Happy Families'

There will be a continuation from Year 1 in learning about classroom percussion instruments before moving on to other instrument groups. Pupils will listen to a range of orchestral music and learn about the different instrument families and their commonalities. There will be a focus on timbre of individual instruments and a study of different instrumental groups such as brass bands and string quartets.

Knowledge Overview

- To know how to group instruments according to the materials they are made of
- To know the names of a wider range of percussion instruments
- To know how to correctly play a wider range of percussion instruments
- To know what a percussion instrument is
- To know how the use of instrumentation affects the texture of a piece of music
- To know that different instruments belong to different families
- To know that the four instrument families are called brass, woodwind, strings and percussion
- To know what brass, woodwind and string instruments are and what each family has in common
- To know the names of some orchestral percussion instruments e.g. timpani
- To know the meaning of the word 'refrain'
- To learn and recall the meaning of the term 'rest' in music
- To know the names of, and recognise some string instruments (specifically guitar, violin, double bass and piano)

- To know the names of, and recognise some brass instruments (specifically trumpet, trombone and tuba)
- To recall the meaning of the terms 'texture' and 'structure'
- To know what the term 'glissando' means
- To know the names of, and recognise some woodwind instruments (specifically bassoon, flute and recorder)
- To know the outline history of the flute
- To know what the word 'solo' means
- To learn how to assemble and blow a recorder
- To know the names of and identify some instruments that belong to each instrument family
- To know how to assemble a recorder
- To know the names of the three parts of the recorder
- To know how to play the note 'G'

Possible Cross-Curricular Links (History)

- To understand that a timeline places events and objects in chronological order
- To learn about change over time

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Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 4 Singing 'The Boring Song'

This unit is designed to show pupils how music acts as a window into diverse cultures. The title song of the unit begins with the lyrics 'How boring would the world be if we were all the same?' and that is the message that runs through this unit. There will be a focus on chants and singing from countries around the world. Pupils will explore a lullaby from Africa and a festival song from Brazil with links to dynamics, timbre and tempo.

Knowledge Overview

- To know that the purpose of a song is usually to get a message across through the lyrics
- To know what a lullaby is
- To know the features of a lullaby
- To recall the meanings of 'crescendo' and 'decrescendo'
- To learn the meanings of the dynamic markings 'mp' and 'pp'
- To understand the meaning of the word 'version'
- To recall the meaning of 'question and answer' in music
- To recall the meaning of the word 'echo'
- To learn the song 'Tongo' and know its backstory
- To recall the four instrument families
- To recall what a 'question and answer' song is
- To learn the song 'Cai Cai Balão' and know its backstory
- To recognise and understand the musical structure in a simple song
- To know how to use graphic scoring to structure a song
- To be able to choose appropriate instruments to accompany songs

- To know the names of the notes used in music notation
- To know how to read and play simple pitch patterns

Possible Cross-Curricular Links (Geography)

- To locate different countries on a globe or map
- To find out about different cultures around the world

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Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 5 Duration B 'How Does Your Garden Grow?'

Pupils will be introduced to standard notation in this unit, specifically crotchets, quavers and crotchet rests. Pupils will improvise and develop their working knowledge of rhythmic patterns and they will learn to read and write standard notation linked to duration. In this unit, pupils will also continue to learn the recorder within the context of (and not as an add-on to) the music curriculum.

Knowledge Overview

- To recall the meaning of the word 'echo'
- To know that a crotchet note is a one beat note
- To know that a crotchet rest is a one beat rest
- To know how to draw a crotchet
- To know how to draw a crotchet rest
- To know that a pair of quavers are equal in value to a crotchet (one beat)
- To know how to draw a pair of quavers
- To recall and identify the notes B, A and G on a single pitch line
- To know how to compose and notate three beat rhythm patterns
- To learn the song, 'Mary, Mary Quite Contrary'
- To recall the meaning of the dynamic terms 'crescendo' and 'decrescendo'
- To know how many syllables are in words
- To understand the relationship between syllables and sounds
- To recall the symbols for crotchets, quavers and crotchet rests
- To know how to play crotchets and quavers on a single note on the recorder
- To begin to learn about how memory works, specifically auditory memory
- To know how to play the notes G, A and B on the recorder

- To learn the meaning of the word 'improvise'
- To know the meaning of the word 'compose'

Possible Cross-Curricular Links (Science)

- To know the name of common flowering plants
- To recognise and name leaf, stem, flower, and root of flowering plants
- To understand that seeds grow into flowering plants

Hullabaloo!



Satellite View – Key Stage One

Music Knowledge Progression

Year Two

Unit 6 'Make a Hullabaloo!'

This final unit of Year 2 focused on Jangeland, a sound-filled fictitious kingdom. The accompanying map uses symbols to indicate a range of locations. Pupils will compose and annotate for chosen locations and they will use the software tool, Audacity, to begin to record and manipulate sound. They will have learnt the notes G, A, B and C by the end of this unit and have experience of playing by ear and improvising.

Knowledge Overview

- To recall the meaning of the term 'graphic score'
- To learn what a metronome is
- To understand what is meant by 'double time'
- To recap on the meaning of 'metre' and 'strong beat'
- To know how to use dynamics and texture appropriately to achieve a desired effect in composition
- To know the meaning of the word 'soundscape'
- To recall the meaning of 'question and answer' phrases
- To know that Audacity is free software that is used for recording sound onto a computer
- To know how to use Audacity to record and manipulate sounds, changing speed, pitch and adding echo
- To know what the word 'improvise' means
- To recall the meaning of 'auditory memory'
- To understand how the use of texture, timbre and tempo affects a piece of music

- To know the importance of listening to timbre when choosing an instrument to represent a sound
- To recall the meaning of 'metre'
- To know what the term 'playing by ear' means
- To know how to play the note C on the recorder

Possible Cross-Curricular Links (Geography)

- To know the points of the compass
- To understand the difference between human and physical features
- To learn about the purpose of symbols on a map

Hullabaloo!



Satellite View – Key Stage One

Key Vocabulary

Year Two

Unit 1 Duration A "Two, Four, Six, Eight..."

Chant	Lyrics
Crescendo	Metre
Duration	<i>p</i>
Dynamics	Pitch
<i>f</i>	Strong beat

Unit 2 Structure 'Jolly Jingles'

Decrescendo	Sound effects
Jingle	Structure
Pitch	Texture
Repetition	

Unit 3 Instrumentation 'Happy Families'

Brass instruments	Refrain	Tempo
Concussion instruments	Rest	Timpani
Glissando	Solo	Woodwind instruments
Percussion instruments	String Instruments	

Unit 4 Singing 'The Boring Song'

Crescendo	<i>pp</i>
Decrescendo	Tempo
Dynamics	Timbre
Lullaby	Version
<i>mp</i>	

Unit 5 Duration B 'How Does Your Garden Grow?'

Auditory memory	Decrescendo
Compose	Duration
Crescendo	Echo
Crotchet note	Improvise
Crotchet rest	Quavers

Unit 6 'Make a Hullabaloo!'

Auditory memory	Metronome
Double time	Play by ear
Graphic score	Soundscape
Improvise	Strong beat
Metre	

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Skills Progression

Year Three

- To explore the way sounds can be combined and used expressively
- To improvise repeated patterns as on-the-spot responses
- To improvise simple tunes using a limited note range
- To compose and notate simple tunes
- To begin to recognise, recall and perform simple rhythmic patterns
- To listen carefully and recognise patterns and increase aural memory
- To begin to read standard musical notation
- To begin to write standard musical notation
- To play tuned and untuned percussion instruments using correct technique
- To perform with control and awareness of audience
- To begin to sing in tune expressively with an awareness of beat and rhythm
- To maintain a sung part, specifically in the context of a round
- To compose and perform simple accompaniments, recognising different musical elements and how they can be used together to compose music
- To join in with action songs, performing the actions in time
- To begin to write simple song lyrics to fit to a given tune
- To apply word chants to rhythms, understanding how to link each syllable to one musical note
- To keep the beat of a listening piece where the tempo varies by tapping or clapping
- To follow musical instructions e.g. use of dynamics
- To improvise repeated patterns
- To explore sounds using symbols and ICT
- To recognise and explore different combinations of pitch sounds
- To improvise a short musical phrase using three notes
- To use listening skills to correctly order phrases using dot notation
- To structure musical ideas, creating music that has a beginning, middle and end
- To recognise a variety of instruments by their timbre
- To compose and perform simple accompaniments recognising different musical elements and how they can be used together to compose music
- To compose and notate repeating rhythm patterns
- To identify melodic repetition in music
- To recognise which musical elements have prominence in a variety of pieces of music
- To know the sign that is commonly used to indicate that a note of the same letter name as another is at a higher pitch
- To compose the lyrics for a 'call and response' song

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 1 Notation 'Codebreakers'

The pupils will focus on the history of how written music came to be and learn about the use of notation. They will learn about the importance of the staff in showing a change in pitch, and how the notes are used to inform musicians about what they need to play. Pupils will also have the opportunity to apply what they have learnt by writing their own simple compositions and playing them using standard notation.

Knowledge Overview

- To know that writing and reading music is an important way to communicate musical ideas
- To recall the meaning of 'double time'
- To know what an 'oratorio' is
- To learn some facts about the composer, George Frideric Handel
- To know what the word 'staff' means in music
- To recall that musical notes are named using the first seven letters of the alphabet
- To recall how to write a crotchet, quaver pair and crotchet rest
- To understand how the element of pitch relates to musical notation
- To know how to play the note 'F' on the recorder
- To develop an understanding of the history of music
- To know and recognise some of early forms of written music
- To know the names of notes and how to record them on manuscript
- To know that music can be notated in different ways, such as using a pitch line
- To recall how to play the notes G, A, B and C on the recorder

Possible Cross-Curricular Links (History)

- To learn about chronological order
- To understand the importance of primary evidence when investigating development over time

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 2 Singing 'All Together Now'

In this unit, pupils will learn about different singing styles and structures. They will be introduced to the term 'unison' and join in with unison singing. They will apply prior knowledge in learning about 'verse, chorus' structured songs and will also learn some action songs. They are introduced to two-part rounds and begin to practise this style, maintaining their own part.

Knowledge Overview

- To understand the term 'chorus' and recognise the features of a chorus
- To learn about the role of repetition within songs
- To learn the meaning of the word 'unison'
- To learn about the key features of writing song lyrics
- To know what the musical term 'march' means
- To learn the story behind the piece entitled 'The Liberty Bell'
- To learn about the composer, John Philip Sousa
- To know what a narrative song is
- To understand the meaning of the musical term 'unaccompanied'
- To know the meaning of the word 'round' in the context of singing
- To recall the note names on the staff (FACE, EGBDF)
- To learn to synchronise sound with movement
- To learn to play the note 'E' on the recorder
- To know the meaning of the musical term 'accompaniment'
- To learn about the instrument called the sousaphone
- To understand the meaning of 'dynamic interest'

Possible Cross-Curricular Links (English)

- To understand how syllables form units of sound that can be counted
- To know that syllable patterns are important when writing lyrics
- To know that lyrics often involve using rhyming words

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 3 Tempo 'The Hare and The Tortoise'

Tempo is a core element in music and, having already learnt about the basics of fast and slow, this unit looks in more detail at how the speed of a piece of music impacts on its overall mood. Further learning about tempo measurement (BPM) and study of tempo variations and gradations of change refine pupils' understanding of this important musical feature.

Knowledge Overview

- To recall what tempo means in music
- To know that tempo can change within a piece of music
- To know that tempo is measured in BPM (beats per minute) and is an exact science
- To recall instrument family names and some related instruments
- To recall which instrument family the recorder belongs to
- To know what the musical term 'waltz' means
- To know that a waltz has a metre of three beats
- To learn the story behind the piece entitled 'The Blue Danube'
- To learn about the composer, Johann Strauss
- To recall the names of notes on the staff
- To recall the meaning of 'f' and 'p' in music
- To begin to understand the link between pitch and the positioning of notes on the staff
- To learn to play the note 'D' on the recorder
- To understand the meaning of the word 'adagio'
- To understand the meaning of the word 'allegro'

- To know the importance of texture when composing a group piece
- To know how to apply knowledge of dynamics to a composition to add interest
- To recall the features of graphic notation
- To recall the meaning of 'double time'

Possible Cross-Curricular Links (English)

- To know the meaning of the word 'fable'
- To know about Aesop's fables

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 4 Texture and Technology 'Abracadabra'

This unit introduces techniques that are used in ICT to change and manipulate sound. The activities within this unit can be undertaken using Audacity, a free download used in many educational settings, and was introduced to the pupils in Key Stage 1. Pupils will identify sounds that have been manipulated and experiment with their own sound design. They will then apply their knowledge of texture to produce a soundscape.

Knowledge Overview

- To know what the term 'sound manipulation' means
- To know that changing how a musical instrument is played can change the elements, such as timbre
- To recall the features of a call and response song
- To know that Maurice Ravel was a French composer
- To know that Ravel's Bolero is one of the most popular orchestral pieces
- To understand the importance of rhythm in Ravel's Bolero
- To learn about features of Audacity and how they can be used to manipulate instrumental sounds
- To learn about features of Audacity and how they can be used to manipulate vocal and body percussion sounds
- To know what a treble clef sign looks like
- To know that a treble clef is an indication of pitch range
- To recall the meaning of the musical term 'round'
- To know that the more layers of sound in a piece of music, the thicker the texture is
- To know how to layer sounds using Audacity

Possible Cross-Curricular Links (Computing)

- To understand that technology plays an important role in music production
- To know how to create a layered soundscape using ICT

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 5 Structure 'Jungle Rhythms'

Pupils focus on music that is specifically from African culture, in this unit, with an emphasis on drum rhythms. They learn about different types of African drums and how they are played. They are also going to apply their knowledge of 'call and response' from previous singing activities into instrumental music. Pupils learn that improvisation is an important element of African music and practise their own improvisations. They are introduced to the concept of a drone as a first step towards harmonisation.

Knowledge Overview

- To know that music is an integral part of life in Africa
- To know that there are many different styles of music in Africa
- To know that the drum is the most popular instrument in Africa
- To know the names and roles of some key African drums
- To know that the music of an African drum can imitate rhythms of speech
- To recall the meaning of 'crescendo' and 'decrescendo'
- To learn the story behind the piece entitled 'The Elephant' from 'Carnival of the Animals'
- To learn about the composer, Camille Saint-Saens
- To know the three main parts of a drum
- To name some African drums
- To know that drums are the most important instrument in African music
- To learn about repetition as a compositional tool
- To know what a melodic phrase is
- To know what a rhythmic phrase is

- To know the difference between a melodic and a rhythmic phrase
- To recall the value of crotchets and quavers
- To know what 'call and response' music is
- To recall the meaning of the musical terms 'dynamics', 'texture', 'tempo' and 'repetition'
- To know and understand the meaning of, and difference between, 'beat' and 'rhythm'
- To understand the meaning of the musical term 'drone'
- To explore the way sounds can be combined and used expressively

Possible Cross-Curricular Links (Geography)

- To know key geographical information about Africa, such as population, longest river and number of countries.

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Three

Unit 6 Composition “I Write the Songs”

This unit focuses on different aspects of composition and helps pupils see how they can communicate their own musical ideas, like composers do. It offers the pupils a range of opportunities to become more confident in the field of composition and even encourages teachers to 'get stuck in' themselves!

Possible Cross-Curricular Links (English)

- To write lyrics for a song

Knowledge Overview

- To know that the word 'ostinato' means a repeated musical phrase or pattern
- To know that a rhythmic ostinato is a repeated rhythm pattern
- To know that a melodic ostinato is a repeated melody pattern
- To understand the difference between a composer and a performer
- To know the sign that is used to indicate a note of the same name is at a different pitch
- To know the musical sign that means repeat
- To know that a melodic ostinato has rhythm
- To know that rhythmic ostinato is not pitched
- To know that a song is based on a theme and has a structure
- To know that a song often has a catchy or memorable tune
- To know the importance of repetition when writing a song
- To recall the meaning of the word 'solo'

Hullabaloo!



Satellite View – Lower Key Stage Two

Key Vocabulary

Year Three

Unit 1 Notation 'Codebreakers'

Staff
Manuscript
Notation

Line notes
Space note
Double time

Chorus
Oratorio
Metronome

Unit 2 Singing 'All Together Now'

Chorus
Unison
March

Metre
Composition
Narrative song

Unaccompanied
Accompaniment
Dynamic interest

Unit 3 Tempo 'The Hare and The Tortoise'

Waltz Dynamic variation
Allegro Repetition
Adagio Structure
Staff notation Texture

Unit 4 Texture and Technology 'Abracadabra'

Clef Audacity terminology:
Treble clef Change speed
Sound manipulation Change tempo
Audacity® Change pitch

Unit 5 Structure 'Jungle Rhythms'

Drone
Djembe
Talking Drum
Kpanlogo

Drumhead
Drum - body
Drum - rim

Drum techniques:
Bass
Tone
Slap

Unit 6 Composition 'I Write the Songs'

Ostinato
Rhythmic ostinato
Melodic ostinato
Repeat

Improvise
Solo
Composer
Performer

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Skills Progression

Year Four

- To compose and perform simple melodies recognising different musical elements and how they can be used together to compose music
- To read standard notation fluently
- To write standard notation confidently
- To explore, recall and plan sounds using symbols and ICT
- To combine several layers of sound, observing the combined effect
- To listen carefully, recognise and use repeated patterns and increase aural memory
- To internalise sounds by singing parts of a song 'in their heads' and attempt to play simple melodic phrases by ear
- To perform with awareness of different parts that others are playing or singing
- To echo short improvised rhythmic patterns
- To use research skills to find out key information about composers and performers
- To be able to identify notable musical elements within pieces of music
- To accurately write staff notation on manuscript
- To sing with an awareness of dynamic variation
- To be able to identify a piece of music as either a waltz or a march by identifying the metre
- To write an ostinato rhythm to accompany a song or piece of music
- To explore and extend the ways sounds can be combined and used expressively to convey mood and emotion
- To recognise call and response parts in songs
- To recognise verse, chorus form in songs
- To be able to write a refrain
- To be able to write a melody to accompany a refrain
- To recognise a range of orchestral instruments both visually and aurally
- To perform in two or more parts from simple notation, using instruments
- To explore and extend the ways sounds can be combined and used expressively to create characterisation
- To identify static and moving parts
- To improvise simple tunes based on the pentatonic scale
- To improvise using notes within the C major scale
- To be able to identify different styles of music through careful listening
- To write standard notation fluently
- To begin to recognise whether music is in a major or minor key
- To evaluate own and others' compositions based on set criteria
- To introduce major and minor chords in composing
- To listen carefully to identify whether a piece of music is in a major or minor key
- To identify whether musical phrases are legato or staccato
- To be able to identify a variety of tuned percussion instruments by sound
- To maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- To create sequences of two, three or four beat phrases, arranged into bars
- To use individual notation cards with note values
- To capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology
- To experiment with sound production, identifying and describing differences in timbre
- To write their own rhythm patterns
- To apply prior learning about tonality into different contexts
- To listen to a piece of music, showing awareness of how the elements are used to create a desired effect
- To compose both parts for call and response rhythms
- To be able to match different note combinations that have the same value

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 1 Duration 'Music Rules, OK!'

Pupils learn in this unit that there are standard rules in the Western musical culture known as music theory. These rules enable a shared understanding of symbols and signs which are the basic foundation of reading and writing notation. Pupils are introduced to a new two-beat note, the minim, and use Lego to help them better understand the concept of duration of notes, time and metre in music. This is then applied in their own compositions.

- To know that the first beat of a bar is called the downbeat
- To know what a ledger line is and how it extends the staff
- To understand how rhythm and beat fit together
- To recall the meaning of 'ostinato'

Knowledge Overview

- To know that there are rules that apply specifically to music
- To know that these rules have cultural origins
- To know that these rules are known as music theory
- To recall how to draw crotchets and pairs of quavers
- To recall note values
- To recall the meanings of the words 'echo' and 'improvise'
- To learn the meaning of the term 'time signature'
- To understand the link between time signatures and metre
- To know some key information about the reputed king of rock and roll, Elvis Presley
- To know the titles of some famous Elvis hits
- To know that a minim is a note with a duration of two beats
- To know that a measure of time in music is called a bar
- To know that a waltz has a metre of three and a march has a metre of four
- To know that bar lines divide the music into the units of time shown by the time signature
- To know that a double bar line signifies the end of the piece of music

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 2 Singing 'Freedom Songs'

Pupils will learn about freedom songs and their origins, looking at how and why they were composed for specific purposes and different situations. They will learn about the role of freedom songs – cultural and political - in context. Pupils will also have the opportunity to apply what they have learnt by working in small groups to write their own freedom song refrain.

Knowledge Overview

- To recall the meaning of 'drone'
- To know which instrument family an unknown instrument belongs to, based on how you play it
- To know what the Underground Railroad was and that songs were often sung by slaves longing for freedom
- To know that ragtime is a musical style from the late 1800s
- To know that ragtime is usually played on the piano and has a melody made up of short rhythm patterns
- To know that Scott Joplin was the most famous ragtime composer
- To recall how to draw a minim and know its value is two beats
- To understand Harriet Tubman's role in leading slaves to freedom on the Underground Railroad
- To know that coded messages were contained in the songs that Tubman wrote
- To know the meaning of the musical term 'harmony'
- To know that a chord consists of three or more notes played or sung at the same time

- To recall the meaning of 'a cappella'
- To understand the origins of freedom songs
- To recall the meaning of 'refrain'
- To know the difference between a chorus and a refrain
- To know that freedom songs were written about individuals, as well as groups of people
- To know the titles of some of Scott Joplin's ragtime pieces
- To know that dynamic variation adds interest to the music

Possible Cross-Curricular Links (History)

- To know what the Underground Railroad was and that songs were often sung by slaves longing for freedom
- To understand Harriet Tubman's role in leading slaves to freedom on the Underground Railroad
- To know what the term 'abolitionist' means

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 3 Instrumentation 'Comedy Characters'

The pupils will further develop their knowledge of orchestral instruments through the study of Prokofiev's 'Peter and the Wolf'. We believe a timeless classic like this musical folk/ fantasy story really should be part of every child's musical experience! They not only learn more about instrumentation, but they explore questions such as 'Is birdsong music?' and 'How important is timbre when writing musical character pieces?' Pupils then compose character music to accompany a different story, applying what they have learnt about timbre and tempo.

Knowledge Overview

- To recall the names of the musical instrument families
- To know which families a wide range of instruments belong to
- To understand that musical elements are present in some birds' songs
- To know what ledger lines are and be able to read and write notes on them
- To know that Russian composer, Sergei Prokofiev wrote 'Peter and the Wolf' in 1926
- To know that the purpose of the composition 'Peter and the Wolf' was to teach children about different orchestral instruments
- To understand Prokofiev's choice of instruments as part of characterisation in 'Peter and the Wolf' and the role of timbre in this
- To know what a duet is
- To know the symbol for a minim rest
- To know that a minim rest is worth two beats of silence
- To recall the terms 'adagio' and 'allegro'
- To recall how to create a graphic score

Possible Cross-Curricular Links (English)

- To know what a folk story is
- To know some of the features of a folk story

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 4 Tonality

“Why Did The Singer Climb a Ladder?”

In this unit, pupils will be introduced to the system that forms the basis of composition in Western classical music, known as the key system. They will begin by finding out about major scales, including the pentatonic form, before moving on to learning some principles to help with aurally identifying major and minor keys.

Knowledge Overview

- To know that a musical scale is a series of consecutive notes, ordered by pitch
- To know that scales can go up or down in pitch
- To know about the song, 'Amazing Grace'
- To know that an octave is a series of eight consecutive notes in a scale
- To know the meaning of 'ascending' and 'descending'
- To know that C major is the most common scale
- To recall the meaning of the word 'duet'
- To know that the word 'octave' can also define the difference in pitch between the first and last note in an eight-note scale
- To know that intervals are the distances in pitch between notes on a scale
- To know that a tone on a keyboard is the interval between two notes separated by one note in between
- To know that a semitone on a keyboard is the interval between two adjacent notes
- To know what a pentatonic scale is
- To understand the difference between the C major scale and the C major pentatonic scale

- To know that most Chinese music uses notes from the pentatonic scale
- To know that music is organised into 'keys'
- To know that there are two types of keys in Western and classical music: major and minor
- To know the features that typically characterise music in a major key
- To know the features that typically characterise music in a minor key

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 5 Timbre 'The Magic Music Box'

In this unit, pupils are introduced to music boxes as the first music-playing device and learn about two pieces that are music box favourites – 'Für Elise' and 'The Dance of the Sugar Plum Fairy'. With its unique sound, their learning has a focus on timbre. They find out about a similar-sounding new instrument, the celesta, investigate legato and staccato, and apply their prior learning about tonality (major, minor and pentatonic) when listening to music. This is then used in their own music box compositions. Their listening repertoire is also widened with an introduction to the traditional Indonesian music of Gamelan.

Knowledge Overview

- To know how simple music boxes work
- To know that the music box was the first music-playing device and was invented in Switzerland
- To know the meaning of 'major', 'minor' and 'pentatonic'
- To know the meaning of 'legato' and 'staccato'
- To know that Gamelan music is a traditional style of percussion music from Indonesia
- To know that, in Gamelan music, the melody is repeated over and over to create a cycle
- To know that Beethoven wrote 'Für Elise' in the 1800s and recall the story behind the title
- To know that a tone on a keyboard is the interval between two notes, separated by one note in between

- To know that a semitone on a keyboard is the interval between two adjacent notes
- To know what a melodic phrase is
- To recall what freedom songs are
- To recall the meaning of 'drone'
- To know what a celesta is
- To know the story behind 'The Nutcracker' ballet, and that it was written by the Russian Romantic composer Tchaikovsky
- To know that music from the Romantic era is full of emotions, passion and drama
- To know the meaning of 'legato' and 'staccato'
- To know that 'pizzicato' refers to staccato playing by string instruments play staccato, which is done by plucking the strings with the fingers
- To know what a spoken round is
- To know the note values for paired quavers, crotchets and minims
- To understand and explain why the two pieces studied are often used in music boxes

Possible Cross-Curricular Links (History)

- To understand the meaning of chronological order and apply this to the history of music players

Hullabaloo!



Satellite View – Lower Key Stage Two

Music Knowledge Progression

Year Four

Unit 6

'Make a Hullabaloo!'

This unit looks at the use of a variety of natural materials in making unusual percussion instruments. Starting with stones, pupils will learn about ringing rocks and lithophones. Then, they learn about wooden Aboriginal clapping sticks and their cultural context, before making their own to use in keeping a beat and tapping out rhythms. Finally, they will look at glass, which is made from a mixture of sand, limestone and soda, and learn how glass is used in music-making.

Knowledge Overview

- To know the meaning of the word 'sonorous'
- To learn about music in nature, in particular, ringing rocks
- To know what a lithophone is
- To know that J.S. Bach wrote a famous orchestral piece known as 'Air on a G String'
- To recall the names of orchestral string instruments
- To learn about the musical stones of Skiddaw
- To learn about clapsticks, the traditional Aboriginal instrument, also known as bilma
- To know about Aboriginal culture, specifically the Dreamtime and one of the related stories
- To learn the 'Kookaburra' song
- To know that music is often used in advertising to evoke a particular mood
- To know what a glass harp is
- To know what a bottle orchestra is and how to make and play one

Possible Cross-Curricular Links (Geography)

- To know about the formation of volcanic rock
- To learn about Pangea and how this led to the formation of 'ringing rocks'

Possible Cross-Curricular Links (Science)

- To learn about different types of rock e.g. igneous
- To know that glass is made from natural materials – sand, soda and limestone
- To understand how pitch changes when bottles are filled with differing amounts of water

Hullabaloo!



Satellite View – Lower Key Stage Two

Key Vocabulary

Year Four

Unit 1 Duration 'Music Rules, OK!'

Bar
Bar line
Double bar line
Downbeat

Ledger line
Metre
Minim

Music theory
Rock and Roll
Time signature

Unit 2 Singing 'Freedom Songs'

A cappella
Accompaniment
Chord
Chorus

Dynamic variation
Freedom song
Harmony

Ragtime
Refrain
Version

Unit 3 Instrumentation 'Comedy Characters'

Accompaniment Euphonium
Adagio French horn
Allegro Ledger lines
Drone Minim rest

Unit 4 Tonality "Why Did The Singer Climb a Ladder?"

Major
Minor
Interval

Tone
Semitone
Octave

Scale
Key
Pentatonic

Unit 5 Timbre 'The Magic Music Box'

Celesta
Gamelan music
Harmony
Legato

Pentatonic
Major key
Minor key
Pizzicato

Semi-tone
Spoken round
Staccato
Tone

Unit 6 'Make a Hullabaloo!'

Air
Bilma
Lithophone
Major

Minor
Ostinato rhythm
Sonorous
Time signature

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Skills Progression

Year Five

- To improvise melodic and rhythmic phrases, including over a drone
- To compose from different starting points by developing ideas within musical structures
- To explore the use of notation and ICT to support creative work
- To suggest improvements to their own and others' work
- To identify the relationship between sounds and how music reflects different intentions
- To describe and compare different kinds of music using key musical vocabulary
- To listen carefully, developing and demonstrating musical understanding
- To sing songs with increasing control of breathing, posture and sound projection
- To use ICT to record, change and manipulate sounds independently
- To compose their own instrumental and vocal music and perform their own and others' compositions
- To identify how the use of specific compositional components lead to the overall effect of a piece of music
- To confidently and fluently write music notation using the treble clef
- To confidently and fluently read music notation in the treble clef
- To compose lyrics as part of a song cycle
- To compose a melody as part of a song cycle
- To recognise and name more nuanced changes in tempo
- To improvise melodic and rhythmic phrases
- To be able to identify and analyse key compositional components in a piece of music
- To play confidently a short notated melody
- To perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect
- To sing songs with increasing awareness and control of dynamics
- To compose a melody for a song
- To identify different emotions conveyed through music
- To be able to choose appropriate instruments to accompany a piece of music
- To appropriately match music clips to a film genre
- To be able to listen, and identify instruments within an ensemble or orchestral piece
- To be able to notate chords
- To perform on tuned percussion, melodic instruments or keyboards, following staff notation
- To perform in a mixed ensemble
- To be able to conduct 3/4 time
- To be able to compose, notate and play their own chord sequence
- To be able to improvise over a chord sequence
- To be able to perform a syncopated rhythm
- To recognise changes in metre

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 1 Rhythm Patterns 'I've Got Rhythm'

Pupils develop their knowledge of rhythm patterns in this unit, having already learnt about ostinato and call and response rhythms. They explore the difference between linear and cyclic music, before learning about Gahu music and identifying, replicating and composing their own cyclic patterns.

Knowledge Overview

- To understand the meaning of the word 'cyclic'
- To understand the meaning of the word 'linear'
- To know that Western music is mainly linear, both in the way it is written and played
- To recall prior learning about African drumming
- To know some key information about Gahu music
- To know what a song cycle is
- To recall the meanings of the terms 'allegro' and 'adagio'
- To know the meanings of the words 'presto', 'andante' and 'grave'
- To know that everyday sounds can create cyclic rhythm patterns

Possible Cross-Curricular Links (Science)

- To understand and identify different cycles e.g. life cycles

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 2 Musical Shows 'Spaced Out'

In this unit, pupils explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing. They learn about the key features of musical theatre and engage with project work, researching and presenting information about a specific musical of their choosing.

Knowledge Overview

- To recall the meaning of 'cyclic pattern' in music
- To recall the meaning of the term 'octave'
- To know the different techniques for playing stringed instruments
- To know key information about the composer, Gustav Holst
- To know that Gustav Holst's most famous composition was The Planet Suite
- To know what the key features of a musical are
- To learn about some specific musicals
- To recall the meaning of the words 'tone' and 'semitone'

Possible Cross-Curricular Links (Science)

- To learn about Earth's place within the solar system
- To understand the term 'orbit'

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 3 Singing 'An Occasional Song'

In this unit, pupils learn what an occasional song is and look at some examples. Firstly, they learn about music linked to the occasion of Hanukkah, the Jewish festivals of lights, singing two very different versions of the song 'Ner Li'. They also extend their understanding of tonality, specifically minor keys. They then find out about the occasion of Chinese New Year and learn a song related to this, leading to consolidation of their understanding of the pentatonic scale.

Knowledge Overview

- To know what an occasional song is
- To know that occasional songs are sung at Hanukkah
- To know that the Hora is a type of Jewish circle dance performed to music at special occasions
- To understand notation rules and apply this to a piece of music
- To know that a lot of Jewish music is written in a minor key
- To know that occasional songs are sung at Chinese New Year
- To know that Antonin Dvořák was a Czech composer in the 19th century
- To know the meaning of the word 'overture' in music
- To know the song 'Kung Hei Fat Choy'
- To recall the meaning of 'pentatonic scale'

- To know that traditional Chinese music uses a different scale system to Western music
- To know that the Chinese scale system is the same as our major pentatonic scale

Possible Cross-Curricular Links (Religious Education)

- To know about Hannukah, the Jewish festival of lights

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 4 Genres and Styles 'In Full Swing'

Pupils are introduced to the genres of jazz and swing, learning about their origins and finding out about famous musicians like Glenn Miller and Jools Holland. They learn that improvisation is a fundamental feature of this type of music. They also learn about the role of riffs, before being given the opportunity to improvise over a riff in small groups.

Knowledge Overview

- To understand the meaning of the term 'musical genre'
 - To know that jazz is a musical genre
 - To know the instruments that make up jazz bands
 - To know that improvisation is a key feature of jazz music
 - To know that jazz rhythms feature offbeat accents
 - To know that "Jelly Roll Morton" invented jazz
 - To know that swing was a music genre that developed from jazz
 - To know the key features of swing music
 - To know the instruments that make up swing bands
 - To know that one of the most famous swing bands of all time was the Glenn Miller Orchestra
 - To recall that most Jewish music is written in a minor key
- To know that some musical styles continue to be popular, long after their heyday
 - To know that Jools Holland is a contemporary swing musician with his own band
 - To know what a riff is
 - To know that riffs are a characteristic feature of swing music
 - To know what partner songs are
 - To recall the notes belonging to the key of C major

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 5 Soundtracks 'At the Movies'

Pupils explore the effects of music when used within films. They learn about the work of some famous film score composers, such as Alan Menken and John Williams. They also watch some examples of film clips with alternative musical soundtracks, analysing the differences in mood and atmosphere. After identifying the main musical elements and devices used within specific film genres, they apply this knowledge by composing their own piece of music, matched to a particular film genre.

Knowledge Overview

- To know that the use of well-chosen sounds can evoke a sense of place and create atmosphere
- To know the importance of tonality when it comes to composing background music to create mood
- To know some specific musical devices that are used to add to the overall effect of a piece of music
- To recall the features of musical theatre
- To learn about the work of film score composer, John Williams
- To know how timbre, and specifically the use of different instruments in film music evokes different emotions
- To understand how music can change a scene
- To know that there are a range of different film genres

Possible Cross-Curricular Links (Computing)

- To use a variety of ICT tools to create, develop and refine performances to enhance outcomes

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Five

Unit 6 Carnival Music "Arriba El Carnaval!"

In this unit, pupils learn about some of the biggest carnivals in the world and the music for which they are famous. They listen to, and learn about the key features of samba, calypso, waltz and jazz music. For each of these musical genres, pupils perform and / or create their own rhythmic or melodic patterns, following the musical conventions. They build on their knowledge of harmony and chords, notating and creating chord sequences and improvising melodies on top of these. They then add some of their ideas to a rhythmic accompaniment and notate. They bring this learning together in a performance poem about the carnival music they have been introduced to, composing accompaniment for this in the four different styles of music.

Knowledge Overview

- To know what a carnival is
- To know that carnivals are celebrated all over the world
- To be able to name some famous carnivals
- To know that music is a key feature of all carnival celebrations
- To know key information about the Rio de Janeiro Carnival
- To know that the main type of music in this carnival is samba
- To know that samba music is characterised by call and response
- To know about the Venice Carnival
- To know that the waltz is a key musical style in the Venice Carnival
- To recall that a waltz has a metre of 3
- To recall the meaning of the term 'harmony'

- To recall the meaning of the word 'chord'
- To know what a triad chord is and how one is formed
- To know that the New Orleans Mardi Gras is a world-famous carnival
- To know that the Mardi Gras is famous for its jazz music
- To know that jazz music originated in New Orleans in the early 1900s
- To know that jazz music is characterised by call and response, African rhythms and European instruments
- To know that improvisation is an important feature of jazz music
- To know what a chord sequence is
- To become more familiar with the key of C major
- To recall the meaning of 'major' and 'minor'
- To know that the carnival in Trinidad and Tobago began as a rebellion against slavery
- To know that it is characterised by calypso music and dancing
- To know that Caribbean carnival music is upbeat and loud
- To know the main features of Caribbean carnival music
- To know the meaning of the term 'syncopation'
- To recall the key musical features of samba, waltz, calypso and jazz

Possible Cross-Curricular Links (Geography)

- To know where the following places are on a map and globe: Brazil – Rio de Janeiro, Trinidad and Tobago, Italy – Venice, USA – New Orleans

Hullabaloo!



Satellite View – Upper Key Stage Two

Key Vocabulary

Year Five

Unit 1 Rhythm Patterns 'I've Got Rhythm'

Adagio
Allegro
Andante

Cyclic
Gahu
Grave

Linear
Presto
Song cycle

Unit 2 Musical Shows 'Spaced Out'

Semitone
Tone
Octave

Cyclic
Musical

Unit 3 Singing 'An Occasional Song'

Hanukkah
Hora
Major
Minor

Occasional song
Overture
Pentatonic scale

Unit 4 Genres and Styles 'In Full Swing'

Jazz
Improvisation
Swing
Syncopation
Swing band

Partner songs
Riff
Off-beat accents

Unit 5 Soundtracks 'At the Movies'

Atmosphere
Musical theatre
Film genres

Film score
Tonality

Unit 6 Carnival Music 'Arriba El Carnaval!'

Calypso
Carnival
Chord
Chord sequence
Harmony

Jazz
Samba
Syncopation
Triad chord
Waltz

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Skills Progression

Year Six

- To refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
- To analyse and compare musical features and structures using appropriate musical vocabulary
- To listen carefully, demonstrating musical understanding and increasing aural memory
- To be able to identify orchestral instruments by timbre
- To be able to identify soprano, alto, tenor and bass voices
- To describe the timbre and pitch of instruments
- To describe a variety of instruments in detail, with particular attention to their timbre, use, appearance and history
- To use a tuner to find the pitch of a note
- To play melodies by ear
- To plan and compose an eight-beat melodic phrase, which is notated and performed
- To explore the use of notation and ICT to support creative expression
- To perform significant parts from memory, with awareness of their own contributions
- To perform solo and lead others from notation
- To play a melody following staff notation, making decisions about dynamic range
- To use a variety of notation
- To perform their own and others' compositions in a way that reflects their meaning and intentions
- To compose melodies made from pairs of phrases in G major
- To subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats
- To begin to recognise stylistic features of specific composers
- To identify ternary form when listening to a piece of music
- To use Audacity to edit and layer sounds to create an overall effect
- In small groups, extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Six

Unit 1 Instrumentation 'Dancing with Keys'

In this unit, pupils learn build on their prior learning about the instrument families of the symphony orchestra, with a focus on pitch and timbre throughout. They listen to and learn about instruments at the highest and lowest extremes of pitch (for example the piccolo and double bass), as well as the four main pitch voices – soprano, alto, tenor and bass in both singing voices and instruments. With a key focus on the evolution of the keyboard, from ancient times to nowadays, pupils deepen their understanding of the impact the invention of the piano has had on musical genres and styles. Investigating ancient instruments and instruments from diverse countries and cultures broadens their musical understanding. They build on their learning about diverse instruments pitch and tonality with a focus on creating pentatonic pitched pan flutes.

Knowledge Overview

- To know what the four symphony orchestral families are and give examples of instruments belonging to each
- To know which of the orchestral instruments are the highest and lowest pitched
- To know key facts about the history of the symphony orchestra
- To be able to describe pitch and how it varies
- To know that the faster sound vibrates, the higher the pitch
- To know that the more space that sound finds to vibrate in, the lower the pitch created
- To know that the four main different pitched human voices are soprano, alto, tenor, bass
- To know why the piano is viewed as a percussion instrument
- To know key facts about the history of the piano

- To explain how the piano changed the way music was created and played
- To know that the carnyx was an ancient Celtic war horn
- To know key facts about the carnyx
- To know how and why the carnyx was played
- To know key facts about the history of the saxophone
- To know that the crwth was an ancient Celtic string instrument
- To know key facts about the crwth
- To know how the crwth was played
- To know key facts about the udu percussion instrument
- To know key facts about the sitar string instrument
- To know key facts about the didgeridoo wind instrument
- To know key facts about the pan flute
- To know that a scale is a progression of notes in ascending or descending order, with a fixed distance between each note
- To know what tones and semitones are
- To know that a pentatonic scale has a tone between each note

Possible Cross-Curricular Links (Science)

- To know that sounds are made by something vibrating
- To know that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To know that the faster sound vibrates, the higher the pitch

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Six

Unit 2 Tonality 'Scaling Up'

Pupils build on their prior learning about tonality, progressing from C major to the key of G major. As part of this, they learn about sharps and how the sharp sign affects notes.

They also extend their range of note and rest durations with the introduction of semiquavers. Pupils then use this learning to compose and notate pairs of phrases in G major.

Knowledge Overview

- To recall note values and names – quaver, crotchet, minim and semibreve – and order them, shortest to longest
- To increase knowledge of instruments
- To know that a semiquaver is a short note, worth only $\frac{1}{4}$ beat
- To know that two semiquavers are equivalent in duration to one quaver
- To know a range of technical vocabulary used to describe tempo and their meanings
- To recall the scale of C major
- To know the difference between C major and G major
- To learn the song 'Swing Low'
- To know what a sharp sign means
- To know that G major includes the note F sharp
- To know what a musical phrase is

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Six

Unit 3 Composers 'Musical Rivalries'

Opposing views amongst creatives are common, so this unit enables pupils to understand some of the most well-known musical rivalries across history: Brahms and Wagner, Lennon and McCartney, Saint-Saens and Debussy. They will learn the importance of subjectivity and the need for respect within the creative arts. They will then rival each other, in groups, composing their own opposing pieces!

Knowledge Overview

- To know that both Brahms and Wagner were German composers in the 19th century
- To know that they were both composing during what was known as the Romantic era
- To know that Brahms and Wagner were rivals
- To understand that this rivalry came from musical differences, rather than personal
- To know that Brahms was more conservative in his style, whereas Wagner was more progressive
- To know that musical preferences and tastes are subjective
- To know some key facts about The Beatles
- To know that Paul McCartney and John Lennon were rivals within the group
- To understand some of the reasons for this
- To compare Wagner and Brahms' rivalry with Lennon and McCartney's
- To know that Lennon and McCartney both went on to have successful solo careers
- To know that 'Yellow Submarine' was a Beatles' song written for Ringo Starr
- To know that Debussy and Saint-Saens were musical rivals
- To know that both Debussy and Saint-Saens were French composers in the 19th century
- To know that Saint-Saens was more conservative in his style, whereas Debussy was more progressive
- To know that subjectivity is an important aspect of music
- To understand that, for this reason, there is always a need for respect within the creative arts

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Six

Unit 4 Variations on a Theme 'Three is a Magic Number'

Musicians amongst you would be forgiven for thinking this unit is about the 'theme and variation' form of music (that begins with a main melody (the theme) and is then altered or changed in some way throughout the piece), but it's not!

The theme is, in fact, the number three! A prominent number in music, pupils will learn about all things tri-related, from trios and three-part singing to triads and ternary form. So, on the count of three, let's get started...

Knowledge Overview

- To know that a number of musical terms begin with 'tri-'
- To know the meaning of the musical term 'trio'
- To recall the features of a graphic score
- To know how to create, read and play from a graphic score
- To understand the link between singing and wellbeing
- To know some of the benefits of singing
- To recall what a musical 'round' is
- To understand the musical impact when singing a three-part round i.e. harmonies, texture
- To recall note values and names learnt so far
- To know the success criteria for singing rounds and what features make a good performance
- To know that The Three Degrees are one of the world's most famous trios

- To recall the definition of a triad
- To know that triads in different keys are recognised by key signatures
- To recall the seven elements of music
- To know that 'form' is the word used to describe different ways to organise musical compositions
- To know that binary form describes a piece of music that has two distinctly different sections
- To know that ternary form describes a piece of music that has three sections:- an opening section, followed by a different section and then a repeat of the first section
- To recall the meaning of 'ternary form'

Hullabaloo!



Satellite View – Upper Key Stage Two

Music Knowledge Progression

Year Six

Unit 5 Genres and Styles 'Pomp and Circumstances'

Music is an important feature of societal and cultural expression, and in this unit, pupils learn particularly about music for ceremonial occasions. This includes national anthems, military music and fanfares, as well as royal weddings. They then write their own anthem for school.

Knowledge Overview

- To know that a national anthem is a song representing national pride and love of country
- To know that national anthems are sung on different occasions, including international sporting events, National days and often whenever the monarch or country's leader makes a public appearance
- To know the UK's National Anthem, 'God Save the King'
- To know that the American National Anthem is called 'The Star-Spangled Banner'
- To know that the French National Anthem is called 'La Marseillaise'
- To know that the French National Anthem was written during the French Revolution
- To understand how emotions can be reflected and interpreted through music
- To recall prior learning about carnival music
- To know that the South African National Anthem is called 'God Bless Africa'
- To know that the South African National Anthem changed after 1995
- To understand the subjectivity extends to all styles of music
- To understand the difference between binary and ternary form
- To understand the importance of music at state ceremonies, such as royal weddings
- To know that 'The Last Post' is a world-famous ceremonial trumpet / bugle call, made up of only three notes
- To know that 'The Last Post' is played every evening at the Menin Gate Memorial in Belgium
- To know the origins of the 'Champions League Anthem'
- To understand the meaning of 'pomp and circumstance'
- To know about The Last Night of the Proms
- To know that the composer, Edward Elgar, wrote the 'Pomp and Circumstance' Marches

Hullabaloo!



Satellite View – Upper Key Stage Two

Key Vocabulary

Year Six

Unit 1 Instrumentation 'Dancing with Keys'

Alto
Bass
Carnyx
Clavichord

Crwth
Didgeridoo
Harpsichord
Soprano

Tenor
Sitar
Udu

Unit 2 Tonality 'Scaling Up'

Ensemble
Key Signature
Octave

Phrase
Semiquaver
Sharp sign #

Unit 3 Composers 'Musical Rivalries'

Conservative
Polyrhythms
Progressive

Rivalry
Romantic
Subjective

Unit 4 Variations on a Theme 'Three is a Magic Number'

Binary form
Form
Graphic score
Round

Structure
Ternary form
Trio

Unit 5 Genres and Styles 'Pomp and Circumstances'

A capella
Binary form
National Anthem

Pomp and circumstance
Ternary form
Triad

Hullabaloo!

