

Hullabaloo! Primary Music Curriculum

Backtracks

Prior Learning for starting at Year 2

- Know that beat is the steady tick-tock that keeps time in a piece of music
- Know that tempo is how fast or slow a piece of music is
- Know that dynamics are how loud or quiet a piece of music is
- Know that timbre is the special sound each instrument or voice makes
- Know that pitch is how high or low a note is
- Know that duration means how long or short a sound is
- Know that texture is how thick or thin a piece of music is – like a sound sandwich
- Know that rhythm is a pattern of long and short sounds
- Know that lyrics are the words in a song
- Know that we use special symbols in music to show what sounds to play or sing, and how to play them
- Know that the signs 'f' and 'p' mean 'loud' and 'quiet' respectively
- Know what a graphic score is and can read and follow graphic scores and make their own
- Use symbols in graphic notation to represent long and short sounds
- Choose percussion instruments carefully to play long and short sounds
- Clap and play percussion instruments to keep the beat in pieces of music
- Can follow rhythm dot patterns
- Choose the correct beater to play untuned percussion instruments
- Know that a conductor is the person who leads the musicians and tells them when to start and stop
- When singing together, can follow musical instructions to start and stop at the same time as the others in the group
- Know that clear diction is speaking or singing so that the words can be heard clearly
- Can identify pitched instruments by their timbre
- Use their knowledge of timbre to choose appropriate instrumental and vocal sounds to create sound effects for stories



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Prior Learning for starting at Year 3

As previous and...

- Know that crescendo means gradually getting louder
- Know that decrescendo means gradually getting quieter
- Know that metre means the number of beats that music is grouped into
- Know that repetition means using the same word, sound or phrase lots of times
- Know that structure is the way a piece of music is organised
- Know that notes and rests show the pitch and duration of sounds
- Know that a crotchet is worth one beat and two quavers make one beat
- Know that a rest is a period of silence
- Know that a crotchet rest is a one beat rest
- Know that a metronome is a device used to keep a steady beat
- Know that an echo is a sound that is repeated back
- Know that 'mp' is the symbol for 'quite quiet' in a piece of music
- Know that 'pp' is the symbol for 'very quiet' in a piece of music
- Can count in time to a piece of music
- Can change the tempo when clapping along with the beat
- Know that the first beat in a group is usually the strong beat
- Can improvise and compose their own short pieces of music
- Know how to record and manipulate sound using the software tool, Audacity
- Can put together and correctly blow the recorder
- Can play G, A, B, and C on the recorder
- Know that repetition is often used in pieces of music
- Know that an orchestra is a large group of musical instruments
- Can identify a range of classroom and orchestral instruments based on their timbres and what they look like
- Know that musical instruments belong to instrument families – strings, percussion, brass and woodwind – and can identify these
- Know how instruments from each of the four families make their sound
- Know that a solo is when one instrument plays on its own
- Know that to compose means to make up and write down your own music
- Know that to improvise means to make up your own music without planning it first
- Can sing confidently and in tune
- Can read and write crotchets, pairs of quavers and crotchet rests
- Know what a soundscape is
- Use their knowledge of rhythm and beat to compose their own lyrics for chants and songs
- Have been introduced to scat, jingles, chants and a variety of new songs from all around the world



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Prior Learning for starting at Year 4

As previous and...

- Know that notes are written on a staff (or stave) to show the change in pitch and that musicians read this to tell them what to play
- Can recognise and name the treble clef
- Know that line notes are notes which are positioned with one of the lines of the staff running straight through the centre of the note head
- Know that the line notes are E G B D F
- Know that the space notes are notes which are positioned between two lines of the staff, meaning the centre of the note head is written in a space
- Know that the space notes are F A C E
- Can read and write crotchets, pairs of quavers and crotchet rests
- Can sing in unison and in rounds
- Can write simple song lyrics with a 'verse, chorus' structure
- Know how changes in tempo can affect the mood of a piece of music
- Know that tempo is recorded in BPM (beats per minute)
- Know that 'adagio' and 'allegro' mean 'slow' and 'fast' respectively
- Can manipulate sound and change the timbre of musical instruments to make a soundscape
- Know that 'ostinato' means a repeated musical phrase or pattern
- Know that composing requires a clear structure
- Can play G, A, B, C, D, E and F on the recorder
- Know that an ostinato is a repeating musical pattern
- Know what 'call and response' songs are
- Know that a musical drone is one sustained note, or a series of long, repeated notes, usually quite low in pitch
- Know that a clef sign is shown at the beginning of a music staff to indicate the pitch of the music
- Know the importance of drumming in African culture and that there are a range of African drums
- Have been introduced to oratorios, waltzes, marches and a variety of new songs from around the world



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Prior Learning for starting at Year 5

As previous and...

- Can compose and perform simple melodies
- Can read and write standard notation
- Know that time signatures are the numbers written just after the clef sign and show the metre of the music
- Know that a minim rest is worth two beats of silence
- Can perform 'call and response' songs
- Recognise the difference between a chorus and a refrain
- Know about Prokofiev's "Peter and the Wolf" and the role it plays in teaching children about the different orchestral instruments
- Can use ledger lines to read and write music
- Know that a musical scale is a series of consecutive notes, ordered by pitch
- Know that scales ascend and descend
- Know that an octave is a series of eight consecutive notes
- Know that music is organised into keys
- Can recognise whether a piece of music is in a major or minor key
- To know that a chord is three or more notes played at the same time
- Know that an interval is the distance in pitch between two notes
- Know that a tone is the interval in a scale that has one note in between
- Know that a semitone is the smallest interval between two notes in scale
- Know that pentatonic is music that uses five notes with tone intervals
- Know that harmony is the sound of notes that go well when played together
- Know that 'legato' means 'smooth' and 'staccato' means 'detached and short' in Italian
- Know that 'legato' means 'smooth'
- Know that accompaniment is an instrumental backing to singing or lead instrument(s)
- Know that 'a capella' is unaccompanied singing
- Know that 'pizzicato' refers to staccato playing by string instruments play staccato, which is done by plucking the strings with the fingers
- Have been introduced to Rock 'n' Roll, Gamelan, Classical and Ragtime music and know their key features
- Know that freedom songs were written and sung in the mid-1800s by slaves and coded messages were often contained within them



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Prior Learning for starting at Year 6

As previous and...

Know that cyclic music is music with a repeating cycle
Know that linear music is music with a clear beginning and end
Know that Western music is written and played in a linear way
Can compose lyrics and a melody as part of a song cycle
Know that 'presto' means very fast
Know that 'andante' means medium speed
Know that 'grave' means very slowly
Know there are different techniques for playing stringed instruments – pizzicato (plucking) and legato (bowing)
Can play short, notated melodies
Can read music notation in the treble clef
Can identify different emotions conveyed through a piece of music
Know that an overture is an introduction to the main musical event
Know that syncopation is music where strong beats become weak and vice versa
Know that partner songs are songs which fit together, sounding good when performed at the same time, by creating harmonies
Know that a riff is a short, memorable musical phrase which is often repeated to create the main theme of the music
Know the notes belonging to the key of C major
Recognise the importance of tonality and timbre when composing
Show how well-chosen sounds can evoke a sense of place, create atmosphere and help to change a scene
Know some of the musical devices that are used to create an overall effect to a piece of music
Know that a chord sequence is a selection of chords played in a particular order
Can compose, notate and play their own chord sequences
Know that waltz is recognisable by its 3/4 musical timing
Can conduct music in 3/4 time and recognise metre changes
Know that musical genre are musical styles
Know that Chinese music uses a different scale system to Western music – the pentatonic scale
Know the features of musicals and musical theatre
Know that a lot of Jewish music is written in a minor key
Know that a film score is original (usually instrumental) music composed and recorded to match the action in specific scenes in films
Know that a feature of jazz music is improvisation and that swing music contains 'riffs'
Have been introduced to samba, calypso, jazz, swing, Gahu, Jewish and Chinese music

