



MUSIC KNOWLEDGE Progression

2023 - 2024

This is how our children's music knowledge builds from Year 3 to Year 6, taking into account prior learning (Year 2) and next stage (Year 7).

In order for pupils to become confident musician, they must learn, practise and secure the key knowledge. Pupils will be engaged, inspired and develop a love of music. As they learn, they will be given the freedom to become more independent and creative musicians. The progression plan will inform planning to ensure that learning is built within the lesson sequence, within the topic, within the year and over time. We want our children to move from being novices to become more skilled and knowledgeable musicians.

The National Curriculum (KS2)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

The music curriculum is taught progressively through three interrelated pillars:

Technical - Competence in controlling sound (instrumental, vocal or with music technology) and the use of a communication system		Constructive - Knowledge of the musical elements/interrelated dimensions of music and knowledge of the components of composition		Expressive - Musical quality and musical creativity. Also, the knowledge of musical meanings across the world and time.		
Performing Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Use and understand Use and understand staff and other musical notations.	Composing Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Musical elements Know the meaning of an increasing range of appropriate vocabulary relating to the dimensions of music.	Listen Listen with attention to detail and recall sounds with increasing aural memory.	Appreciate Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	History of Music Develop an understanding of the history of music.

Units of Work	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Autumn		Charanga - Glockenspiel	Charanga – expression and improvisation	Charanga – Glockenspiel stage 2	Charanga – exploring notation further	
Spring		Charanga – learning more about musical styles	Performance	Charanga – words, meaning and expression	Charanga- improvising with confidence	
Summer		Charanga – composing using your imagination	Charanga – musical structures	Charanga – composing and chords	Production	
Area of Study	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7

Technical - Competence in controlling sound (instrumental, vocal or with music technology) and the use of a communication system

Performing Singing	<ul style="list-style-type: none"> Know how to sing songs in ensemble with increasing control and expression. Know how to sing longer phrases /sections in small groups or alone. Know how to sing songs in two parts. Know how to sing call and response songs, conversation songs and rounds. Know how to reflect on ways to improve performance with greater attention to details such as diction, expression, breathing, neatness, facial expression and dynamics. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know how to sit or stand when singing. Know the role of the conductor when singing in a group. Know that diction is the clear enunciation of words in singing. Know the difference between unison and part songs. Know that paying attention to the meaning of the words results in more expressive singing. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know that following the conductor helps singers keep 'in time'. Know that a round is where groups sing the same melody but each group begins at a different time. Know that the time signature (e.g. 3/4 vs 4/4) affects the feel of a song. Know how vowel sounds and consonants should be enunciated in singing. Know that attention to breathing and phrasing results in more expressive singing. Know that different styles of singing are used for different styles of song. Know how to perform with confidence. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know that the time signature (e.g. 3/4, 4/4 or 5/4) affects the feel of a song. Know how to sing in unison and in parts. Know that attention to dynamics and articulation results in more expressive singing. Know how to perform a range of pieces combining instruments with confidence and accuracy. Know the composer and historical and cultural context of songs chosen. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know that good posture and breath control are important whilst singing. Know how to sing without an accompaniment. Know that paying attention to the style of a song leads to more expressive singing. Know how to perform a range of songs confidently as a choir or in smaller groups as part of a Year 6 performance. Know that the 'elements of music' can be used to talk musically about a performance. 	<ul style="list-style-type: none"> Not mentioned in Year 7 curriculum at The Carlton Academy.
Performing Playing instruments	<ul style="list-style-type: none"> Know how to play a non-percussion instrument (ukulele) with a sound technique, controlling pitch, pulse, dynamics and rhythm. Know how to maintain own instrumental part in a group of at least two parts. Know how to play a glockenspiel melody accurately, with repeated notes, steps and leaps. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know that a glockenspiel beater should be held loosely to allow the sound to ring out. Know that glockenspiel bars should be struck in the centre. Know that the bottom row of glockenspiel bars are the notes A-G. Know where F# and G# are on the glockenspiel. Know how to copy back simple 3-note melodic patterns on the glock'. Know that feeling the steady beat and listening 	Build on prior knowledge and: <ul style="list-style-type: none"> Know how to copy back simple 5-note melodic patterns on the glockenspiel. Know how to perform melodies on glockenspiel following staff notation, using a small range, as a whole class or in small groups. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know that B\flat is the same note as A# and where it is on the glockenspiel. Know how to copy back simple melodic patterns including F# and B\flat. Know how to perform melodies on glockenspiel following staff notation using notes within the middle C-C' range, as a whole class or in small groups. 	Build on prior knowledge and: <ul style="list-style-type: none"> Know where C# is on the glockenspiel. Know that E\flat is the same as D# and where it is on the glockenspiel. Know how to copy back melodic patterns including F# and C#. Know how to perform a melody on glockenspiel following staff notation using notes within an octave range with consideration of dynamics. 	<ul style="list-style-type: none"> Know how to play effectively in an ensemble, demonstrating good listening, communication and blending skills. Know how to play simple tunes on a keyboard, including chords. Know how to play some guitar chords. Know how to read chord symbols and guitar tabs. Know how to play a piece on an instrument

		to the backing track help players keep in time. <ul style="list-style-type: none"> • Know how to perform melodies on glockenspiel following staff notation, using a small range, as a whole class. • Know that the ukulele is a chordophone. • Know the names of key parts of the ukulele. • Know how to handle and hold the ukulele. • Know that ukulele chords can be represented in chord diagrams. • Know how to play a range of ukulele chords. • Know how to strum rhythmically. • Know how to play a series of songs from a range of traditions/genres. 				and give a solo performance. <ul style="list-style-type: none"> • Know how to layer rhythms.
Use and understand	<ul style="list-style-type: none"> • Know how to read and respond to some standard notation, including simple staff notation. • Know how to notate a simple melody composition using staff notation. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know that a range of symbols can represent high/low and long/short sounds. • Know where the treble clef, time signature, lines and spaces are on the staff. • Know a mnemonic to work out the names of the lines and spaces of the staff. • Know the note values of the symbols for crotchets and quavers. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know the significance of the treble clef, time signature, lines and spaces on the staff. • Know the names of the lines and spaces of the staff using a mnemonic. • Know the note values of the symbols for minims, crotchets and quavers. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know the significance of the treble clef, time signature, lines, spaces and bar lines on the staff. • Know the names of the lines and spaces of the staff using a mnemonic if required. • Know the note values of the symbols for semibreves, minims, crotchets and quavers. • Know that rests are represented by symbols. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know the significance of the treble clef, time signature, lines, spaces, bar lines, and flat/sharp symbols on the staff. • Know the names of the lines & spaces of the staff. • Know the note values of the symbols for semibreves, minims, crotchets, quavers and semi-quavers. • Know the differences between 2/4, 3/4 and 4/4 time signatures. • Know the symbol for a crotchet rest. 	<ul style="list-style-type: none"> • Know how to read a graphic or conventional score, including note values. • Know what chords are and how to create them, including 7ths. • Know and explore what harmony is and how it is created.
Constructive - Knowledge of the musical elements/interrelated dimensions of music and knowledge of the components of composition						
Composing	<ul style="list-style-type: none"> • Know how to improvise a simple, short rhythm within given parameters. • Know how to compose a simple melody/phrase on a tuned instrument. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know that improvisation is creating music 'in the moment' or 'on the spot'. • Know that improvisation can involve just rhythm patterns or rhythm and melody. • Know how to explore improvisation on a glockenspiel using a small pitch range. • Know that compositions are recorded using standard or non-standard notation. • Know that three notes (do, re, me) can be combined with known rhythmic notation to create a melody. • Know that a composition should have a beginning, middle and end. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know how to explore improvisation on glockenspiel using a limited range of pitches. • Know that, in call and response improvisation, features of the initial phrase can be mimicked or adapted. • Know that music technology (e.g. Music Notepad) can be used to create and capture compositions. • Know that dynamics can be added to compositions. • Know that question and answer phrases can be included in compositions. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know that the shape of the melody should be considered when improvising. • Know that considering dynamics can add interest to improvised music. • Know that five notes can be combined with known rhythmic notation to create a pentatonic melody. • Know that structures can be used within compositions, e.g. AB form. • Know that a wider range of dynamics can be used to add interest to compositions. 	Build on prior knowledge and: <ul style="list-style-type: none"> • Know how to improvise over a groove, creating a satisfying melodic shape. • Know that considering articulation (staccato/legato) can add interest to improvised music. • Know that the first five notes of a scale can be combined with a wide range of known rhythmic notation to create a melody. • Know that compositions can be in a major or minor key depending on the notes used. • Know that structures can be used within compositions, e.g. ternary form. 	<ul style="list-style-type: none"> • Know how to compose simple pieces of music, including structure and balance. • Know how to compose music to create a mood. • Know how to synchronise sound and image for film. • Know how to use musical devices such as repetition, imitation and sequences. • Know how to compose in a given structure (12 bar blues). • Know how to write lyrics. • Know how to compose polyrhythms (world music). • Know how to use the elements of music. • Know how to select appropriate instruments and timbre.
Musical elements	<ul style="list-style-type: none"> • Know the meaning of an increasing range of appropriate vocabulary relating to the dimensions of music. 	Pulse/beat/metre <ul style="list-style-type: none"> • Know that music usually has a steady beat that we can clap or move along with. 	Pulse/beat/metre <ul style="list-style-type: none"> • Know that the steady beat can be in different metres, including 2, 3 and 4. 	Pulse/beat/metre <ul style="list-style-type: none"> • Know that the time signature is related to the metre or steady beat. 	Pulse/beat/metre <ul style="list-style-type: none"> • Know that music can be in various time signatures, including 2/4, 3/4 and 4/4. • Know that syncopation is when the strongest notes are not on the beat. 	<ul style="list-style-type: none"> • Know, recognise and explore the elements of music.
		Rhythm/duration <ul style="list-style-type: none"> • Know that crotchets are worth 1 beat and quavers are worth half a beat. • Know the difference between a steady beat and a rhythm. 	Rhythm/duration <ul style="list-style-type: none"> • Know that minims are worth 2 beats, crotchets are worth 1 beat and quavers are worth half a beat. • Know that rests represent silence. 	Rhythm/duration <ul style="list-style-type: none"> • Know that semibreves are worth 4 beats, minims are worth 2 beats, crotchets are worth 1 beat and quavers are worth half a beat. • Know that rests are represented by different symbols. 	Rhythm/duration <ul style="list-style-type: none"> • Know that semibreves are worth 4 beats, minims are worth 2 beats, crotchets are worth 1 beat, quavers are worth half a beat and semi-quavers are worth a quarter of a beat. • Know that a crotchet rest is worth one beat. • Know that a dotted rhythm is one where longer notes alternate with shorter notes. 	
		Melody/pitch <ul style="list-style-type: none"> • Know that the pitch of a note is how high or low it is. • Know that a chord is where two or more notes are played together on the same instrument. 	Melody/pitch <ul style="list-style-type: none"> • Know that melody is created by changes in pitch. • Know that music can be in major or minor keys. • Know that harmony is where two or more notes are heard at the same time. 	Melody/pitch <ul style="list-style-type: none"> • Know that pitch can change in steps, jumps leaps. • Know that a second part in a song or instrumental piece is a melodic line that creates harmony • Know that music in a minor key often sounds sad in comparison to music in a major key. • Know that a pentatonic melody has 5 diff' notes. 	Melody/pitch <ul style="list-style-type: none"> • Know that two notes an octave apart have the same letter. 	
		Tempo	Tempo	Tempo	Tempo	

	<ul style="list-style-type: none"> • Know that the tempo is the speed of the music. • Know that the tempo can change for effect. 	<ul style="list-style-type: none"> • Know that <i>allegro</i> means fast and <i>adagio</i> means slow. 	<ul style="list-style-type: none"> • Know that <i>accelerando</i> means getting faster and <i>rallentando</i> means getting slower. 	<ul style="list-style-type: none"> • Know that different musical styles use different tempi. • Know that songs or instrumental pieces can end with a <i>rallentando</i>. 	
	<p>Dynamics/articulation</p> <ul style="list-style-type: none"> • Know that dynamics are how loud or soft sounds are. • Know that <i>forte(f)</i> means loud and <i>piano(p)</i> means soft. • Know that music can be smooth or detached/spiky. 	<p>Dynamics/articulation</p> <ul style="list-style-type: none"> • Know that <i>crescendo(cres)</i> means getting louder and <i>diminuendo(dim)</i> or <i>decrescendo(decresc)</i> means getting softer. • Know that <i>legato</i> means smooth and <i>staccato</i> means detached/spiky 	<p>Dynamics/articulation</p> <ul style="list-style-type: none"> • Know that <i>mezzo forte(mf)</i> means moderately loud and <i>mezzo piano(mp)</i> means moderately quiet. • Know that dynamics can change the mood and feel of the music. 	<p>Dynamics/articulation</p> <ul style="list-style-type: none"> • Know that <i>fortissimo(ff)</i> means very loud and <i>pianissimo(pp)</i> means very quiet. • Know that there is a connection between dynamics and texture, e.g. adding more musicians makes the music louder. 	
	<p>Timbre</p> <ul style="list-style-type: none"> • Know that timbre is the particular tone or sound quality made by a voice or instrument. • Know that timbre allows us to distinguish one voice or instrument from another. • Know the difference in sound between the male and female voice. • Know the timbres of instruments including strings, drum kit, electric guitar, ukulele, keyboard, piano and glockenspiel. 	<p>Timbre</p> <ul style="list-style-type: none"> • Know that timbre can be described using words such as brassy, breathy, bright, clean, rich, warm, cold, dull, thin or distorted. • Know the timbres of instruments including a synthesizer, violin, cello, double bass, trumpet, French horn and flute. 	<p>Timbre</p> <ul style="list-style-type: none"> • Know the timbres of instruments including oboe, clarinet and flute. • Know that <i>pizzicato</i> (plucking) creates a different timbre from bowing on stringed instruments. 	<p>Timbre</p> <ul style="list-style-type: none"> • Know the timbre of instruments including a saxophone. • Know the characteristic sounds of an orchestra, a pop group and a jazz band 	
	<p>Texture</p> <ul style="list-style-type: none"> • Know that a solo is played or sung by a single instrument or voice. • Know that unison is when all voices/instruments sing/ play the same melody at the same time. • Know that texture is the effect of different layers in music 	<p>Texture</p> <ul style="list-style-type: none"> • Know that a duet is where two singers or musicians play together. • Know that music with only a few instruments, voices, melodies or harmonies has a thin texture. • Know that music with more layers of voices, instruments, melodies or harmonies has a thicker or richer texture. 	<p>Texture</p> <ul style="list-style-type: none"> • Know that backing vocals are used to add texture. 	<p>Texture</p> <ul style="list-style-type: none"> • Know that changes in texture can be created by adding or taking away layers of voice, instrument, melody or harmony. 	
	<p>Structure</p> <ul style="list-style-type: none"> • Know that the introduction is an instrumental section before the main melody or vocals begin. • Know that a chorus is repeated in between verses of a song. 	<p>Structure</p> <ul style="list-style-type: none"> • Know that sections of a song or instrumental piece can be repeated. • Know that music can be structured so that question phrases are followed by answer phrases. 	<p>Structure</p> <ul style="list-style-type: none"> • Know that an instrumental break in a song is where the vocals stop for a time before restarting. • Know that the bridge is a contrasting section that links two sections of a song or piece of music. 	<p>Structure</p> <ul style="list-style-type: none"> • Know that rock and pop music is often structured with verses, chorus, bridge and instrumental breaks. • Know that folk music often has a verse and chorus structure. • Know that ABA structure is known as ternary form. 	

Expressive - Musical quality and musical creativity. Also, the knowledge of musical meanings across the world and time.

<p>Listening and Appreciation</p> <ul style="list-style-type: none"> • Know how to listen carefully to a range of sounds and music in various styles, including live as well as recorded music, and responding in various ways, developing a broader understanding of the range of music available. • Know how to recognise changes in mood/character. 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that music creates feelings in the listeners. • Know that music can be described by referring to each of the musical elements. (see below) • Know that Native American music features a traditional singing style and a hand drum. • Know that gospel music is associated with African-American Christian worship, features lyrics about God and salvation and often has a solo vocalist supported by a choir or instrumental accompaniment. • Know that music of the Romantic era often features a large symphony orchestra and lots of contrasts to tell a story. • Know that disco music features electronic instruments and synthesized sounds and has a strong drum beat. 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that music can be described by referring to each of the musical elements. (see below) • Know that music from the Classical era often involves an orchestra or piano. • Know that folk music tells a story important to the community and is often unaccompanied or sung with simple guitar or drum accompaniment. • Know that jazz features lots of improvisation, melody instruments such as saxophone, trumpet and violin and a strong rhythm section with drums, bass, guitar and piano. • Know that rock music features powerful vocals, distorted guitar sounds, bass and drums. • Know that electronic dance music features strong basslines and electronic drum sounds and builds to a climax - a 'drop' 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that personal opinion of music can be justified by referring to each of the musical elements. (see below) • Know that rap is a rhythmic vocal style. • Know that scat is using your voice like an instrument by improvising nonsense syllables, e.g. ba, da, da. • Know that soul music features a powerful, passionate vocalist accompanied by instruments such as keyboard, bass, guitar, saxophone and trumpet. • Know that reggae music has a steady tempo and emphasises the 'off-beat' (beats 2 and 4 of a 4/4 bar). • Know that film music features memorable musical themes and changing moods to reflect drama on the screen. 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that personal opinion music can be justified by referring to each of the musical elements. (see below) • Know that swing is a form of jazz music played by 'big bands'. • Know that hip hop features drum machines, synthesizers, rapping and lyrics which address current issues in society. • Know that Zim Pop is pop music from Zimbabwe. • Know that Zim Pop fuses instruments of Western pop music (electric bass, drum kit, keyboards) with traditional Zimbabwean instruments, such as the mbira and marimba. 	<ul style="list-style-type: none"> • Know how to distinguish different instruments from their timbre. • Know how a range of instruments work. • Know how to recognise music from different geographical locations by identifying features. • Know how to recognise the different elements of music and answer questions relating to tempo, structure, instruments, timbre, pitch, harmony, melody and dynamics. • Know the history and musical features of blues music.
<p>History of Music</p>	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that gospel music originated in African-American Christian churches 300 years ago. • Know that the Romantic era in music was around the time Queen Victoria was on the throne (1800s-early 1900s). • Know that George Formby was a well-known ukulele player of the 1930s and 40s. • Know that disco music became popular in the 1970s. 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that the Classical era in music came before the Romantic era. • Know that Beethoven was a famous Classical composer (and that he went deaf). • Know that Johann Strauss was a famous Romantic composer who composed The Beautiful Blue Danube. • Know that Duke Ellington was a famous jazz composer and band leader in New York in the middle of the 1900s. • Know that rock music originated in the 1960s with bands like The Beatles and The Rolling Stones. 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that Ralph Vaughan Williams was a famous English composer of the 19th/20th century. • Know that soul music was developed by African American musicians in the 1950s. • Know that famous soul singers include Aretha Franklin and Stevie Wonder. • Know that reggae originated in Jamaica in the 1960s. • Know that Bob Marley was a famous reggae singer and musician. • Know that John Williams is a famous American film composer whose film music 	<p>Build on prior knowledge and:</p> <ul style="list-style-type: none"> • Know that Tchaikovsky was a Russian composer of the Romantic era & composed the 1812 Overture. • Know that swing music was popular from 1920s-1940s, played mostly by African-American musicians in dance halls. • Know that 'big bands' were made up of at least 10 musicians to create strong, fast-paced music for dancing. • Know that Louis Armstrong was a famous jazz trumpeter and singer and Ella Fitzgerald was a famous jazz singer. • Know that hip hop developed in the 1970s in 	<ul style="list-style-type: none"> • Know the history and musical features of blues music.

				includes Harry Potter, Star Wars and Jurassic Park.	African-American areas of New York.	
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