



MUSIC KNOWLEDGE Progression

2024 - 2025

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.

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	Performance - Nativity	Charanga – Glockenspiel stage 2	Charanga – exploring notation further	
Spring		Charanga – learning more about musical styles	Charanga – musical structures	Charanga – words, meaning and expression	Charanga- improvising with confidence	
Summer		Charanga – composing using your imagination	Charanga – expression and improvisation	Charanga – composing and chords	Leavers' Production	

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 solo/ensemble with increasing control and expression. 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. 	<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. 	<ul style="list-style-type: none"> Know that a round is where groups sing the same melody beginning at different times. 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 different styles of singing are used for different styles of song. Know how to perform with confidence. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 with a sound technique. Know how to maintain own instrumental part in a group of at least two parts. Know how to play a glock' melody accurately, with repeated notes, steps and leaps. 	<ul style="list-style-type: none"> Know that a glockenspiel beater should be held loosely and the bars struck in the centre. Know the bottom row of glock' bars are the notes A-G. Listening to the backing track and beat help players keep in time. Perform melodies on glockenspiel following staff notation, using a small range, as a whole class. 	<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. Know where F# and G# are on the glockenspiel. 	<ul style="list-style-type: none"> Know that Bb is the same note as A# and where it is on the glockenspiel. Know how to copy back simple melodic patterns including F# and Bb. 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. 	<ul style="list-style-type: none"> Know where C# is on the glockenspiel. Know that Eb 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 with consideration of dynamics. 	<ul style="list-style-type: none"> Know how to play solo or 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.
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. 	<ul style="list-style-type: none"> Know where the treble clef and time signature are. 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. 	<ul style="list-style-type: none"> Know the significance of the treble clef, time signature, lines and spaces on the staff. Know the note values of the symbols for minims 	<ul style="list-style-type: none"> Know the note values of the symbols for semibreves Know that rests are represented by symbols. 	<ul style="list-style-type: none"> Know the note values of the symbols for 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. 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. 	<ul style="list-style-type: none"> Know that improvisation is creating music 'in the moment', it can involve just rhythm patterns or rhythm and melody. Explore improvisation on a glock' using a small pitch range. Know a composition should have a beginning, middle and end. 	<ul style="list-style-type: none"> Know in call and response improvisation, features of the initial phrase can be mimicked or adapted. Know that music technology can be used to create and capture compositions. Add dynamics to compositions. 	<ul style="list-style-type: none"> Consider the shape of the melody when improvising. Use dynamics to 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. 	<ul style="list-style-type: none"> Know how to improvise over a groove. Consider articulation to add interest to improvised music. Use the first five notes of a scale to create a melody. Know that compositions can be in a major or minor key depending on the notes used. 	<ul style="list-style-type: none"> Know how to compose simple pieces of music, including structure and balance to create a mood. Know how to synchronise sound and image for film. Know how to write lyrics and select appropriate instruments and timbre.
Musical elements	<ul style="list-style-type: none"> Know the meaning of an increasing range of appropriate 	Pulse/beat/metre <ul style="list-style-type: none"> Know that music usually has a steady beat that we 	Pulse/beat/metre <ul style="list-style-type: none"> Know that the beat can be in different metres. 	Pulse/beat/metre <ul style="list-style-type: none"> Know the time signature relates to the metre or beat. 	Pulse/beat/metre <ul style="list-style-type: none"> Know that music can be in various time signatures. 	<ul style="list-style-type: none"> Know, recognise and explore the elements of music.

vocabulary relating to the dimensions of music.	can clap or move along with.				<ul style="list-style-type: none"> • Know that syncopation is when the strongest notes are not on the beat. 	<ul style="list-style-type: none"> • Know how to recognise the different elements of music and answer questions relating to tempo, structure, instruments, timbre, pitch, harmony, melody and dynamics. • Know how to distinguish different instruments from their timbre. • Know how to use the elements of music.
	Rhythm/duration • Know the difference between a steady beat and a rhythm.	Rhythm/duration • Know that rests represent silence.	Rhythm/duration • Know that rests are represented by different symbols.	Rhythm/duration • Know that a dotted rhythm is one where longer notes alternate with shorter notes.		
	Melody/pitch • 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 • Know melody is created by changes in pitch. • Know that harmony is where two or more notes are heard at the same time.	Melody/pitch • 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	Melody/pitch • Know that two notes an octave apart have the same letter.		
	Tempo • Know that the tempo is the speed of the music. • Know that the tempo can change for effect.	Tempo • Know that <i>allegro</i> means fast and <i>adagio</i> means slow.	Tempo • Know that <i>accelerando</i> means getting faster and <i>rallentando</i> means getting slower.	Tempo • Know that songs or instrumental pieces can end with a <i>rallentando</i> .		
	Dynamics/articulation • Know dynamics are how loud or soft sounds are. • Know <i>forte(f)</i> means loud and <i>piano(p)</i> means soft. • Know that music can be smooth or detached/spiky.	Dynamics/articulation • Know <i>crescendo (cres)</i> means getting louder and <i>diminuendo(dim)</i> or <i>decrescendo(decresc)</i> means getting softer. • Know <i>legato</i> means smooth and <i>staccato</i> means detached/spiky	Dynamics/articulation • 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.	Dynamics/articulation • Know <i>fortissimo(ff)</i> means very loud and <i>pianissimo (pp)</i> means very quiet. • Know there is a connection between dynamics and texture.		
	Timbre • Know that timbre is the particular tone or sound quality made by a voice or instrument, it allows us to distinguish one voice or instrument from another. • Know the timbres of strings, drum kit, electric guitar, ukulele, keyboard, piano and glockenspiel.	Timbre • 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 a synthesizer, violin, cello, double bass, trumpet, French horn and flute.	Timbre • Know the timbres of oboe, clarinet and flute. • Know that <i>pizzicato</i> (plucking) creates a different timbre from bowing on stringed instruments.	Timbre • Know the timbre of a saxophone. • Know the characteristic sounds of a pop group and a jazz band		
	Texture • Know a solo is played or sung by a single instrument or voice. • Know that texture is the effect of different layers in music – lots of instruments = thick and not many = thin.	Texture • Know that a duet is where two singers or musicians play together.	Texture • Know that backing vocals are used to add texture.	Texture • Know that changes in texture can be created by adding or taking away layers of voice, instrument, melody or harmony.		
Structure • Know the introduction is an instrumental section before the main melody or vocals begin. • Know a chorus is repeated in between verses of a song.	Structure • 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.	Structure • Know an instrumental break is where the vocals pause for a time. • Know that the bridge is a contrasting section that links two sections of a song or piece of music.	Structure • 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.			

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

Listening and Appreciation	<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. 	<ul style="list-style-type: none"> • Know that music creates feelings in the listeners. • 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 disco music features electronic instruments and synthesized sounds and has a strong drum beat. • 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. 	<ul style="list-style-type: none"> • Know that music from the Classical era often involves an orchestra or piano. • Know that music of the Romantic era often features a large symphony orchestra and lots of contrasts to tell a story. • Know that reggae music has a steady tempo and emphasises the 'off-beat' (beats 2 and 4 of a 4/4 bar). 	<ul style="list-style-type: none"> • Know that personal opinion of music can be justified by referring to each of the musical elements. • 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 film music features memorable musical themes and changing moods to reflect drama on the screen. • Know that hip hop features drum machines, synthesizers, rapping and lyrics which address current issues in society. 	<ul style="list-style-type: none"> • Know that Zim Pop is pop music from Zimbabwe, it fuses instruments of Western pop music (electric bass, drum kit, keyboards) with traditional Zimbabwean instruments, such as the mbira and marimba. • 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 rock music features powerful vocals, distorted guitar sounds, bass and drums. 	<ul style="list-style-type: none"> • Know how a range of instruments work. • Know how to recognise music from different geographical locations by identifying features. • Know the history and musical features of blues music.
History of Music	<ul style="list-style-type: none"> • Know that gospel music originated in African-American Christian churches 300 years ago. • Know that disco music became popular in the 1970s. • Know that Duke Ellington was a famous jazz composer and band leader in New York in the middle of the 1900s. • Know that Louis Armstrong was a famous jazz trumpeter and singer and Ella Fitzgerald was a famous jazz singer. 	<ul style="list-style-type: none"> • Know that the Classical era in music came before the Romantic era and that Beethoven was a famous Classical composer, who went deaf. • Know that the Romantic era in music was around the time Queen Victoria was on the throne (1800s-early 1900s) and that Johann Strauss was a famous Romantic composer who composed The Beautiful Blue Danube. • Know that reggae originated in Jamaica in the 1960s and that Bob Marley was a famous reggae singer and musician. 	<ul style="list-style-type: none"> • Know that soul music was developed by African American musicians in the 1950s and famous soul singers include Aretha Franklin and Stevie Wonder. • Know that John Williams is a famous American film composer whose film music includes Harry Potter, Star Wars and Jurassic Park. • Know that hip hop developed in the 1970s in African-American areas of New York. 	<ul style="list-style-type: none"> • Know that rock music originated in the 1960s with bands like The Beatles and The Rolling Stones. • Know that folk music is generally rural music that has been passed down through families and other small social groups. • Know that Zimbabwean pop music was known to the wider world as jit from the 1980s. 	<ul style="list-style-type: none"> • Know the history and musical features of blues music. 	