

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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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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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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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 <i>f, p</i> Texture Timbre

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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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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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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 concussion 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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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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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

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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

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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	

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