

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

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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

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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

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Music Knowledge Progression

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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

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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

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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.

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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!

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'

Possible Cross-Curricular Links (English)

- To write lyrics for a song

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Key Vocabulary					
Year Three					
Unit 1 Notation ‘Codebreakers’			Unit 2 Singing ‘All Together Now’		
Staff	Line notes	Chorus	Chorus	Metre	Unaccompanied
Manuscript	Space note	Oratorio	Unison	Composition	Accompaniment
Notation	Double time	Metronome	March	Narrative song	Dynamic interest
Unit 3 Tempo ‘The Hare and The Tortoise’			Unit 4 Texture and Technology ‘Abracadabra’		
Waltz	Dynamic variation		Clef	Audacity terminology:	
Allegro	Repetition		Treble clef	Change speed	
Adagio	Structure		Sound manipulation	Change tempo	
Staff notation	Texture		Audacity®	Change pitch	
Unit 5 Structure ‘Jungle Rhythms’			Unit 6 Composition “I Write the Songs”		
Drone	Drumhead	Drum techniques:	Ostinato	Improvise	
Djembe	Drum - body	Bass	Rhythmic ostinato	Solo	
Talking Drum	Drum - rim	Tone	Melodic ostinato	Composer	
Kpanlogo		Slap	Repeat	Performer	

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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

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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.

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

- 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'

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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

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Music Knowledge Progression

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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

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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

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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

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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

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Key Vocabulary					
Year Four					
Unit 1 Duration 'Music Rules, OK!'			Unit 2 Singing 'Freedom Songs'		
Bar	Ledger line	Music theory	A cappella	Dynamic variation	Ragtime
Bar line	Metre	Rock and Roll	Accompaniment	Freedom song	Refrain
Double bar line	Minim	Time signature	Chord	Harmony	Version
Downbeat			Chorus		
Unit 3 Instrumentation 'Comedy Characters'			Unit 4 Tonality "Why Did The Singer Climb a Ladder?"		
Accompaniment	Euphonium		Major	Tone	Scale
Adagio	French horn		Minor	Semitone	Key
Allegro	Ledger lines		Interval	Octave	Pentatonic
Drone	Minim rest				
Unit 5 Timbre 'The Magic Music Box'			Unit 6 'Make a Hullabaloo!'		
Celesta	Pentatonic	Semi-tone	Air	Minor	
Gamelan music	Major key	Spoken round	Bilma	Ostinato rhythm	
Harmony	Minor key	Staccato	Lithophone	Sonorous	
Legato	Pizzicato	Tone	Major	Time signature	

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