

Satellite View – Upper Key Stage Two

Music Skills Progression

Year Five

- To improvise melodic and rhythmic phrases, including over a drone
- To compose from different starting points by developing ideas within musical structures
- To explore the use of notation and ICT to support creative work
- To suggest improvements to their own and others' work
- To identify the relationship between sounds and how music reflects different intentions
- To describe and compare different kinds of music using key musical vocabulary
- To listen carefully, developing and demonstrating musical understanding
- To sing songs with increasing control of breathing, posture and sound projection
- To use ICT to record, change and manipulate sounds independently
- To compose their own instrumental and vocal music and perform their own and others' compositions
- To identify how the use of specific compositional components lead to the overall effect of a piece of music
- To confidently and fluently write music notation using the treble clef
- To confidently and fluently read music notation in the treble clef
- To compose lyrics as part of a song cycle
- To compose a melody as part of a song cycle
- To recognise and name more nuanced changes in tempo
- To improvise melodic and rhythmic phrases
- To be able to identify and analyse key compositional components in a piece of music
- To play confidently a short notated melody
- To perform rounds and part songs, maintaining their own part with awareness of how different parts fit together to achieve an overall effect
- To sing songs with increasing awareness and control of dynamics
- To compose a melody for a song
- To identify different emotions conveyed through music
- To be able to choose appropriate instruments to accompany a piece of music
- To appropriately match music clips to a film genre
- To be able to listen, and identify instruments within an ensemble or orchestral piece
- To be able to notate chords
- To perform on tuned percussion, melodic instruments or keyboards, following staff notation
- To perform in a mixed ensemble
- To be able to conduct 3/4 time
- To be able to compose, notate and play their own chord sequence
- To be able to improvise over a chord sequence
- To be able to perform a syncopated rhythm
- To recognise changes in metre

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Music Knowledge Progression

Year Five

Unit 1 Rhythm Patterns 'I've Got Rhythm'

Pupils develop their knowledge of rhythm patterns in this unit, having already learnt about ostinato and call and response rhythms. They explore the difference between linear and cyclic music, before learning about Gahu music and identifying, replicating and composing their own cyclic patterns.

Knowledge Overview

- To understand the meaning of the word 'cyclic'
- To understand the meaning of the word 'linear'
- To know that Western music is mainly linear, both in the way it is written and played
- To recall prior learning about African drumming
- To know some key information about Gahu music
- To know what a song cycle is
- To recall the meanings of the terms 'allegro' and 'adagio'
- To know the meanings of the words 'presto', 'andante' and 'grave'
- To know that everyday sounds can create cyclic rhythm patterns

Possible Cross-Curricular Links (Science)

- To understand and identify different cycles e.g. life cycles

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Music Knowledge Progression

Year Five

Unit 2 Musical Shows 'Spaced Out'

In this unit, pupils explore the genre of musicals, leading to the composition of a mini musical based on the first moon landing. They learn about the key features of musical theatre and engage with project work, researching and presenting information about a specific musical of their choosing.

Knowledge Overview

- To recall the meaning of 'cyclic pattern' in music
- To recall the meaning of the term 'octave'
- To know the different techniques for playing stringed instruments
- To know key information about the composer, Gustav Holst
- To know that Gustav Holst's most famous composition was The Planet Suite
- To know what the key features of a musical are
- To learn about some specific musicals
- To recall the meaning of the words 'tone' and 'semitone'

Possible Cross-Curricular Links (Science)

- To learn about Earth's place within the solar system
- To understand the term 'orbit'



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Music Knowledge Progression

Year Five

Unit 3 Singing 'An Occasional Song'

In this unit, pupils learn what an occasional song is and look at some examples. Firstly, they learn about music linked to the occasion of Hanukkah, the Jewish festivals of lights, singing two very different versions of the song 'Ner Li'. They also extend their understanding of tonality, specifically minor keys. They then find out about the occasion of Chinese New Year and learn a song related to this, leading to consolidation of their understanding of the pentatonic scale.

Knowledge Overview

- To know what an occasional song is
- To know that occasional songs are sung at Hanukkah
- To know that the Hora is a type of Jewish circle dance performed to music at special occasions
- To understand notation rules and apply this to a piece of music
- To know that a lot of Jewish music is written in a minor key
- To know that occasional songs are sung at Chinese New Year
- To know that Antonin Dvořák was a Czech composer in the 19th century
- To know the meaning of the word 'overture' in music
- To know the song 'Kung Hei Fat Choy'
- To recall the meaning of 'pentatonic scale'

- To know that traditional Chinese music uses a different scale system to Western music
- To know that the Chinese scale system is the same as our major pentatonic scale

Possible Cross-Curricular Links (Religious Education)

- To know about Hannukah, the Jewish festival of lights

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Music Knowledge Progression

Year Five

Unit 4 Genres and Styles 'In Full Swing'

Pupils are introduced to the genres of jazz and swing, learning about their origins and finding out about famous musicians like Glenn Miller and Jools Holland. They learn that improvisation is a fundamental feature of this type of music. They also learn about the role of riffs, before being given the opportunity to improvise over a riff in small groups.

Knowledge Overview

- To understand the meaning of the term 'musical genre'
- To know that jazz is a musical genre
- To know the instruments that make up jazz bands
- To know that improvisation is a key feature of jazz music
- To know that jazz rhythms feature offbeat accents
- To know that "Jelly Roll Morton" invented jazz
- To know that swing was a music genre that developed from jazz
- To know the key features of swing music
- To know the instruments that make up swing bands
- To know that one of the most famous swing bands of all time was the Glenn Miller Orchestra
- To recall that most Jewish music is written in a minor key
- To know that some musical styles continue to be popular, long after their heyday
- To know that Jools Holland is a contemporary swing musician with his own band
- To know what a riff is
- To know that riffs are a characteristic feature of swing music
- To know what partner songs are
- To recall the notes belonging to the key of C major

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Music Knowledge Progression

Year Five

Unit 5 Soundtracks 'At the Movies'

Pupils explore the effects of music when used within films. They learn about the work of some famous film score composers, such as Alan Menken and John Williams. They also watch some examples of film clips with alternative musical soundtracks, analysing the differences in mood and atmosphere. After identifying the main musical elements and devices used within specific film genres, they apply this knowledge by composing their own piece of music, matched to a particular film genre.

Knowledge Overview

- To know that the use of well-chosen sounds can evoke a sense of place and create atmosphere
- To know the importance of tonality when it comes to composing background music to create mood
- To know some specific musical devices that are used to add to the overall effect of a piece of music
- To recall the features of musical theatre
- To learn about the work of film score composer, John Williams
- To know how timbre, and specifically the use of different instruments in film music evokes different emotions
- To understand how music can change a scene
- To know that there are a range of different film genres

Possible Cross-Curricular Links (Computing)

- To use a variety of ICT tools to create, develop and refine performances to enhance outcomes

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Music Knowledge Progression

Year Five

Unit 6 Carnival Music "Arriba El Carnaval!"

In this unit, pupils learn about some of the biggest carnivals in the world and the music for which they are famous. They listen to, and learn about the key features of samba, calypso, waltz and jazz music. For each of these musical genres, pupils perform and / or create their own rhythmic or melodic patterns, following the musical conventions. They build on their knowledge of harmony and chords, notating and creating chord sequences and improvising melodies on top of these. They then add some of their ideas to a rhythmic accompaniment and notate. They bring this learning together in a performance poem about the carnival music they have been introduced to, composing accompaniment for this in the four different styles of music.

Knowledge Overview

- To know what a carnival is
- To know that carnivals are celebrated all over the world
- To be able to name some famous carnivals
- To know that music is a key feature of all carnival celebrations
- To know key information about the Rio de Janeiro Carnival
- To know that the main type of music in this carnival is samba
- To know that samba music is characterised by call and response
- To know about the Venice Carnival
- To know that the waltz is a key musical style in the Venice Carnival
- To recall that a waltz has a metre of 3
- To recall the meaning of the term 'harmony'

- To recall the meaning of the word 'chord'
- To know what a triad chord is and how one is formed
- To know that the New Orleans Mardi Gras is a world-famous carnival
- To know that the Mardi Gras is famous for its jazz music
- To know that jazz music originated in New Orleans in the early 1900s
- To know that jazz music is characterised by call and response, African rhythms and European instruments
- To know that improvisation is an important feature of jazz music
- To know what a chord sequence is
- To become more familiar with the key of C major
- To recall the meaning of 'major' and 'minor'
- To know that the carnival in Trinidad and Tobago began as a rebellion against slavery
- To know that it is characterised by calypso music and dancing
- To know that Caribbean carnival music is upbeat and loud
- To know the main features of Caribbean carnival music
- To know the meaning of the term 'syncopation'
- To recall the key musical features of samba, waltz, calypso and jazz

Possible Cross-Curricular Links (Geography)

- To know where the following places are on a map and globe: Brazil – Rio de Janeiro, Trinidad and Tobago, Italy – Venice, USA – New Orleans

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Key Vocabulary					
Year Five					
Unit 1 Rhythm Patterns 'I've Got Rhythm'			Unit 2 Musical Shows 'Spaced Out'		
Adagio	Cyclic	Linear	Semitone	Cyclic	
Allegro	Gahu	Presto	Tone	Musical	
Andante	Grave	Song cycle	Octave		
Unit 3 Singing 'An Occasional Song'			Unit 4 Genres and Styles 'In Full Swing'		
Hanukkah	Occasional song		Jazz	Partner songs	
Hora	Overture		Improvisation	Riff	
Major	Pentatonic scale		Swing	Off-beat accents	
Minor			Syncopation		
			Swing band		
Unit 5 Soundtracks 'At the Movies'			Unit 6 Carnival Music 'Arriba El Carnaval!'		
Atmosphere	Film score		Calypso	Jazz	
Musical theatre	Tonality		Carnival	Samba	
Film genres			Chord	Syncopation	
			Chord sequence	Triad chord	
			Harmony	Waltz	

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Satellite View – Upper Key Stage Two

Music Skills Progression

Year Six

- To refine and improve their work through evaluation, analysis and comparison, commenting on how intentions have been achieved
- To analyse and compare musical features and structures using appropriate musical vocabulary
- To listen carefully, demonstrating musical understanding and increasing aural memory
- To be able to identify orchestral instruments by timbre
- To be able to identify soprano, alto, tenor and bass voices
- To describe the timbre and pitch of instruments
- To describe a variety of instruments in detail, with particular attention to their timbre, use, appearance and history
- To use a tuner to find the pitch of a note
- To play melodies by ear
- To plan and compose an eight-beat melodic phrase, which is notated and performed
- To explore the use of notation and ICT to support creative expression
- To perform significant parts from memory, with awareness of their own contributions
- To perform solo and lead others from notation
- To play a melody following staff notation, making decisions about dynamic range
- To use a variety of notation
- To perform their own and others' compositions in a way that reflects their meaning and intentions
- To compose melodies made from pairs of phrases in G major
- To subdivide the pulse and identify the metre of different songs through recognising the pattern of strong and weak beats
- To begin to recognise stylistic features of specific composers
- To identify ternary form when listening to a piece of music
- To use Audacity to edit and layer sounds to create an overall effect
- In small groups, extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape

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Music Knowledge Progression

Year Six

Unit 1 Instrumentation 'Dancing with Keys'

In this unit, pupils learn build on their prior learning about the instrument families of the symphony orchestra, with a focus on pitch and timbre throughout. They listen to and learn about instruments at the highest and lowest extremes of pitch (for example the piccolo and double bass), as well as the four main pitch voices – soprano, alto, tenor and bass in both singing voices and instruments. With a key focus on the evolution of the keyboard, from ancient times to nowadays, pupils deepen their understanding of the impact the invention of the piano has had on musical genres and styles. Investigating ancient instruments and instruments from diverse countries and cultures broadens their musical understanding. They build on their learning about diverse instruments pitch and tonality with a focus on creating pentatonic pitched pan flutes.

Knowledge Overview

- To know what the four symphony orchestral families are and give examples of instruments belonging to each
- To know which of the orchestral instruments are the highest and lowest pitched
- To know key facts about the history of the symphony orchestra
- To be able to describe pitch and how it varies
- To know that the faster sound vibrates, the higher the pitch
- To know that the more space that sound finds to vibrate in, the lower the pitch created
- To know that the four main different pitched human voices are soprano, alto, tenor, bass
- To know why the piano is viewed as a percussion instrument
- To know key facts about the history of the piano

- To explain how the piano changed the way music was created and played
- To know that the carnyx was an ancient Celtic war horn
- To know key facts about the carnyx
- To know how and why the carnyx was played
- To know key facts about the history of the saxophone
- To know that the crwth was an ancient Celtic string instrument
- To know key facts about the crwth
- To know how the crwth was played
- To know key facts about the udu percussion instrument
- To know key facts about the sitar string instrument
- To know key facts about the didgeridoo wind instrument
- To know key facts about the pan flute
- To know that a scale is a progression of notes in ascending or descending order, with a fixed distance between each note
- To know what tones and semitones are
- To know that a pentatonic scale has a tone between each note

Possible Cross-Curricular Links (Science)

- To know that sounds are made by something vibrating
- To know that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To know that the faster sound vibrates, the higher the pitch

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Music Knowledge Progression

Year Six

Unit 2 Tonality 'Scaling Up'

Pupils build on their prior learning about tonality, progressing from C major to the key of G major. As part of this, they learn about sharps and how the sharp sign affects notes.

They also extend their range of note and rest durations with the introduction of semiquavers. Pupils then use this learning to compose and notate pairs of phrases in G major.

Knowledge Overview

- To recall note values and names – quaver, crotchet, minim and semibreve – and order them, shortest to longest
- To increase knowledge of instruments
- To know that a semiquaver is a short note, worth only $\frac{1}{4}$ beat
- To know that two semiquavers are equivalent in duration to one quaver
- To know a range of technical vocabulary used to describe tempo and their meanings
- To recall the scale of C major
- To know the difference between C major and G major
- To learn the song 'Swing Low'
- To know what a sharp sign means
- To know that G major includes the note F sharp
- To know what a musical phrase is

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Music Knowledge Progression

Year Six

Unit 3 Composers 'Musical Rivalries'

Opposing views amongst creatives are common, so this unit enables pupils to understand some of the most well-known musical rivalries across history: Brahms and Wagner, Lennon and McCartney, Saint-Saens and Debussy. They will learn the importance of subjectivity and the need for respect within the creative arts. They will then rival each other, in groups, composing their own opposing pieces!

Knowledge Overview

- To know that both Brahms and Wagner were German composers in the 19th century
- To know that they were both composing during what was known as the Romantic era
- To know that Brahms and Wagner were rivals
- To understand that this rivalry came from musical differences, rather than personal
- To know that Brahms was more conservative in his style, whereas Wagner was more progressive
- To know that musical preferences and tastes are subjective
- To know some key facts about The Beatles
- To know that Paul McCartney and John Lennon were rivals within the group
- To understand some of the reasons for this
- To compare Wagner and Brahms' rivalry with Lennon and McCartney's
- To know that Lennon and McCartney both went on to have successful solo careers
- To know that 'Yellow Submarine' was a Beatles' song written for Ringo Starr
- To know that Debussy and Saint-Saens were musical rivals
- To know that both Debussy and Saint-Saens were French composers in the 19th century
- To know that Saint-Saens was more conservative in his style, whereas Debussy was more progressive
- To know that subjectivity is an important aspect of music
- To understand that, for this reason, there is always a need for respect within the creative arts

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Music Knowledge Progression

Year Six

Unit 4 Variations on a Theme 'Three is a Magic Number'

Musicians amongst you would be forgiven for thinking this unit is about the 'theme and variation' form of music (that begins with a main melody (the theme) and is then altered or changed in some way throughout the piece), but it's not!

The theme is, in fact, the number three! A prominent number in music, pupils will learn about all things tri-related, from trios and three-part singing to triads and ternary form. So, on the count of three, let's get started...

Knowledge Overview

- To know that a number of musical terms begin with 'tri-'
- To know the meaning of the musical term 'trio'
- To recall the features of a graphic score
- To know how to create, read and play from a graphic score
- To understand the link between singing and wellbeing
- To know some of the benefits of singing
- To recall what a musical 'round' is
- To understand the musical impact when singing a three-part round i.e. harmonies, texture
- To recall note values and names learnt so far
- To know the success criteria for singing rounds and what features make a good performance
- To know that The Three Degrees are one of the world's most famous trios

- To recall the definition of a triad
- To know that triads in different keys are recognised by key signatures
- To recall the seven elements of music
- To know that 'form' is the word used to describe different ways to organise musical compositions
- To know that binary form describes a piece of music that has two distinctly different sections
- To know that ternary form describes a piece of music that has three sections:- an opening section, followed by a different section and then a repeat of the first section
- To recall the meaning of 'ternary form'

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Music Knowledge Progression

Year Six

Unit 5 Genres and Styles 'Pomp and Circumstances'

Music is an important feature of societal and cultural expression, and in this unit, pupils learn particularly about music for ceremonial occasions. This includes national anthems, military music and fanfares, as well as royal weddings. They then write their own anthem for school.

Knowledge Overview

- To know that a national anthem is a song representing national pride and love of country
- To know that national anthems are sung on different occasions, including international sporting events, National days and often whenever the monarch or country's leader makes a public appearance
- To know the UK's National Anthem, 'God Save the King'
- To know that the American National Anthem is called 'The Star-Spangled Banner'
- To know that the French National Anthem is called 'La Marseillaise'
- To know that the French National Anthem was written during the French Revolution
- To understand how emotions can be reflected and interpreted through music
- To recall prior learning about carnival music
- To know that the South African National Anthem is called 'God Bless Africa'
- To know that the South African National Anthem changed after 1995
- To understand the subjectivity extends to all styles of music
- To understand the difference between binary and ternary form
- To understand the importance of music at state ceremonies, such as royal weddings
- To know that 'The Last Post' is a world-famous ceremonial trumpet / bugle call, made up of only three notes
- To know that 'The Last Post' is played every evening at the Menin Gate Memorial in Belgium
- To know the origins of the 'Champions League Anthem'
- To understand the meaning of 'pomp and circumstance'
- To know about The Last Night of the Proms
- To know that the composer, Edward Elgar, wrote the 'Pomp and Circumstance' Marches

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Key Vocabulary

Year Six

Unit 1 Instrumentation 'Dancing with Keys'

Alto
Bass
Carnyx
Clavichord

Crwth
Didgeridoo
Harpsichord
Soprano

Tenor
Sitar
Udu

Unit 2 Tonality 'Scaling Up'

Ensemble
Key Signature
Octave

Phrase
Semiquaver
Sharp sign #

Unit 3 Composers 'Musical Rivalries'

Conservative
Polyrhythms
Progressive

Rivalry
Romantic
Subjective

Unit 4 Variations on a Theme 'Three is a Magic Number'

Binary form
Form
Graphic score
Round

Structure
Ternary form
Trio

Unit 5 Genres and Styles 'Pomp and Circumstances'

A capella
Binary form
National Anthem

Pomp and circumstance
Ternary form
Triad

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