



Knowledge Progression – Music – Years 1-6

National Curriculum guidance for Music

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Year	<u>Unit 1</u> Exploring Our Voices	<u>Unit 2</u> Finding Out About Pulse and Rhythm	<u>Unit 3</u> Finding Out About Pulse and Rhythm	<u>Unit 4</u> Listening	<u>Unit 5</u> Exploring Instruments and Symbols	<u>Unit 6</u> Performance Skills
1 (Sussex Music School)	Pupils will be taught to: <ul style="list-style-type: none"> • Explore how to use singing voices. 	Pupils will be taught to: <ul style="list-style-type: none"> • Explain what pulse is. • Explain what rhythm is. 	Pupils will be taught to: <ul style="list-style-type: none"> • Recall the term 'ostinato.' and explain that it is a 	Pupils will be taught to: <ul style="list-style-type: none"> • Evaluate a range of high quality live and recorded music. 	Pupils will be taught to: <ul style="list-style-type: none"> • Hold and use instruments with control. 	Pupils will be taught to: <ul style="list-style-type: none"> • Use some performance presentation techniques



	<ul style="list-style-type: none">• To recall terms high and low (pitch).• Use their voices to make different sounds.• Recall the term timbre.	<ul style="list-style-type: none">• Distinguish between pulse and rhythm.• Explore the duration of a beat and relate this to jogging, walking and striding.	<p>short repeated phrase.</p> <ul style="list-style-type: none">• Explore playing rhythms as ostinato using untuned instruments or body percussion.• Identify and create their own rhythmic patterns.	<ul style="list-style-type: none">• Identify the pulse within different types of music (Carnival of the Animals).• Recall the terms pitch, dynamic and tempo and identify that music can be changed using these.• Respond to changes in music and express the changes through body movements.	<ul style="list-style-type: none">• Explore ways to change sounds to suit a style of music using pitch, dynamics and tempo.	<p>and behaviour.</p> <ul style="list-style-type: none">• Prepare for a performance.• Perform with confidence and enjoyment as part of a group.
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Year	Unit 1 Exploring Our Voices	Unit 2 Finding Your Own Voice	Unit 3 Increasing Awareness	Unit 4 From Sounds to Symbol (Pitch)	Unit 5 From Sounds to Symbol (Rhythm) Singing in Parts	Unit 6 Rehearsing, Practising and Developing Performance Skills
2 (Sussex Music School)	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explore their vocal range and tuning.• To explain the difference between high and low (pitch).• Use their voices to make different sounds.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Show and feel the beat whilst singing/ chanting.• Explain the term timbre.• Use the voice in different ways (timbre).• Identify the difference	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Recall that a part is a single strand within a piece of music.• Hold a simple part in a two-part song.• Recall the meaning of the term 'ostinato'.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explain the term pitch.• Show pitch changes with hands.• Explore relating pitch to a one-lined and two-lined stave.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explain the term duration.• Show durations with hands.• Relate duration to notation (jogging, walk, stride).• Sing a song with ostinato	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Use some performance presentation techniques and behaviour.• Prepare for a performance.• Perform with confidence and enjoyment as part of a group.



	<ul style="list-style-type: none">• Distinguish pulse from rhythm.	<p>between a beat and a rhythm.</p> <ul style="list-style-type: none">• Tap a beat or rhythm when asked.	<ul style="list-style-type: none">• Play beats or rhythms as ostinato.• Explore reading and 'writing' rhythms using flash cards.		<p>accompaniment (two/three parts).</p>	
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Year	Unit 1 Simple Pitching and Structure	Unit 2 Adding Dynamic Contrast to the Choral Sound	Unit 3 Rounds and Cannons	Unit 4 Layers of Sound (ostinato and parts)	Unit 5 Timbre – Quality of Vocal Sounds (harsh/mellow /bright)	Unit 6 Preparing for Performance
3 (Sussex Music School)	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Explain the term unison. • Sing in unison with others. • Recall the terms verse and chorus and identify them in a piece of music. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify the role of a conductor. • Identify and respond to a conductor’s indications to sing quietly and loudly. • Listen to others around them and match their own 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify the difference between a round and a cannon. • Explain what a round and a cannon is and some historical context. • Sing in a round (2 parts). 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Explain that a part is a single strand within a piece of music. • Hold their own part in a two-part song. • Recall and explain the term ‘Ostinato.’ 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand that timbre refers to the tone colour of a particular note i.e the unique quality of a note. • Explore tones (timbre) in their voice to add 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Follow the conductor and stand and breathe correctly in order to make the best sound possible. • Perform in unison and parts with the choir.



	<ul style="list-style-type: none">• Understand and sing simple structures (verse, chorus, A B etc).	sound to the others.		<ul style="list-style-type: none">• Perform an ostinato as an accompaniment to a song.	expression to their singing. <ul style="list-style-type: none">• Explore vocal blending, singing with others around them.	<ul style="list-style-type: none">• Perform with confidence.• Identify strengths and weaknesses in a performance.
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Year	<u>Unit 1</u> Flutophones	<u>Unit 2</u> Flutophones	<u>Unit 3</u> Flutophones	<u>Unit 4</u> Flutophones	<u>Unit 5</u> Flutophones	<u>Unit 6</u> Flutophones
<p style="text-align: center;">4 (Sussex Music School)</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify correct posture including hand position, breathing and tongue. Identify the new notes B, A, G. Recall the term stave. Recall the terms 'syncopated rhythm' and 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify a 2 lined stave for the notes B A G. Understand that a syncopated rhythm is the disturbance or interruption of the regular flow of rhythm in a piece of music. Understand that a 'straight' 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explore hovering fingers over holes, greater speed and breathing at ends of phrases. Identify new notes E and C'. Explore playing simple tunes by ear. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Understand how to read from a 3 lined stave with support. Revise simple rhythmic notation (from Y2). Explore composing in groups on a programmatic theme based on another part of the curriculum. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Recall the techniques: slurs, staccato, legato and scales of C. Identify the new notes D,D.' Explain the term metre. Identify metre in a piece of music. Explore beat time 2, 3, 4. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Understand how to read and write pitch from a 5 lined stave (1 octave scale of C). Explain how the 5 lined stave works. Explore writing and performing their own compositions Perform with confidence.



	<p>'straight rhythm'.</p>	<p>rhythm is where the beat is split into equal subdivisions.</p> <ul style="list-style-type: none">• Identify a syncopated and 'straight' rhythm.• Explore improvising a piece of music over 8 beats.				<ul style="list-style-type: none">• Evaluate strengths and weaknesses in a performance.
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Year	Unit 1 Meet My Ukulele	Unit 2 Rhythmic Awareness and Ensemble	Unit 3 What Is A Chord?	Unit 4 Ch Ch Ch Ch Changes!	Unit 5 Consolidate and Expand Chords and Strumming Technique	Unit 6 Consolidate and Expand Chords and Strumming Technique
5 (Sussex Music School)	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Identify the parts of the ukulele.• Identify and play the open strings.• Explore strumming with a thumb brush technique.• Understand the correct	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Identify higher and lower pitch and explain the difference.• Understand how to follow a conductor.• Perform an ostinato within a song.	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explore strumming up and down strokes with their first finger.• Understand how to improvise and echo rhythms.• Play a more complex American banjo style	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explore creating new strumming patterns.• Explain how to damp the strings.• Explore damping the strings.• Play a repeated strumming pattern	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explain the term tempo.• Explore choosing and varying the tempo.• Understand how to change between the chords F, C, Am and C7.• Play G and G7 chords	<p>Pupils will be taught to:</p> <ul style="list-style-type: none">• Explain what the 12 bar Blues is.• Play a 12 bar Blues.• Explore improvising on a Blues scale.• Compose and perform a Blues song with the class.



	<p>playing position.</p> <ul style="list-style-type: none">• Play the chord of C.	<ul style="list-style-type: none">• Explore using a finger picking technique.• Perform, copy, improvise and notate simple rhythms patterns.• Evaluate effectiveness of performance and improvisation.	<p>pattern (finger picking).</p> <ul style="list-style-type: none">• Explain why a round works.• Identify A minor chord and hear the difference between this and C Major.• Compose and perform a song in A Minor in a group/class using texture and timbre.	<p>(ostinato) to accompany a song.</p> <ul style="list-style-type: none">• Identify and play chords C7 and F7.• Explore changing between chords in a song.	<p>(within a piece).</p> <ul style="list-style-type: none">• Consolidate chords and strumming patterns learnt so far.• Understand how to write (notate) more complex rhythms.	<ul style="list-style-type: none">• Evaluate the strengths and weaknesses in rehearsals and use these to improve performance.• Perform with confidence.
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Year	<u>Unit 1</u> Drumming	<u>Unit 2</u> Christmas songs	<u>Unit 3</u> Aaron Copeland - 'Hoe-down'	<u>Unit 4</u> Carl Orff - 'O Fortuna'	<u>Unit 5</u> Elgar 'Enigma Variations'	<u>Unit 6</u> Rehearsing, Practising and Developing, Performance Skills
<p style="text-align: center;">6 (Sussex Music School)</p>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Identify the key features of Samba music. Recall the names of instruments used in Samba (Tamborims, Surdos, Agogo Bells, Ganza). 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Recall and sing Christmas songs with a challenging range in different styles, with confidence. Explore harmony parts and maintain their part when singing 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Create and perform movements in time with the music for a simple dance Explain the term 'call and response'. Explore using melody to lead and 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Show what's happening in the music with gesture. Create and play a steady pulse using instrument. Explain the terms 'driving pulse' and 'oscillating pulse'. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explain the term 'musical motif'. Create musical motifs and put them together to make a piece. Recall and perform a melody. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Explore performing skills. Prepare for a performance. Analyse the strengths and weaknesses in rehearsal and use these to



	<ul style="list-style-type: none">Recall the country and continent where Samba originated (Brazil, South America).Carry a rhythm on a specific instrument.Evaluate the success of a piece of group Samba music.Hold a rhythm whilst others play a different rhythm simultaneously.	<ul style="list-style-type: none">Rehearse and prepare to a high standard.Analyse the strengths and weaknesses in rehearsal and use these to improve their performance.Perform in a large venue with confidence.	<p>follow a 4 beat 'call and response'</p> <ul style="list-style-type: none">Perform syncopated and complex rhythm patterns on instruments and choose timbre appropriately .Perform their part in a class piece with accuracy and stylistic understanding.	<ul style="list-style-type: none">Create their own music with driving, oscillating pulse and ostinato to create a feeling of tension.Analyse film music and make comparisons with 'O Fortuna'Understand ways in which music is effected by time and place.	<ul style="list-style-type: none">Explore listening to and describing music using words and picturesDevelop a theme and structure motifs around it.	<p>improve their performance.</p> <ul style="list-style-type: none">Perform with confidence as a group.
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