Music - Progression of Knowledge

The music curriculum at Cannon Lane is designed to nurture a deep appreciation and understanding of music, while progressively developing students' musical skills throughout their primary education. The curriculum offers a comprehensive approach that integrates listening, singing, notation, playing instruments, composing, and performing, ensuring that students gain a well-rounded musical education.

LISTENING	
Year 1	Move and dance with the music - Find the steady beat - Recognise some band and orchestral instruments. Describe tempo as fast or slow - Describe dynamics as loud and quiet. Join in sections of the song, eg chorus - Begin to understand about different styles of music.
Year 2	Move, dance and play body percussion to music - Find the steady beat and the backbeat - Recognise band and orchestral instruments. Describe tempo as fast or slow or mid-tempo - Recognise sections of songs such as intro, verse, chorus & bridge. Describe dynamics as loud and quiet - Understand about different styles of music such as jazz, rock & classical.
Year 3	Share your thoughts and feelings about the music together - Find the beat or groove of the music. Walk, move or clap a steady beat, changing the speed of the beat as the tempo changes. Invent different actions to move in time with the music - Talk about what the song or piece of music means. Identify instruments you can hear playing - Talk about the style of the music
Year 4	Talk about the words and meaning of a song and why the piece of music was written - Identify the tempo as fast, slow or steady. Recognise the style of music you are listening to - Discuss the structures of songs. Identify major and minor tonality. Identify: Call and response. A solo vocal or instrumental line. A change in texture. Articulation Know and understand what a musical introduction is and its purpose. Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.

LISTENING	
Year 5	Justify a personal opinion with reference to Musical Elements - Recognise the pentatonic and Blues scales. Find and demonstrate the steady beat and identify 2/4, 3/4, 6/8 and 5/4 metre - Identify major and minor tonality Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form - Identify the musical style of a song or piece of music. Identify instruments. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Rap, Film Music, Hip Hop, Funk, Romantic and Musicals.
Year 6	Talk about feelings created by the music justify opinion with reference to Musical Elements Identify the musical style of a song using musical vocabulary - Identify 2/4, 4/4, 3/4, 6/8 and 5/4. Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing. Discuss the structure of the music with reference to verse, chorus and bridge Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. Know and understand what a musical introduction and outro is, and its purpose - Explain the role of a main theme in musical structure. Identify the sound of a Gospel choir and soloist, Rock band, orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.

NOTATION	
Year 1	Explore high and low sounds, and long and short sounds, using symbols and notation. Explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G
Year 2	Explore high and low sounds, and long and short sounds, using symbols and notation. To recognise the open strings in treble clef for violins; alto clef for violas and bass clef for cellos and bass.
Year 3	Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers - Read ukulele tab Explore simple combinations of: C, D, E, F, G, A, B - Identify: Stave, treble clef, time signature, lines and spaces on the stave Learning to read and interpret chord charts for various songs.

NOTATION	
Year 4	Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers. Explore simple combinations of: C, D, E, F, G, A, B, F#, Bb - Identify: Stave, treble clef, time signature Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately. Rehearse and learn to play a simple melodic instrumental part from notation, in C major, F major, G major and D major.
Year 5	Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers. Explore simple combinations of: C, D, E, F, G, A, B. I F, G, A, Bb, C D E I G A B C D E F# Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. Identify: Stave, treble clef, time signature - Understand the differences between 2/4, 3/4 and 4/4 time signatures.
Year 6	Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of C, D, E, F, G, A, B. I F, G, A, Bb, C D E I G A B C D E F# G# Identify: Stave, treble clef, bass clef & time signature - Understand the differences between 2/4, 3/4, 4/4 & 5/4 time signatures.

SINGING	
Year 1	Sing, rap, rhyme, chant and use spoken word - Demonstrate good singing posture. Sing songs from memory - Copy back intervals of an octave and fifth (high, low) - Sing in unison.
Year 2	Sing, rap, rhyme, chant and use spoken word - Sing songs from memory. Copy back intervals including thirds & fifths - To sing simple songs with actions, in unison and in rounds
Year 3	Sing as part of a choir - Sing a widening range of unison songs, of varying styles and structures - Copy back simple melodic phrases Perform actions confidently and in time to a range of action songs - Sing songs from memory and/or from notation. Sing expressively, with attention to the meaning of the words - Understand and follow the leader or conductor.
Year 4	Rehearse and learn songs from memory and/or with notation - Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Sing 'on pitch' and 'in time' - Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato - Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.

SINGING	
Year 5	Rehearse and learn songs from memory and/or with notation - Sing in 2/4, 3/4, 4/4 and 6/8 time. Sing in unison and parts, and as part of a smaller group. Sing 'on pitch' and 'in time'. Sing a second part in a song - Sing expressively, with attention to breathing and phrasing, dynamics and articulation. Develop confidence as a soloist - Respond to a leader or conductor.
Year 6	Rehearse and learn songs from memory and/or with notation - Continue to sing in parts. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Demonstrate and maintain good posture and breath control whilst singing. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation - Sing with and without an accompaniment. Talk about the different styles of singing used for the different styles of songs sung in this year - Sing in 2/4, 4/4, 3/4, 5/4 and 6/8

PLAYING INSTRUMENTS	
Year 1	Rehearse and learn to play a simple melodic instrumental parts in C major. Play percussion instruments as a group.
Year 2	Harrow Music Service Strings Project - To learn the similarities and differences between the string instruments To learn the open string names - To play simple tunes using the open strings - To learn basic technique for playing To learn basic bow technique and bow hold - To play simple first-finger pieces To play a D scale ascending, using fingers 1, 2 and 3 for violins/violas and finger 1, 3 and 4 for cellos/bass, and pieces with these notes
Year 3	Learn to play the ukulele - Basic Ukulele Technique - Learning how to play chords: C F G Am and Dm Exploring different strumming patterns to add variety to playing - Learning simple fingerpicking techniques for melodic playing.
Year 4	Playing percussion instruments as a class and in small groups. Rehearse simple melodic instrumental parts in C major, F major, and A minor. Play melodies on tuned percussion and melodic instruments, following staff notation within an octave.

PLAYING INSTRUMENTS	
Year 5	Playing percussion instruments as a class, in small groups and as a soloist. Rehearse simple melodic instrumental parts in C major, F major, G major Eb major and C minor. Play melodies on tuned percussion and melodic instruments, following staff notation within an octave. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.
Year 6	Play a melody following staff notation using dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Perform as a class using a range of orchestral and band instruments. Learn to play in the tonal centres of C major, F major, G major, D major, E ♭ major, and A minor.

CREATING / IMPROVISING / COMPOSING	
Year 1	Explore improvisation using the notes: C, D, E - Improvise simple rhythmic patterns using 'Question & Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. Recognise how graphic notation can represent created sounds. Invent your own symbols.
Year 2	Improvise 2 bar rhythmic patterns using 'Question and Answer' phrases. Creating rhythmic patterns and a melodic patterns - Create your own melodic and and rhythmic sequences.
Year 3	Explore improvisation within a major scale using the notes: C, D, E, F, G - Improvise using percussion over a simple groove. Create music and/or sound effects in response to a visual stimulus - Compose a simple chord progression using C, F, G & Am.
Year 4	Explore improvisation within a major scale using the notes: C, D, E, F, G, A, B, C Improvise on a limited range of pitches, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise over a simple chord progression - Create music in response to video stimulus. Use a pentatonic scale: C, D, E, G, A - Create a melody using crotchets, minims, quavers and their rests
Year 5	Improvise using a major scale - Create music in response to video stimulus - Compose song accompaniments using basic chords. Experiment with using a wider range of dynamics, including fortissimo, pianissimo, mezzo forte and mezzo piano Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form.

CREATING / IMPROVISING / COMPOSING	
Year 6	Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. Explore improvisation within a major scale - Create music in response to music and video stimulus. Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on tuned percussion or orchestral instruments. Notate this melody. Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics and rhythmic variety.

MUSICIANSHIP	
Year 1	Use body percussion, instruments and voices - In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together - Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short - Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa.
Year 2	Use body percussion, instruments and voices - In the key centres of: C major, F major, G major, A minor and D minor. Find and keep a steady beat and a backbeat together - Copy back 2 bar rhythmic patterns using long and short. Copy back 3 note melodic patterns using high and low - Complete vocal warm-ups
Year 3	Use body percussion, instruments and voices - In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back simple rhythmic patterns using minims, crotchets, quavers and their rests. Copy back & improvise simple melodic patterns using the notes: C, D, E I G, A, B I F, G, A I A, B, C
Year 4	Use body percussion, instruments and voices - Pay in the key centres of: C major, F major, G major and A minor. Find and keep a steady beat in the time signatures of: 2/4, 3/4 and 4/4 - Copy back melodic patterns using the notes: C, D, E, F, G, A, B
Year 5	Use body percussion, instruments and voices - In the key centres of: C major, G major, D major, F major and A minor. Find and keep a steady beat in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplets, quavers, semiquavers and their rests, by ear or from notation - Copy back melodic patterns using the notes: C, D, E, F, G, A, B I D, E, F♯, G, A I F, G, A, B♭, C

MUSICIANSHIP	
Year 6	Use body percussion, instruments and voices - In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation - Copy back melodic patterns using the notes: D, E, F, G, A, B, C, F♯ & C#

PERFORMING	
Year 1	Enjoy and have fun performing - Choose a song/songs to perform to a well-known audience. Prepare a song to perform. Add actions to the song - Play some simple instrumental parts - Take part in a Christmas performance.
Year 2	Pupils will be able to play in a Performance, to peers or to parents, and enjoy the sense of achievement this brings, as well as working together as an Ensemble - Pupils will gain Ensemble skills by playing together as a whole class, and this will prepare them for Orchestras and Ensembles in KS2 - Pupils will take part in a Christmas performance.
Year 3	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. Include actions - Talk about what the song means and why it was chosen to share - Performing songs as a soloist and in small groups.
Year 4	Rehearse and enjoy the opportunity to share what has been learned in the lessons - Perform, with confidence, a song from memory. Play and perform melodies following staff notation in small groups - Understand how the individual fits within the larger group ensemble.
Year 5	Create, rehearse and present a holistic performance for a specific purpose - Perform in smaller groups, as well as the whole class. Perform from memory with confidence and accuracy - Include instrumental parts / improvisatory section. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student leads part of the rehearsal and performance - Discuss musically the strengths and weaknesses of a performance.
Year 6	Create, rehearse and present a holistic performance for a specific event - Perform from memory or with notation. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Understand the value of choreography - A student or a group of students rehearse and lead parts of the performance. Understand the importance of the performing space and how to use it. Discuss how the performance might change if it was repeated in a larger/smaller performance space.