Accrington Benjamin Hargreaves Church of England Primary School



Our vision is the centre of everything we do. It underpins our teaching and learning, interactions, and environment.

Document Title

Music Curriculum Progression

2026-2027

Vertical Strands

1) Performing

2) Listening

3) Composing

4) History of Music

	Unit Title	Myths and Legends	Call and Response - Animals	Musical symbols – Under the Sea
CI.2	**Substantive Knowledge**	• To know that pictorial representations of rhythm show sounds and rests.	• To recognise and name at least three different instruments.	• To recognise and name at least three different instruments. • To know that notation is read from left to right.
	Procedural Knowledge	• Listen with concentration to short pieces of music or excerpts from longer pieces of music. • Engage with and responding to longer pieces of music. • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. • Identifying some common instruments when listening to music. • Sharing their opinion on the music they hear. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Using bilateral and hand-eye coordination to play/hold instruments using both hands.	• Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. • Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated). • Sharing their opinion on the music they hear. • Breathing at appropriate times when singing. • Singing a range of call and response chants, matching the dynamic and tempo that the children hear with accuracy. • Singing part of a given song in their head (using the children's 'thinking voice'). • Developing an awareness of how dynamics are affected by the force with which an instrument is played.	• Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to move in time with the beat of the music. • Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). • Discussing the tempo of music using the vocabulary of 'fast' and 'slow'. • Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'.

		• Starting to understand how to produce different sounds on tuned instruments. • Following simple notation from left to right, recognising that it shows what happens in the music. • Using pictorial representations to stay in time with the pulse when singing or playing. • Confidently reading simple rhythmic patterns comprising one beat sounds (crotchets) and one beat rests (crotchet rests). • Beginning to read simple rhythmic patterns that include two half-beats (quavers). • Creating simple sound sequences in response to stimuli such as stories, artwork or nature. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. • Starting to maintain a steady beat throughout short singing performances. • Standing or sitting appropriately when performing or waiting to perform. • Following a leader to start and end a piece appropriately.	• Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. • Creating simple sound sequences in response to stimuli such as stories, artwork or nature. • Improvising simple question and answer phrases, using untuned percussion or voices. • Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. • Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. • Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'. • Starting to maintain a steady beat throughout short singing performances. • Standing or sitting appropriately when performing or waiting to perform. • Performing actively as a group, clearly keeping in time with the beat.	• Talking about the pitch of music, using the vocabulary of 'high' and 'low'. • Sharing their opinion on the music they hear. • Developing an awareness of how volume is affected by the force with which an instrument is played. • Using instruments imaginatively to create soundscapes which convey a sense of place. • Starting to understand how to produce different sounds on pitched instruments. • Notation • Following simple notation from left to right, recognising that it shows what happens in the music. • Creating simple sound sequences in response to stimuli such as stories, artwork or nature. • Experimenting with creating different sounds using a single instrument. • Experimenting with creating loud, quiet, high and low sounds. • Selecting objects and/or instruments to create sounds to represent a given idea or character. • Playing and combining sounds under the direction of a leader (the teacher). • Offering positive feedback on others' performances and beginning to notice areas for improvement in their own. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of 'fast' and 'slow'. • Keeping instruments still until their part in a performance. • Showing an awareness of the leader, particularly when starting or ending a piece.
	LOs	• To read and clap a rhythm based on a phrase from a story.	• To create short sounds with varied dynamics that represent an animal.	• To explore tempo changes through movement.

		• To hear, write and clap rhythms based on a phrase from a story. • To use a rhythm in different ways to demonstrate structure. • To create a structure using rhythmic patterns. • To perform a group composition.	• To copy a short sound pattern. • To explore call and response using instruments. • To create sound patterns based on call and response. • To perform different sound patterns with contrasting dynamics.	• To explore how dynamics can be represented by different symbols. • To clap simple rhythmics patterns while keeping the pulse. • To interpret symbols to demonstrate a pitch pattern. • To perform as part of a group to demonstrate dynamics, pitch and rhythm.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment	Assessment	Assessment
Cl.3	**Unit Title**	**Developing singing technique (the Vikings)**	**Traditional instruments and improvisation (Theme: India)**	**Pentatonic: Melodies and Composition – Chinese New Year**
	Substantive Knowledge	• The group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • Different notes have different durations and crotchets are worth one whole beat. • That 'reading' music means using how the written note symbols look and their position to know what notes to play. • That written music tells you how long to play a note for.	• To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. • To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. • To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'. • To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. • To know that many types of music from around the world consist of more than one layer of sound; for example a 'tala' and 'rag' in traditional Indian music.	• To know that the word 'crescendo' means a sound getting gradually louder. • To know that some traditional music around the world is based on five notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A.
	Procedural Knowledge	• Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Beginning to show an awareness of metre.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary.

		• Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. • Offering constructive feedback on others' performances.	• Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Composing a piece of music in a given style with voices and instruments. • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. • Explaining their preferences for a piece of music using musical vocabulary. • Offering constructive feedback on others' performances.	• Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. • Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. • Offering constructive feedback on others' performances.
	LOs	• To sing in time with others. • To sing in time with others. • To recognise simple rhythmic notation by ear and sight. • To use simple rhythmic notation to compose a Vikings battle song. • To perform music with confidence and discipline.	• To form an opinion of Indian music • To be able to improvise using given notes. • To be able to improvise using given notes. • To create a piece of music using a drone, rag and tal. • To perform a piece of music using musical notation.	• To learn about the music used to celebrate the Chinese New Year festival. • To play a pentatonic melody on a tuned percussion instrument. • To write and perform a pentatonic melody. • To perform a group composition. • To perform a piece of music as a group.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment	Assessment	Assessment

	Unit Title	Adapting and transposing motifs (Theme: Romans)	Instrumental Unit 2 - Caribbean	Musical Theatre
Cl.4	**Substantive Knowledge**	• To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). • To know that 'transposing' a melody means changing its key, making it higher or lower pitched. • To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.	• To know the key features of calypso music. • To know how to read and play quavers from staff notation and pitches from staff notation with letter name prompts. • To know how to play tuned percussion with the correct technique.	• To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. • To know that choreography means the organisation of steps or moves in a dance. • To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.
	Procedural Knowledge	• Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Identifying common features between different genres, styles and traditions of music. • Recognising, naming and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. • Suggesting improvements to others work, using musical vocabulary.	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world and different times has different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work. • Understanding that music from different times has different features. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in

		• Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	• Suggesting and implementing improvements to their own work, using musical vocabulary. • Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Beginning to improvise musically within a given style. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	time with others and communicating with the group. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Using musical vocabulary to offer constructive and precise feedback on others' performances.
	LOs	• To sing in tune and in time. • To understand what a musical motif is. • To compose and notate a motif. • To develop and transpose a musical motif. • To combine and perform different versions of a musical motif.	• To understand the main features of calypso music. • To improvise a vocal part in the style of a calypso. • To understand how and why percussion instruments can be used in calypso music. • To recognise and perform quavers from staff notation. • To improvise in a calypso style using a pentatonic scale.	• To understand the history of musical theatre. • To identify character songs and action songs. • To create a musical theatre scene. • To rehearse a musical theatre scene. To perform a musical theatre scene.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment	Assessment	Assessment
	Unit Title	**Composition and Notation - Holi**	**Instrumental Unit – South America**	**Blues**

Cl.5	**Substantive Knowledge**	• To know that a vocal composition is a piece of music created only using voices. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made. • To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. • To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	• To know the history and key features of salsa music. • To understand how to play pitches and rhythms from staff notation without prompts. • To be able to play tuned percussion with the correct technique.	• To understand that a chord is the layering of several pitches played at the same time. • To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords. • To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry. • To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down. • To understand that a chord is the layering of several pitches played at the same time.
	Procedural Knowledge	• Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work. • Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama). • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all	• Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Understanding that music from different parts of the world, and different times, have different features. • Recognising and explaining the changes within a piece of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work. • Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Suggesting and implementing improvements to their own work, using musical vocabulary.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. • Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style. • Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work. • Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.

		the interrelated dimensions of music to add musical interest. • Using musical vocabulary to offer constructive and precise feedback on others' performances.	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Explaining their preferences for a piece of music using musical vocabulary. • Recognising the use and development of motifs in music. • Identifying common features between different genres, styles and traditions of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Beginning to improvise musically within a given style. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Using staff notation to record rhythms and melodies.	• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. • Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. • Using musical vocabulary to offer constructive and precise feedback on others' performances.
	LOs	• To understand that music can be represented with colours. • To represent a piece of music as a graphic score. • To create a vocal composition based on a picture. • To create a piece of music inspired by a single colour. • To work as a group to perform a piece of music.	• To learn, perform and combine the key rhythms used in salsa music. • To understand the history and key features of Latin music. • To identify the pitch of notes from staff notation and play them accurately. • To compose and notate a salsa-inspired melody. • To perform a piece of salsa music using voices, instruments and dancing.	• To know some features of blues music. • To play the first line of the 12-bar blues • To be ably to play the 12-bar blues. • To be able to play the blues scale on a tunes instrument. • To be able to improvise with notes from the blues scale.
	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser	Knowledge Organiser
	Assessment	Assessment	Assessment	Assessment