

## Music Knowledge and Skills Progression

*'As musicians, we express ourselves and appreciate the work of others so we can compose, practise and perform with enjoyment.'*

*listen, appreciate, compose, practise, perform*



It was once said ...

*"Music education can help spark a child's imagination or ignite a lifetime of passion... Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility."*

**Music Intent**

## Music Knowledge and Skills Progression

At Pye Green pupils are offered the opportunity to see their lives enriched through appreciating music; engaging with it, creating it and performing it. Musical education has a myriad of benefits including language and reasoning skills, memory, coordination and relaxation amongst many others. Musical opportunities are available for all our children. At Pye Green we have a culture of 'music for all' that develops a tangible sense of the enjoyment of music through appreciating and performing. Teachers and visiting specialists inspire and share music with the pupils creating a safe space for practice, evaluation and performance.

### Relevant Development Matters Statements for Early Years

Expressive Arts and Design - Exploring and Using Media and Materials

30-50 months

Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.

40-60 months

Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.

Early Learning Goal

Children sing songs, make music and dance, and experiment with ways of changing them.

Expressive Arts and Design - Being Imaginative

30-50 months

Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms.

40-60 months

Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

Early Learning Goal

They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

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NC Music - pupils should be taught:	Y1		Y2
use their voices expressively and creatively by singing songs and speaking chants and rhymes	Knowledge	A performance is sharing music with other people, called an audience.	<p>To know that 'unison' means everyone singing at the same time. We add 'pitch' to the pulse and rhythm when we sing.</p> <p>It is important to warm up your voice before you sing. We do this to increase the blood flow (warmth) to the mouth, throat and lungs.</p> <p>Songs can include other ways of using the voice e.g. rapping (speaking rhythmically over the backing music)</p> <p>Songs can sometimes have a question and answer section and a chorus.</p> <p>A performance can be a special occasion, involving people you already know in the audience.</p>
	Vocabulary	Sing, rap, pitch, high pitch, low pitch, rhythm, start, stop, leader, follower, perform, performer, audience, pulse, beat	Pitch - high, low, higher, lower, rap, rapping, backing, spoken word, rhythm, unison, 2 part, warm up, blood flow, vocal chords, lungs, throat, question and answer, chorus.
	How it is covered	<p>Children practise and perform a range of songs within the first 5 Charanga units written by Joanna Mangona.</p> <p>Autumn 1: sing and rap old-school Hip Hop song 'Hey You'.</p> <p>Autumn 2: sing 'Rhythm In The Way We Walk' (Reggae style) and 'Banana Rap' (Hip Hop style). Spring 1: children learn to sing a selection of songs in different styles, staying in time with the music. Spring 2: children learn to sing a Bossa Nova style song while performing actions.</p> <p>Summer 1: children experience singing in unison and in two</p>	<p>Children practise and perform a range of songs within the first 5 Charanga units written by Joanna Mangona. Autumn 1: sing Afropop song 'Hands, Feet, Heart'. Autumn 2: sing and rap 'Ho Ho Ho' (a light hearted Christmas song). Spring 1: sing and dance to 'I wanna Play in a Band' (Rock style) keeping in time and using actions. Spring 2: children learn to sing Reggae style song 'Zootime' while dancing and performing actions. Summer 1: children experience singing in unison and in two parts through 'Friendship Song (Pop style). In Summer 2 children revise previous performances, singing their favourite songs from the year.</p>

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		parts. Summer 2: children revise previous performances, singing their favourite songs from the year.	
	Skills	<p>To sing in time with the music and with others.</p> <p>To rap, keeping words in time with the beat and with others.</p> <p>To sing notes of different pitches (high and low).</p> <p>To listen and sing back - using 'la' to copy back rhythms and pitches whilst marching to a steady beat.</p> <p>To follow a leader - starting and stopping singing when directed to.</p>	<p>To sing in unison and in 2 parts, keeping in time with the beat of the music.</p> <p>To become more confident when singing different pitches (high and low)</p> <p>To listen and sing back - using 'la' to copy back longer / more complex rhythms and pitches whilst marching to a steady beat.</p> <p>To follow a conductor - starting and stopping singing when directed and ensuring you are paying attention to them during the performance.</p>
play tuned and untuned instruments musically	Knowledge	<p>To know that music has a steady pulse, like a heartbeat. This is also called the 'beat'.</p> <p>'Pitch' means how high or low a note is. Each pitch is represented by a letter name.</p> <p>To know the name of the instrument they are playing.</p> <p>You can use parts of your body as percussion instruments.</p>	<p>'Unison' means everybody playing the same melody and rhythm at the same time.</p> <p>Pulse and rhythm are different: a pulse is steady, a rhythm uses fast and slow notes.</p> <p>We add 'pitch' to the pulse and rhythm when we play an instrument.</p> <p>Know the names of classroom percussion instruments.</p>
	Vocabulary	<p>Pulse, beat, following the beat, pitch, high, low, higher, lower, rhythm, rhythm phrase/pattern, leader. Note names being played - C, D, and F.</p>	<p>Unison, melody, pulse, melody, rhythm, fast, slow, pulse, steady beat, pitch, conductor, group, band, perform, performance, audience. Note names being played - C, D, E, G, A, B.</p>
	How it is covered	<p>Children take part in musical games and activities at the start of every lesson - finding the pulse and copying rhythms using body / untuned percussion.</p> <p>Children practise, play and perform the main song of each Charanga unit using tuned/untuned percussion. Children play with accuracy and in time, usually using 1 note or pitch.</p>	<p>Children take part in musical games and activities at the start of every lesson - finding the pulse and copying rhythms using body / untuned percussion.</p> <p>Children practise, play and perform the main song of each Charanga unit using tuned percussion or keyboard. Children play with accuracy and in time, usually using 2 or 3 note or pitches and more complex rhythms.</p>

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	Skills	<p>To be able to clap or perform an action in time with the beat of the music.</p> <p>To listen to a rhythm and clap back a short rhythmic phrase (based on words of one or two syllables) whilst marching to the beat.</p> <p>To treat instruments carefully and with respect.</p> <p>To play a simple instrumental part in time with the beat of the music.</p> <p>To listen carefully to a leader, following instructions such as 'stop' and 'start'.</p>	<p>To play a simple instrumental part with accuracy and in time with other performers in the group / band.</p> <p>To continue to treat instruments carefully and with respect.</p> <p>To record their own performance and appraise - discussing what they liked best and how they felt during the performance.</p> <p>To listen, watch and respond to a conductor, paying attention at the start of, the end of and during the performance.</p>
listen with concentration and understanding to a range of high-quality live and recorded music	Knowledge	<p>Music can make you feel different emotions and put you in different moods. There is no right answer to the question 'Do you like this piece of music?'</p> <p>Music is written in different styles and each style has a name such as Hip-hop, Reggae or Bossa Nova.</p> <p>'Classical' music can be incredibly old or be written right now. 'Classical' music from a long time ago sounds different to 'Classical' music that has been written recently. 'Classical' music is written down so that other musicians can play it again sounding exactly the same.</p>	<p>People in all parts of the world create and play their own music. A rock band typically has a lead guitar, a bass guitar, drum kit, a singer or singers and sometimes a keyboard. Rock music has a strong beat.</p> <p>Reggae music originates from Jamaica and has a strong beat.</p> <p>'Pop' songs tend to alternate verses and choruses. Each verse has the same melody but different lyrics. The chorus has the same melody and lyrics.</p> <p>There are different musical time periods. Each time period has a name and the names are different from 'normal' historical time periods. You can guess the time period of a piece of music by listening to it carefully. Some music is written to tell a story or describe an idea.</p>
	Vocabulary	Emotion, mood, style, Hip Hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Classical.	Rock band, keyboard, lead guitar, bass guitar, drum kit, vocals, pulse, beat, Reggae, Pop, verse, chorus, time periods, Afropop, South African, Big Band, Jazz, Baroque, Romantic, 20 <sup>th</sup> Century, Contemporary.

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	How it is covered	Charanga's main unit songs and additional listening material cover a wide range of recorded songs and instrumental pieces from different times, places and styles. Artists such as Will Smith, Pharrell Williams, B.B. King, Michael Buble, Santana and composers such as Verdi (Classical), Stravinsky (20 <sup>th</sup> Century) and Tavener (Contemporary) are studied.	Charanga's main unit songs and additional listening material cover a wide range of recorded songs and instrumental pieces from different times, places and styles. Artists such as Paul Simon, Queen, UB40, Bruno Mars, numbers from Musicals such as 'Grease' and composers such as Grieg (Romantic), J S Bach (Baroque) and Bartok (20 <sup>th</sup> Century) are studied.
	Skills	To recognise and name instruments that they can hear e.g. male vocal, bass guitar, drums, decks, saxophone, trumpets To find the pulse, clap or move imaginatively to the pulse of the music. To begin to identify music as one of 5 styles: Blues, Baroque, Latin, Irish Folk or Funk.	To recognise and name instruments that they can hear e.g. bass guitar, electric guitar, saxophone, trumpet, lead / backing vocals. To find the pulse, march and dance to the pulse of the music. To begin to identify music by a familiar, previously taught style such as 'Rock' or 'Reggae'.
experiment with, create, select and combine sounds using <u>the inter-related dimensions of music.</u>	Knowledge	To know that we can create rhythms from words such as our names, favourite food, colours and animals. Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everybody can improvise. Composing is like writing a story with music. Everybody can compose.	As Year 1 plus You can improvise successfully using rhythms or one or two notes. You can improvise using words.
	Vocabulary	Improvise, compose, rhythm, pulse/beat, pitch, audience, imagination, note,	Improvise, compose, rhythm, pulse/beat, pitch, audience, imagination, note, question and answer
	How it is covered	During Autumn 1, Spring 1 and 2 children improvise rhythms using 1 pitch or untuned percussion / body percussion. During Autumn 1 and Spring 1 children compose simple melodies using simple rhythms and 2 pitches.	During Autumn 1, Spring 1, Spring 2 and Summer 1 children improvise rhythms using a single pitch. During Autumn 2, children improvise using words.

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		<p>Their ideas are used within each half term's final performance.</p>	<p>During Autumn 1, Spring 2 and Summer 1 children compose simple melodies using simple rhythms and 2 pitches. During Spring 1 they compose using 3 pitches</p> <p>Their ideas are used within each half term's final performance.</p>
	Skills	<p>To create and perform rhythm patterns using words such as own name or favourite animal.</p> <p>To improvise short sections using one note (extending to 2 notes for greater depth).</p> <p>To compose simple melodies using simple rhythmic patterns and 2 notes (extending to 3 notes for greater depth).</p>	<p>To sing, play and improvise - use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>To improvise - taking it in turns (question and answer model) using one or two notes. To improvise using words.</p> <p>To help create simple melodies using more complex rhythmic patterns and 2 or 3 notes (extending to 5 notes for greater depth).</p>

## Music Knowledge and Skills Progression

NC Music – pupils should be taught:	Y3		Y4	Y5	Y6
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Knowledge</p>	<p>Singing in a group can be called a choir. The choir or group follow a leader or conductor. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but you must listen to each other.</p> <p>To know the names of and be able to talk about the instruments used by own self and other children within class such as glockenspiel, descant recorder, ukulele, keyboard, clarinet, violin.</p> <p>Performances are planned and different for each occasion. They involve communicating feelings, thoughts and ideas about the song / music.</p>	<p>Texture: how a solo singer makes a thinner texture than a large group.</p> <p>To know the names and be able to talk about instruments used in class and other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence</p>	<p>As Year 4 plus</p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals, rapping. To know what the song is about and the meaning of the lyrics.</p>	<p>As Year 5 plus</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience.</p>

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	Vocabulary	Choir, conductor, mood, posture, warm up, unison, solo, two-part, playing 'by ear', performance, audience, note, pitch.	Texture - thin / thick, instrument names - band / orchestral	Pulse, unison, solo, lead / backing vocals, rapping, lyrics, accompaniment,	Style indicators, genre, context, dimensions of music, civil rights, gender equality
	How it will be covered	Children learn to sing the Charanga Unit main songs, play tuned percussion, recorder or their own instruments, creating a 'final performance' for each of the first 5 units. Children experience singing in 2 parts and play using up to 4 notes or pitches.	Charanga music scheme - differentiated instrumental parts. Easy parts contain 2-3 notes within 2 major keys. Note values: As Year 3 plus quaver and semibreve.	Charanga music scheme - differentiated instrumental parts. Medium parts contain 3-5 notes within 3 major keys. Note values: as Years 3-4 plus dotted crotchet and quaver rest.	Charanga music scheme - differentiated instrumental parts. Melody parts contain 6 or 7 notes in a variety of major keys. Note values: as Years 3-5 plus dotted minim

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	<p>Skills</p>	<p>To sing in unison and in two-parts. To play an instrumental part accurately and in time. To learn a part to play 'by ear'. To learn to play a part using up to 4 different notes or pitches.</p>	<p>As Year 3 plus</p> <p>To rejoin the song if lost. To listen to the group / choir when singing.</p> <p>To experience leading the playing, making sure others are playing when they are supposed to.</p> <p>To record the performance and say how they were feeling, what they were pleased with and what they would change and why. To present a musical performance designed to capture the audience.</p>	<p>To sing in unison and to sing backing vocals. To enjoy singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p> <p>To play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts - a one note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a</p>	<p>As Year 5 plus</p> <p>To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it - what went well? It would have been better if ...</p>
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				leader. To lead a rehearsal session.	
improvise and compose music for a range of purposes using the inter-related dimensions of music	Knowledge	<p>To improvise confidently with one note is better than struggling to use two. If you improvise using the notes you are given, you cannot make a mistake.</p> <p>Composition is creating music yourself that can be kept in some way and played or performed again, sounding the same.</p>	<p>As Year 3 plus</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p>	<p>As Year 4 plus</p> <p>To know and name three well-known improvising musicians.</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</p>	<p>As Year 5 plus</p> <p>When improvising to know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations.</p>
	Vocabulary	<p>Improvise, compose, pitch, note, note names (C, D, E, F, G, A, C) stave, treble clef, notation.</p>	<p>hook, melody, structure, riff, notation, rhythm patterns.</p>	<p>Bridge, backbeat, Bossa Nova, syncopation, Swing, tune/head, note values, note names, Big bands, solo, ballad, interlude, tag ending, bass line</p>	<p>Style indicator, groove, by ear, melody, riff, lick, ostinato, phrase, harmony</p>

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	How it will be covered	The completion of differentiated improvisation challenges within each lesson. Creating improvised sections (2 and 3 note) within each final unit performance. Composing and recording simple melodies (3 or 4 note) to be used within each final unit performance.	Charanga music scheme Improvisation challenges - listen and copy back on instrument using 1 note, listen and play your own answer using 2 notes, improvise using 2 notes. Composition challenge - using 2 notes.	Charanga music scheme Improvisation challenges - copy back using instruments on 3 notes. Composition challenge - using 3 - 5 notes.	Charanga music scheme Improvisation challenges - question and answer using 3 notes and take it in turns to improvise using 3 notes. Composition challenge - using 5+ notes.
	Skills	To copy back, play and invent rhythmic and melodic patterns (using one or two notes or pitches). To begin to read and record notes on a staff - linking two different pitches to their position on the staff. To help create a simple melody using 3 or 4 notes or pitches. To plan and create a section of music that can be performed within the context of the unit song.	As Year 3 plus  Help create at least one simple melody using two different notes. Talk about how a piece was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.	To improvise using instruments in the context of the song to be learnt. Copy back, use of a question and answer format and free improvisation - all using between one and three notes. Improvise in the style of Bossa Nova and Swing using a 5 note pattern - D, E, G, A, B  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody.	As Year 5 plus  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.

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listen with attention to detail and recall sounds with increasing aural memory	Knowledge	Pulse, rhythm and pitch work together to create a piece of music. A musical answer sounds like it has ended whereas a musical question sounds like it needs answering.	As Year 3 plus Know that pitch is the high and low sounds that create melodies	As Year 4 plus How to keep the internal pulse. Know that musical leadership is creating ideas for the group to copy or respond to.	As Year 5 plus How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
	Vocabulary	Pulse, rhythm, pitch, beat, question and answer.	Pulse / beat, rhythm pattern, notation.	Syncopated / simple rhythm pattern, off beat, riff, pulse, rhythm, pitch, internal pulse.	As Year 5 plus structure.
	How it will be covered	Charanga music scheme Bronze challenge (see skills below).	Charanga music scheme Silver / Gold challenges (see skills below).	Charanga music scheme Bronze Challenges (see skills below).	Charanga music scheme Silver / Gold challenges (see skills below).
	Skills	To find the pulse. Clap and say back rhythms. Copy back - listen and sing back without using notation.	After finding the pulse create your own simple rhythm patterns. Lead the class using simple rhythms. Copy back with instruments, without then with notation	After finding the pulse, copy back rhythms based on the words of the song, that include syncopation. Copy back one note riffs using simple and syncopated rhythm patterns.	After finding the pulse, lead the class by inventing rhythms for others to copy back. Copy back 2, 3 note riffs by ear and with notation. Question and answer using 2, 3 different notes.

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use and understand staff and other musical notations	Knowledge	To know that Classical notation - the staff - is only one way of recording what you can hear or have written. To recognise a crotchet and know that it lasts for 1 beat. To recognise a minim and know that it lasts for 2 beats. To recognise the corresponding 1 and 2 beat rests. The higher a note's position on the staff, the higher the pitch of the note. A pentatonic scale contains 5 notes or pitches.	To recognise a quaver (single and a joined pair) and know that they last for half a beat. To recognise a semibreve and know that it lasts for 4 beats. To recognise the corresponding rests.	To know that placing a dot next to a note increases its duration by 'half as long again'. To know that a dotted crotchet lasts for 1 and a half beats and a dotted minim for 3 beats.	Know the position of the notes C, D, E, F, G, A, B, C on the treble staff. Recognise a treble clef. Read basic time signatures - 3 and 4 crotchet beats to the bar.
	Vocabulary	Record, graphic, pictorial notation, beat (1 and 2), crotchet, minim, rest, staff,	Record, graphic, pictorial notation, beat (1, 2, 4, half beat) quaver, semibreve.	Staff notation, symbols, note names, treble clef, middle 'C', dotted crotchet, dotted minim	Staff notation, symbols, note names, note durations -, dotted crotchet and minim, quaver, semibreve, treble clef, middle 'C', bar, time and key signature
	How it will be covered	Compositional / performance challenges writing and using graphic / staff notation within every unit.	Compositional / performance challenges writing and using graphic / staff notation within each unit.	Compositional / performance challenges writing and using traditional staff notation.	Performance challenges. Recording of 5+ note composition on the treble staff.

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	Skills	<p>Begin to decipher simple rhythms written in traditional notation - crotchets, minims and related rests.</p> <p>Record a composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic / pictorial notation)</p>	<p>Decipher simple notated rhythms using crotchets, minims, quavers and semibreves of 2 different pitches.</p>	<p>Be able to work out the position of the notes C, D, E, F, G, A, B, C on the treble stave.</p> <p>Decipher simple notated rhythms using crotchets, minims, quavers, dotted notes and semibreves.</p>	<p>Begin to sight read simple stave notation using different pitches and notes of different durations taught so far.</p>
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<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Knowledge</p>	<p>Reggae music has strong bass guitar and drum parts, a laid back feel and melody avoids the first beat of the bar. Folk tunes aren't usually written down, they are learnt and passed on 'by ear'. 5. Folk music often uses a pentatonic scale (a scale of 5 notes). Disco songs are characterised by hypnotic rhythms, repetitive lyrics and electronic sounds.</p>	<p>A musical bridge is also called the 'middle 8'. Keyboard sounds can imitate a range of non-electric instruments. 'Grime' music is a contemporary electronic dance style originated in the UK, based on a mixture of Jungle, Hip Hop and Dancehall. Gospel music is religious music of the Christian faith usually sung with a rich harmony and often with a 'call and response' structure. The Beatles were a four-piece pop band of the 1960s from Liverpool. The song 'Blackbird' was written in support of the civil rights movement.</p>	<p>The style indicators of Rock are a heavily amplified guitar, frequent guitar solos, some distortion of the sound and a heavy backbeat. Bossa Nova is a dance music originating from Brazil featuring syncopated dance rhythms. The names of 3 musicians famous for Jazz improvisation are Louis Armstrong, Charlie Parker and Duke Ellington. Old-School hip-hop features MCing or rapping, scratching, backing loops, decks and sampling. The 'Motown' label (popular R n B) was created in America in the 1960s and employed only black musicians. The songs have complex basslines and drums stress the first beat of the bar.</p>	<p>Neo Soul emerged from Soul and contemporary RnB. The 'Blues style' was created by African American communities that had suffered through slavery. It has a melancholy sound (from the Blues scale), and long improvised sections. Urban Gospel' adds elements of Hip-Hop and Pop to traditional Gospel music. Benjamin Britten was a British 20<sup>th</sup> Century pianist and composer who set a range of poems to music including 'A New Year Carol'. Carole King was employed to write Pop songs for artists to perform in the 1960s. We each have a unique musical identity. Women are underrepresented in the music industry - the names of 4 inspirational women of are Shiva, Eska Mtungwazi,</p>
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	Vocabulary	RnB, Reggae, beat, syncopation, folk, multicultural, ethnic, 'by ear', pentatonic, Disco, electronic, acoustic,	Intro, verse, chorus, bridge, lyrics, pop, fusion, Gospel, Grime, melody, hook, riff, solo, digital / electronic sounds, turntables, synthesisers, civil rights, racism, equality.	Rock, amplifiers, distortion, Swing, Pop ballad, rap, hip hop, Bossa Nova, syncopation, Swing, improvising, tune/head, Big Band, deck, backing loops, Funk, scratching, Soul, groove, Motown, brass section.	Style indicators, characteristics, musical dimensions, identity, cover, Neo Soul, producer, Urban Gospel, civil rights, gender equality.
	How it is covered	Appraisal of music in a variety of styles and from different cultures. Autumn 1 - RnB, Spring 1 - Reggae, Spring 2 - Folk tunes from different times and cultures, Summer 1 - 70s Disco.	Appraisal of music in a variety of styles and from different cultures. Autumn 1 - the music of Abba, Spring 1 - Grime, Spring 2 - Gospel music, Summer 1 - the music of the Beatles.	Appraisal of music in a variety of styles and from different cultures. Autumn 1 - Classic Rock, Autumn 2 - Swing and Bossa Nova, Spring 1 - Pop ballads, Spring 2 - Old-school Hip-Hop, Summer 1 - Motown.	Appraisal of music in a variety of styles and from different cultures. Autumn 1 - Neo-soul, Autumn 2 - the music of Benjamin Britten and cover versions of his work, Spring 1 - the music of Carole King, Spring 2 - Old-school Hip-Hop, Summer 1 - inspirational female composers from different cultures.

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	Skills	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turns to discuss how a song makes them feel. To listen carefully and respectfully to other people's thoughts about the music.	To talk about the musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics). When you talk try to use musical words. To recognise and name the main sections of a song such as introduction, verse, bridge, chorus.	To think about the message of songs and deduce why they may have been written. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.	To use knowledge of the historical context of a song or piece of music to further understand its purpose. To consider what your own musical identity may be.
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## Music Knowledge and Skills Progression

<p>develop an understanding of the history of music</p>	<p>Knowledge</p>	<p>To know that humans have always created and shared music. The Renaissance period was an early period of music when early instruments were used. They had unfamiliar names such as 'sackbut' and 'shawm'. The Baroque period came after the Renaissance. Common Baroque instruments were the organ and harpsichord. The Classical period came after the Baroque period. Familiar instruments such as clarinets, violins and the piano were invented in the Classical period. The Romantic period came after the Classical period. Music was typically filled with passion and emotion and composers became more inventive.</p>	<p>Music written within 'The 20<sup>th</sup> Century' is part of this time period. Music written after the 20<sup>th</sup> Century is known as 'Contemporary'. George Gershwin was a 20<sup>th</sup> Century American composer who managed to combine Classical and Jazz styles together. He wrote 'Rhapsody in Blue'. 'Minimalism' is a late 20<sup>th</sup> Century style. It involves repetition of a simple music idea. Philip Glass was one composer who wrote in this style.</p>	<p>Plainsong is church music, sung in unison without any accompaniment in the medieval period. The Baroque orchestra was much smaller than the Classical / Romantic orchestra. It contained instruments such as the lute, sackbut, recorder, flute, bassoon and harpsichord. Most famous for his symphonies and piano sonatas, Ludwig Van Beethoven was credited with moving the Classical period into the Romantic period - he loved to break rules. Beethoven continued to compose music when he was completely deaf! Frederic Chopin is one of the most famous Romantic composers. A virtuoso pianist, Chopin's output was largely short works for solo piano.</p>	<p>Wolfgang Amadeus Mozart lived in Austria in the 18<sup>th</sup> Century. He was famous as a child because he could play the harpsichord and write music from the age of 3! He grew up to write some of the most beautiful music ever heard. Mozart's 'The Marriage of Figaro' is an example of comic opera - they feature a light-hearted story line, some spoken dialogue and a happy ending. Franz Schubert is an Austrian composer, considered the last of the Classical composers and one of the first Romantic ones. He is noted for bridging the Classical and Romantic periods. The song 'Erlkönig', packs a huge amount of tension and drama into only four minutes.</p>
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## Music Knowledge and Skills Progression

	Vocabulary	Time period, Early Music, Renaissance, Baroque, Classical, Romantic, 20 <sup>th</sup> Century, Contemporary, sackbut, shawm, harpsichord, organ, orchestra, symphony, concerto.	Time period, Early Music, estampie, Renaissance, Baroque, oratorio, Classical, sonata, Romantic, opera, 20 <sup>th</sup> Century, Jazz, Swing, Contemporary, Minimalism, ostinato, radical, musical boundaries.	Early music, medieval, plainsong, Baroque, opera, Romantic, Beethoven, symphony, movement, Chopin, virtuoso, waltz, Charles Edward Ives, dissonant, Steve Reich, minimalism.	Traditional, Early Music, pastoral, overture, Baroque, ballad, Classical, opera, comic opera, Romantic, 'bridging period', 20 <sup>th</sup> Century, sonata, movements, Contemporary, multicultural.
	How is it covered	Through Charanga Unit 6 - Reflect, Rewind and Replay within Summer 2 The unit features music by Robert Morton, Haydn, Liszt, Debussy and Kenny Wheeler.	Through Charanga Unit 6 - Reflect, Rewind and Replay within Summer 2. The unit features music by Handel, Beethoven, Wagner, Gershwin and Philip Glass.	Through Charanga Unit 6 - Reflect, Rewind and Replay within Summer 2. The unit features music by Purcell, Beethoven, Chopin, Charles Edward Ives and Steve Reich.	Through Charanga Unit 6 - Reflect, Rewind and Replay within Summer 2. The unit features music by Seoit, Jean-Baptiste Lully, Mozart, Schubert, Hindemith and Nitin Sawhney.
	Skills	To discuss Classical music from different time periods, describing instruments used, texture, tempo and other interrelated dimensions of music. To think about how different types of music make you feel. To think about whether you have enjoyed a piece of music or not.	To use growing musical knowledge to begin to use the Charanga History tab on the screen, predicting when different pieces were written. To think about where a piece of music has sent your imagination - describe the thoughts, feelings, pictures or stories.	To use knowledge of instruments used through time, popular sounds and style indicators of different time periods to reflect when a piece of music may have been written and to be able to justify your answer using appropriate musical terminology.	To use expanding musical to reflect when a piece of music may have been written, becoming more accurate in predictions and justifying answers using growing musical awareness and vocabulary.

# Music Knowledge and Skills Progression