

**Music KS2 Progression Grid**

| **KS2 Substantive themes** | Pupils should:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music | | | |
| --- | --- | --- | --- | --- |
|  | **Year 3- Charanga / Ukuleles** | **Year 4- Charanga / Ukuleles** | **Year 5-** **Charanga** | **Year 6- Charanga** |
| Units covered | Christmas performance  Glockenspiel stage 1  Three little birds  The dragon song  Bringing us together  Reflect rewind and replay | Mamma Mia  Christmas performance  Glockenspiel Stage 2  Lean on me  Blackbird  Reflect rewind and replay | Livin on a prayer  Christmas performance  Classroom Jazz 1  Make you feel my love  The fresh Prince of bel air  Dancing in the street | Happy  Christmas performance  Classroom jazz 2  A new year’s Carol  You’ve got a friend  Reflect rewind and replay |
| Cross curricular connections | * Fractions * Light * Rocks and fossils * Stone Age-Iron age * Coasts/Rivers * Romans * Dance and movement * French culture * World religions – Islam/Judaism/Christianity * Traditions * Celebrating difference * Christmas | * Fractions * Sound * Water cycle * Saxons/Vikings * Antarctica * Mayans * Christmas * Traditions * French culture * Country dance/movement * Electricity * Amazon Rainforest * World religions – Hinduism/Christianity * Celebrating difference * Traditions | * Fractions * Materials * Forces * Earth and Space * Native America * North and South America * The Slave Trade/Civil rights * Modern/Ancient Egypt * Victorians * Dance and movement * French Culture * Hinduism/Christianity * Celebrating difference * Traditions * Christmas | * Fractions * Electricity * Light * Plymouth 1939 – 1969 * Dance and movement * Ancient Greece * Italy/Campania * French Culture * Hinduism/Christianity * Celebrating difference * Traditions * Christmas |
| Overlap of learning/links to other units | Glockenspiel stage 1 links to Glockenspiel Stage 2 - KS2/ages 7-11 (Scheme Year 4) Using scores/notation in the units.  Saxophones Y5  Christmas performance/singing builds from prior years and links to older year groups.  Three little birds links to Zootime - KS1/ages 5-7 (Scheme Year 2) Britten -There Was A Man Of Newington - KS2/ages 7-11 (see Freestyle)  The dragon song links to Your Imagination - KS1 /ages 5-7 (Scheme Year 1)  Bringing us together links to Friendship Song - KS1/ages 5-7 (Scheme Year 2), Stop! - KS2/ages 8-11 (Scheme Year 4), You've Got A Friend KS2/ages 8-11 (Scheme Year 6), I'll Be There - KS2/ages 9-11 (Scheme Year 6)  Reflect rewind and replay links to all Year 3 units | Mamma Mia links to Other units that relate to the 80s Livin' On A Prayer - KS2/ages 7-11 (Scheme Year 5) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle) Blackbird - KS2/ages 7-11 (Scheme Year 4)  Christmas performance/singing builds from prior years and links to older year groups.  Glockenspiel Stage 2 links to Glockenspiel Stage 1 - KS2/ages 7-11 (Scheme Year 3) Using scores/notation in the units.  Saxophones Y5  Lean on me links to A New Year Carol - Gospel version - KS2/ages 7-11 (Scheme Year 6) Reflect, Rewind and Replay - History of Music  Blackbird links to Mamma Mia - KS2/ages 7-11 (Scheme Year 4)  Make you feel my love - KS2/ages 8-11 (Scheme Year 5)  Reflect rewind and replay links to all Year 4 units | Livin on a prayer links to  I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)  Christmas performance/singing builds from prior years and links to older year groups.  Classroom Jazz 1 links to Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units  Make you feel my love links to Mamma Mia - KS2/ages 7-11 (Scheme Year 4)  Blackbird - KS2/ages 7-11 (Scheme Year 4)  The fresh Prince of Bel Air links to Hey You! - KS1/ages 5-7 (Scheme Year 1)  Dancing in the street links to  Happy - KS2/ages 7-11 (Scheme Year 6) | Happy links to links to Dancing In The Street KS2/ages 7-11 (Scheme Year 5)  Christmas performance/singing builds from prior years and links to older year groups.  Classroom jazz 2 links to Classroom Jazz 1 (Scheme Year 5) Supports improvisation generally in other units.  A New Year’s Carol links to Christmas units Lean On Me - Gospel - KS2/ages 7-11 (Scheme Year 4) In The Groove - Bhangra - KS1/ages 5-7 (Scheme Year 1)  You’ve got a friend links to Make You Feel My Love - Adele - KS2/ages 7-11 (Scheme Year 5)  Reflect rewind and replay links to all Year 6 units |
| Styles covered | Reggae  Traditional/non-traditional Christmas Carols  Funk  World Music  Disco  Western Classical | 70’s/80’s pop ABBA  Traditional/non-traditional Christmas Carols  Gospel  Pop ballad/folk – Beatles  Western Classical | Rock  Traditional/non-traditional Christmas Carols  Jazz  Pop Ballads -Adele  Hip Hop  Motown | Pop/Motown  Traditional/non-traditional Christmas Carols  Jazz/Latin/Blues  Western Classical – Benjamin Britten  Bhangra  Gospel  Pop ballads/Folk – Carole King |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***Also see beat/rhythm (below)*** | **Knowledge:**   * To describe the mood or feeling of a piece of music * Know the meaning of the terms pitch, tempo, dynamics, timbre, texture   **Skills:**   * Start to be able to use musical dimensions vocabulary – durations, pitch, dynamics, tempo, texture, timbre, structure * Identify where music works well or needs improving | **Knowledge:**   * To describe the mood or feeling of a piece of music * To know that a piece of music in a major key sounds “happy” * To know that a piece of music in a minor chord sound “sad”   **Skills:**   * To be able to identify a major or minor piece of music * Listen to several layers of sound (texture) and identify the effect on mood and feelings * Use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony * Identify instruments from timbres * Combine sounds expressively * Recall sounds with increasing aural memory * Describe how a piece of music makes them feel and explain why (choice of instruments/tempo/dynamics etc) * Follow/play a melody line by ear | **Knowledge:**   * To know that major scales or chords sound “happy” * To know that minor chords or scales sound “sad” * To know that music is broken up into beats in a bar which can be counted * music   **Skills:**   * To be able to identify a major or minor piece of music or scale * Use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, chord, dotted rhythm, off beat (syncopated), staccato, legato, crescendo, diminuendo * Use the above vocabulary to identify strengths and weaknesses in own and others’ music * Understand and explain how lyrics, melody, rhythms and accompaniment work together (pitch/structure/texture) * Perform from simple notation on tuned/untuned instruments, playing by ear to identify errors * Use musical vocabulary to explain some of the reasons why a piece of music might have been composed * Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects | **Knowledge:**   * To know that major scales or chords sound “happy” * To know that minor chords or scales sound “sad” * To know that music is broken up into beats in a bar which can be counted   **Skills:**   * To be able to identify a major or minor piece of music, scale or chord * To identify major or minor changes within a piece of music * Confidently use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, chord, dotted rhythm, off beat (syncopated), staccato, legato * Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing * Refine and improve own and others’ work * Identify and explore the relationship between sounds and how different meanings can be expressed through the sound and music * Use increased aural memory to recall sounds accurately * To be able to play melodies by ear * Describe how music can be used to create expressive effects and convey emotion |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***BEAT*** | **Knowledge:**   * Know the difference between pulse and rhythm   **Skills:**   * Internalise the pulse in music * To be able to count or clap along to a beat | **Knowledge:**   * Know the difference between pulse and rhythm   **Skills:**   * Internalise the pulse in music so that they are able to sing/play in time * To be able to keep a beat (eg. Tap foot) whilst playing instrument or singing | **Knowledge:**   * Know the difference between pulse and rhythm * Know that the pulse my change tempo within a piece of music * Know that number of beats in a bar may be different in different pieces of music   **Skills:**   * To be able to count/tap/clap 3/4 or 4/4 beat steadily whilst listening to a piece of music | **Knowledge:**   * Know the difference between pulse and rhythm * Know that the pulse my change tempo within a piece of music * Know that number of beats in a bar may be different in different pieces of music   **Skills:**   * To be able to count/tap/clap 3/4 or 4/4 beat steadily whilst listening to a piece of music * To be able to keep a 3/4 or 4/4 beat (eg. Tap foot) whilst playing instrument or singing |
| Listening/Aural knowledge   * Aural development by responding to music and by recognising features in music   ***To be able to use and exploit appropriate musical features when performing and composing***  ***RHYTHM*** | **Knowledge:**   * Know the difference between pulse and rhythm * To know that a repeated rhythm is called an ostinato * Know that repetition/practise helps you to learn or internalise rhythms   **Skills:**   * Listen and copy back rhythms * Internalise rhythms to play and maintain ostinato * Create and repeat extended rhythmic patterns vocally or by clapping | **Knowledge:**   * Know how pulse stays the same but rhythm changes in a piece of music To know that a repeated rhythm is called an ostinato * Know that repetition/practise helps you to learn or internalise rhythms * To know that the body can be used as a percussion instrument to create rhythms   **Skills:**   * To sustain a rhythmic ostinato to accompany a melody or singing * Create and repeat extended rhythmic patterns vocally, with body percussion or unpitched percussion | **Knowledge:**   * Know that the beat is steady but the rhythm may be on or off beat * Know the duration of quavers, crotchets, minims, semibreves, dotted crotchets and rests   **Skills:**   * To be able to listen to rhythms and record them using standard notation * Recognise how many beats are in a bar * To tap a beat with a foot whilst playing a rhythm | **Knowledge:**   * Know that the beat is steady but the rhythm may be on or off beat * Know the duration of quavers, crotchets, minims, semibreves, dotted crotchets and rests   **Skills:**   * To be able to listen to rhythms and record them using standard notation * To be able to tap a beat with one hand and a rhythm with the other |
| Performing skills   * Developing technical control in playing an instrument and/or singing   ***To be able to play musically with authenticity***  ***Singing***  ***Also see Listening: BEAT/RHYTHM*** | **Knowledge:**   * Words need to be sing clearly for an audience to understand * In groups, musicians need to be aware of what others are doing * Know that improvements can be made to own performances * To know that you need to warm up your voice   **Skills:**   * Sing songs from memory with accurate pitch * To demonstrate a good singing posture * Show control in voice and pronounce the words in a song clearly (diction) * Perform own part with increased control or accuracy when singing * Sing songs both solo and in groups * Maintain own part in a round * Be able to talk about own performance in positive terms and take constructive feedback | **Knowledge:**   * Know that sense of occasion affects performance * Know that there are appropriate times to take a breath when singing * Know that they need to be aware of what others in their group are singing/playing * Know that improvise means to create music “on the spot” * Know that improvements can be made to own performances * To know why you need to warm up your voice   **Skills:**   * Sing in tune and breathe at appropriate intervals * To demonstrate a good singing posture * Show control over the voice and pronounce words clearly * Perform with an awareness of what others are singing * Improvise within a group using more than 2 notes * Perform significant parts from memory * Sing songs confidently both solo and in groups * Maintain own part in a round or 2 part song * Be able to talk about own performance in positive terms and about what could be improved | **Knowledge:**   * Know that sense of occasion affects performance * Know that there are appropriate times to take a breath when singing * Know that mood can be created through expression when singing * Be aware of what others in groups are singing * Know that improvements can be made to own performances * To know different ways that you can warm up your voice   **Skills:**   * Show control with phrasing, breathing and expression when singing * To demonstrate a good singing posture * Maintain own part in a round or song with 2 or more parts * Maintain own part with awareness of what others are singing * Begin to join in with harmonies * Perform in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune. * Improvise on own with increasing aural memory * Be able to evaluate own performance and make adjustments accordingly * Perform songs in a way which reflect the meaning of the words, venue and sense of occasion so that the audience appreciates it | **Knowledge:**   * Know that sense of occasion affects performance * Know that there are appropriate times to take a breath when singing * Know that mood can be created through expression when singing * Be aware of what others in groups are singing * Know that harmony sounds different to the melody * Know that improvements can be made to own performances * To use different techniques for warming up the voice   **Skills:**   * Sing from memory with confidence * To demonstrate a good singing posture * Show control with phrasing, breathing and expression when singing * Maintain own part in a round, harmony or song with 2 or more parts * Be able to evaluate own performance and make adjustments accordingly |
| Performing skills   * Developing technical control in playing an instrument and/or singing * ***To be able to play musically with authenticity***   ***Playing instruments***  ***Also see Listening: BEAT/RHYTHM*** | **Knowledge**   * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * In groups, musicians need to be aware of what others are doing * Know that improvements can be made to own performances * Glocks – know how to hold and use a beater correctly   **Skills:**   * To be able to read the pitch of 3 or more notes using staff notation * To treat instruments carefully and with respect * To be able to read and play simple rhythms from staff notation with guidance * To be able to listen and copy back a melody of up to 3 notes on a pitched instrument * Use silence (rest) for effect * Perform own part with increased control when playing both tunes and untuned instruments * Perform melodies using at least 3 notes * Be able to talk about own performance in positive terms and take constructive feedback * Glocks – use 1 beater | **Knowledge:**   * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * Know that the duration of the notes in a bar should add up to 4 * Know that sense of occasion affects performance * Know that they need to be aware of what others in their group are singing/playing * Know that improvise means to create music “on the spot” * Know that improvements can be made to own performances * Glocks – know how to hold and use a beater correctly   **Skills:**   * To be able to read the pitch of 5 or more notes using staff notation * To treat instruments carefully and with respect * To recognise a 1 beat rest using staff notation * To be able to read and play simple rhythms using staff notation * To be able to listen and copy back a melody of up to 5 notes on a pitched instrument * Maintain a simple part within an ensemble * Use silence (rest) for effect * Perform a melody with up to 5 notes * Create and play known chords using given notes * Sustain a rhythmic ostinato or drone to accompany a melody/singing * Improvise within a group using more than 2 notes * Be able to talk about own performance in positive terms and about what could be improved * Glocks – use 2 beater | **Knowledge:**   * To know that an octave is 8 notes * To begin to understand that some notes can be flat or sharp * Know that the duration of the notes in a bar should add up to 3 (for 3/4) and 4 (for 4/4) * To know that a chord is made up of 3 or more notes * Saxophones – to know that a saxophone is a wind instrument which uses a reed to create sound * To know how to how a saxophone properly (left hand above right) * To understand what the correct embouchure (mouth shape) for playing is   **Skills:**   * To be able to read the pitch of 6 or more notes using staff notation * To treat instruments carefully and with respect * To be able to read and play rhythms in 3/4 and 4/4 time * To be able to listen and copy back a melody of up to 3 notes on a pitched instrument * To recognise a rest using staff notation * Perform melodies using 5 or more notes * Show control with phrasing, dynamics and tempo * Maintain own part with awareness of what others are playing * Perform in solo and ensemble contexts using a variety of techniques confidently, expressively and in tune. * Improvise on own with increasing aural memory * Be able to evaluate own performance and make adjustments accordingly * Perform from simple notation on tuned/untuned instruments | **Knowledge:**   * To know that an octave is 8 notes * To begin to understand that some notes can be flat or sharp * Know that mood can be created through expression when playing an instrument * Be aware of what others in groups are playing * Know that harmony sounds different to the melody * Know that improvements can be made to own performances * Know that instruments can be used in different ways to create different timbres   **Skills:**   * To be able to read the pitch of 8 or more notes using staff notation * To treat instruments carefully and with respect * To use the terms flat/sharp and recognise the symbols * To be able to read simple rhythms * To be able to listen and copy back a melody of up to 3 notes on a pitched instrument * Be able to evaluate own performance and make adjustments accordingly * Play from memory with confidence * Maintain own part with an awareness of what others are playing * Play more complex instrumental parts * Improvise using 5 or more notes |
| Composing skills   * Improvising, creating, organising, and refining rhythmic and melodic patterns and harmonies, using textures and structures as appropriate   ***To be able to create own original music***  ***(also see Listening: Beat/Rhythm above)*** | **Knowledge:**   * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * Know that a rest is when the melody is not played although the beat continues   **Skills:**   * Use musical dimensions together to compose music. * Recognise a minim, crotchet, quaver and semibreve symbols * Use written symbols both standard and invented to represent real sounds (symbols, letter names, pictures/graphic score, notation) * Improvise (including call and response) within a group using up to 3 notes. * Compose and perform melodies using at least 3 notes * Make creative use of the way sounds can be changed, organised or controlled (including ICT) * Create ostinati vocally or by clapping | **Knowledge:**   * Understand that a chord is made up of 3 notes * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * To understand that the position of a note on the staff will give you the pitch * Know that a rest is when the melody is not played although the beat continues   **Skills:**   * Compose melodies using up to 5 notes * Create and play known chords using given notes * With guidance, record own compositions using known staff notation including pitch and duration of note * Create and repeat extended rhythmical patterns (ostinati) using a range of percussion and tuned instruments | **Knowledge:**   * To know the values (duration) of quavers, crotchets, dotted crotchets, minims, dotted minims and semibreves. * To understand the value of some rests.   **Skills:**   * Use a variety of different musical devices including melody, rhythms and chords * Compose melodies using 5 or more notes * Justify choices in selecting sounds and structures to convey an idea * Create music reflecting given intentions and record using standard notation * Use ICT to organise musical ideas (where appropriate) * Create simple rhythmic patterns with an awareness of timbre and duration * Notation: Recognise the connection between sound and symbol | **Knowledge:**   * To know that an octave spans 8 notes (eg. C to C) * To know the values (duration) of quavers, crotchets, dotted crotchets, minims, dotted minims and semibreves. * To understand the value of some rests. * To know that notes can be sharpened or flattened   **Skills:**   * Use all of the elements (pitch, texture, timbre, duration, tempo, dynamics) when composing * Create complex rhythmic patterns using a variety of instrumentation and an awareness of timbre * Improvise using 5 or more notes * Compose using notes spanning an octave * Use ICT to organise musical ideas (where appropriate) |
| Theoretical knowledge   * Understanding the vocabularies and grammars of a range of different types of music, their notations and theoretical ideas   ***To be able to realise musical intentions from a range of notations and to be able to notate musical intentions in a variety of ways***  ***Also links to composition/playing instruments/singing*** | **Knowledge:**   * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * To know that a song is made up of sections (verse, chorus etc)   **Skills:**   * Start to be able to use musical dimensions vocabulary – durations, pitch, dynamics, tempo, texture, timbre, structure * Recognise a minim, crotchet, quaver and semibreve symbols and their values * Identify the verse, chorus and introduction * Record own compositions using a variety of notations (graphic score, letter names, notes etc) | **Knowledge:**   * Know the number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) * Know that pieces of music convey a particular mood or story * To know that a song is made up of sections (verse, chorus etc)   **Skills:**   * Use musical dimensions vocabulary – durations, pitch, dynamics, tempo, texture, timbre, structures * Read notes for simple rhythms and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests) * Read some notes of different pitches * Be able to record own musical ideas using a variety of forms, including standard notation * Identify the verse, chorus and introduction * Record own compositions using a variety of notations (graphic score, letter names, notes etc) * Interpret music written using a variety of notations | **Knowledge:**   * Know the number of beats in a minim, crotchet, dotted crotchet, quaver, dotted quaver and semibreve, rests and recognise symbols (duration) * Link pitch to place on musical staff * Know that staff notation is broken up into bars * Know that pieces of music convey a particular mood or story * To know that a song is made up of sections (introduction, instrumentals, solos, bridge, verse, chorus etc) * Know the notes C, D, E, F, G, A, B, C on a staff   **Skills:**   * Know and use standard musical notation to perform and record own music * Understand and use staff notation when composing * Identify the verse, chorus, introduction, instrumentals, solos, bridge) * Record musical ideas with increasing accuracy using staff notation for pitch * Begin to interpret melodies and rhythms from given notation (to play or sing) | **Knowledge:**   * Know the number of beats in a minim, crotchet, dotted crotchet, quaver, dotted quaver and semibreve, rests and recognise symbols (duration) * Link pitch to place on musical staff * Know that staff notation is broken up into bars * Know that pieces of music convey a particular mood or story * To know that a song is made up of sections (introduction, instrumentals, solos, bridge, verse, chorus etc) * Know the notes C, D, E, F, G, A, B, C on a staff   **Skills:**   * Know and use standard musical notation to perform and record own music * Understand and use staff notation when composing * Identify the verse, chorus, introduction, instrumentals, solos, bridge, riffs, hooks. * Record musical ideas with increasing accuracy using staff notation for pitch and knowledge of note duration to record rhythms * Read and interpret melodies and rhythms from given notation ( to play or sing) |
| Appraising/Evaluation   * Understanding the nature, context and purpose of the creation and performance of music   ***To be able to evaluate a variety of musical ideas, pieces and traditions and develop own artistic voice.*** | **Knowledge:**   * Know that there are many styles of music each with its own features and/or instrumentation * Know that music can convey a feeling, mood or story * To know that listening with concentration requires quiet and stillness   **Skills:**   * Listen with concentration * Start to be able to use musical dimensions vocabulary – durations, pitch, dynamics, tempo, texture, timbre, structure * Identify where music works well or needs improving * Recognise changes in the music using words like “high/low; timbre; dynamics – loud/soft; tempo – fast/slow” * Describe the mood of a piece of music * Recognise some features or instruments associated with particular types of music | **Knowledge:**   * To know that listening with concentration requires quiet and stillness * Know that there are many styles of music each with its own features and/or instrumentation * Know that music can convey a feeling, mood or story * Know that the elements of music work together to create a piece * Know that pieces from similar origins may have similarities or differences * Know that composers make choices to create effects   **Skills:**   * Listen with concentration * Use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony * Describe and compare different kinds of music using appropriate musical vocabulary * Describe the mood of a piece of music and explain how the effect has been achieved | **Knowledge:**   * To know that listening with concentration requires quiet and stillness * Know that there are many styles of music each with its own features and/or instrumentation * Know that music can convey a feeling, mood or story * Know that the elements of music work together to create a piece * Know that pieces from similar origins may have similarities or differences * Know that composers make choices to create effects * Know names of composers or context of piece * Know names of different historical eras in music   **Skills:**   * Listen and reflect upon a piece of music * Give explanations about themes/mood/story of piece * Give reasons for why compositional choices may have been made (eg: use of instrument to represent a particular structure or animal) * Identify similarities and differences between similar pieces * Use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, Largo/moderato/allegro   Piano/forte  Legato/staccato  Crescendo/diminuendo   * Identify the main sections of the songs (intro, verse, chorus, instrumental, solo, bridge etc.) | **Knowledge:**   * To know that listening with concentration requires quiet and stillness * Know that there are many styles of music each with its own features and/or instrumentation * Know that music can convey a feeling, mood or story * Know that the elements of music work together to create a piece * Know that pieces from similar origins may have similarities or differences * Know that composers make choices to create effects * Know names of composers or context of piece * Know names of different historical eras in music   **Skills:**   * Listen and reflect upon a piece of music * Use musical dimensions vocabulary to describe music – duration, pitch, timbre, dynamics, tempo, texture, structure, riff, ostinato, melody, harmony, Largo/moderato/allegro   Piano/forte  Legato/staccato  Crescendo/diminuendo   * Identify the main sections of the songs (intro, verse, chorus, instrumental, solo, bridge etc.) * To explain the message of songs. * To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. * Give reasons for why compositional choices may have been made (eg: use of instrument to represent a particular structure or animal) |
| Cultural development   * Through gaining a knowledge of styles and genres from local, national and world traditions and contemporary practice * ***To develop a cultural identity for understanding*** | **Knowledge:**   * Know that different countries have different styles of music * Know that Western music has changed in style over the last 1000 years * Know the names of the styes covered so far   **Skills:**   * Describe different purposes of music in history or other cultures * Use relevant musical vocabulary (eg: pitch, rhythm, tempo and pulse) when talking about a piece of music * Identify some instruments used in music from other parts of the world * Identify some musical instruments from the orchestra | **Knowledge:**   * Know that different countries have different styles of music * Know that Western music has changed in style over the last 1000 years * Know the names of the styes covered so far * Know the names of some instruments used in music from other parts of the world * Know the names of some instruments from the orchestra * Know that instruments belong to different families (percussion, strings, brass, woodwind)   **Skills:**   * Describe different purposes of music in history or other cultures * Identify origin of different types of world music through knowledge of features and instruments * Use relevant musical vocabulary (eg: pitch, rhythm, tempo and pulse) when talking about a piece of music * Listen and identify a wider range of instruments (from the orchestra or from around the world) * Identify the family that an instrument belongs to | **Knowledge:**   * Know that different countries have different styles of music * Know that Western music has changed in style over the last 1000 years * Know the names of the styes covered so far * Know the names of some instruments used in music from other parts of the world * Know the names of some instruments from the orchestra * Know that instruments belong to different families (percussion, strings, brass, woodwind) * Know the names of musical eras (renaissance, baroque, classical, romantic, contemporary) * Know the names of some well-known musicians and composers   **Skills:**   * Describe different purposes of music in history or other cultures * Identify origin of different types of world music through knowledge of features and instruments * Identify approximate era of music from identification of features, style or instruments * Compare and contrast pieces from similar origins or eras * Use relevant musical vocabulary (eg: pitch, rhythm, tempo, texture, timbre, dynamics and pulse) when talking about a piece of music * Listen and identify a wider range of instruments (from the orchestra or from around the world) * Identify the family that an instrument belongs to | **Knowledge:**   * Know that different countries have different styles of music * Know that Western music has changed in style over the last 1000 years * Know the names of the styes covered so far * Know the names of some instruments used in music from other parts of the world * Know the names of some instruments from the orchestra * Know that instruments belong to different families (percussion, strings, brass, woodwind) * Know the names of musical eras (renaissance, baroque, classical, romantic, contemporary) * Know the names of some well-known musicians and composers   **Skills:**   * Describe different purposes of music in history or other cultures * Identify origin of different types of world music through knowledge of features and instruments * Identify approximate era of music from identification of features, style or instruments * Understand the historical context of the songs. What else was going on at this time, musically and historically? * Use relevant musical vocabulary (eg: pitch, rhythm, tempo, texture, timbre, dynamics and pulse) when talking about a piece of music * Listen and identify a wider range of instruments (from the orchestra or from around the world) * Identify the family that an instrument belongs to |
| Personal development   * Making, presenting and evaluating music * ***To make a contribution to cultural life; to develop self-esteem and self-confidence; independent learning, problem solving and the ability to use self-evaluation; team work and leadership; and to promote emotional development*** | **Knowledge:**   * Know that everyone has different views about what good music is and that is okay * Know that we all have different likes and dislikes * Know that music can evoke different feelings * Know that musicians can work alone (solo) or in an ensemble (group) * Know that an audience could be one person (a friend) or a large group of people * Know that ideas can be evaluated and changed   **Skills:**   * Listen carefully and respectfully to other people’s thoughts about the music * To take it in turns to discuss how a song makes them feel * Work cooperatively as part of a team to create music * To listen to and follow musical instructions from a leader. * Listen to own music and make alterations to improve * Listen to own music and identify positive aspects * Take part in a range of different performances (with friend, in class, to larger audience) * Talk about preferences * Explain the choices that they have made within their composition * Express positive views about compositions * Give constructive feedback for improvement | | **Knowledge:**   * Know and talk about that fact that we each have a musical identity. * Know that everyone has different views about what good music is and that is okay * Know that composers make choices to evoke feelings or create moods * Know that musicians can work alone (solo) or in an ensemble (group)   **Skills:**   * Listen carefully and respectfully to other people’s thoughts about the music * To take it in turns to discuss how the song makes them feel or express views. * To listen to and follow musical instructions from a leader. * Work cooperatively as part of a team to create music * To listen to and follow musical instructions from a leader. * Evaluate own musical compositions and make improvements * Listen to own music – identify and justify positive aspects * Take part in a range of different performances (with friend, in class, to larger audience) * Explain and justify preferences about different pieces of music/compositions * Analyse and justify the choices that they have made within their composition * Express positive views about compositions * Give constructive feedback for improvement * Make comparisons between pieces of music, explaining similarities and differences | |
| Vocabulary | Structure, intro/introduction, verse, chorus, improvise, ostinato, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale,  imagination, Disco, Reggae  Traditional/non-traditional Christmas Carols  Funk  World Music  Disco  Western Classical | Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, ostinato, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison. Rhythm patterns, Musical style, rapping, lyrics, digital/electronic sounds, turntables, synthesizers, drums, by ear, notation, composition, backing vocal, piano, organ, Acoustic guitar, percussion, birdsong, 70’s/80’s pop ABBA  Traditional/non-traditional Christmas Carols  Gospel  Pop ballad/folk – Beatles  Western Classical | Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, ostinato, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody, Largo/moderato/allegro, Piano/forte, Legato/staccato, Crescendo/diminuendo  Rock  Traditional/non-traditional Christmas Carols  Jazz  Pop Ballads -Adele  Hip Hop  Motown | style indicators, melody, compose, improvise, cover, pulse, rhythm, ostinato, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, J​azz, ​improvise/​improvisation, by ear, ​melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony, largo/moderato/allegro  Piano/forte, Legato/staccato  Crescendo/diminuendo  Pop/Motown  Traditional/non-traditional Christmas Carols  Jazz/Latin/Blues  Western Classical – Benjamin Britten  Bhangra  Gospel  Pop ballads/Folk – Carole King |