

Progression in Music

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development

<p>Early Years</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. All of this is facilitated through the planning of the EYFS's Expressive Arts and Design development. Expressive Arts and Design encompasses a wide breadth of creative areas, such as listening and responding to music, singing, dancing and performing. Regular opportunities to engage with music, enables children to explore, play and movement through a wide range of songs, rhymes and instruments. These musical activities are continued in Reception through activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Cultural Capital Nativity Performances Rocksteady group (check) Class assembly performance</p>						
<p>Cultural Capital Experiences (clubs, visitors, trips)</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<p>Rocksteady group instrumental tuition and performance</p> <p>Christmas nativity singing performance</p>	<p>Rocksteady group instrumental tuition and performance</p> <p>Christmas nativity singing performance</p>	<p>Rocksteady group instrumental tuition and performance</p> <p>Carol Concert at the local church</p> <p>KS2 School Musical</p> <p>Class song performed in assembly</p>	<p>Rocksteady group instrumental tuition and performance</p> <p>Carol Concert at the local church</p> <p>KS2 School Musical</p> <p>Class song performed in assembly.</p>	<p>Rocksteady group instrumental tuition and performance</p> <p>Carol Concert at the local church</p> <p>KS2 School Musical</p> <p>'Change is Coming' Royal Albert Hall Performance</p>	<p>Rocksteady group instrumental tuition and performance</p> <p>Carol Concert at the local church</p> <p>KS2 School Musical</p> <p>Singing performance at FISH</p>
<p>SUBSTANTIVE KNOWLEDGE</p>						
	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

Topics and vocab

Hey You!

Rhythm, pulse, pitch, rap, percussion instruments

Rhythm in the way we walk & Banana Rap

Rapping, dancing, singing, pulse, rhythm

In The Groove

Blues, Baroque, Latin, Irish, Funk, compose

Round and Round

Pulse, rhythm, pitch, improvise, compose

Your Imagination

Melody, improvise

Reflect, Rewind, Replay

Listen, appraise, sing, perform

Hands, Feet, Heart

Introduction, verse, chorus, glockenspiel

Ho, Ho, Ho

Big Band, Motown, dynamics, rapping, improvising, instruments

I Wanna Play In A Band

Rock, compose, perform, audience, melody, dynamics, tempo, instruments

Zootime

Reggae, Keyboard, drums, bass, electric guitar, improvise, compose, perform, audience, melody

Friendship Song

Friendship, glockenspiel, perform, melody

Reflect, Rewind, Replay

Listen and appraise, genre, pulse, rhythm, tempo, pitch

Let Your Spirit Fly

Rhythm, bridge

Glockenspiel stage 1

Texture, timbre, ballad, unison

Three Little Birds

Introduction, chorus, verse, instruments,

The Dragon Song

Keyboard, drums, bass, pentatonic scale, hook, melody

Bringing Us Together

Imagination, structure, hook, riff, melody

Reflect, Rewind, Replay

Listen and appraise, pulse, tempo, dynamics, pitch,

Mamma Mia

Rhythm, call and response, chorus, lyrics,

Glockenspiel stage 2

Chord, composing

Spring

Rapping, performance, 2-part singing

Lean On Me

Original, neo soul, gospel lyrics

Blackbird

Pop, harmony, song structure,

Reflect, Rewind, Replay

Listen and appraise, pulse, tempo, dynamics, pitch, improvisation

Livein' On A Prayer

Verse, chorus, bridge, riff, timbre

Classroom Jazz 1

Bossa Nova, syncopation, swing, tune/head, big band, riff, solo, rhythm, timbre, texture, structure.

Make You Feel My Love

Ballad, verse, chorus, verse, cover, rhythm, timbre, texture, structure.

Fresh Prince Of Bel-Air

Hip-hop, riff, backing loop, unison, rhythm, timbre, texture, structure.

Dancing In The Street

Soul, harmony, melody, rhythm, timbre, texture, structure.

Reflect, Rewind, Replay

Listen and appraise, pulse, tempo, dynamics, pitch, improvisation, composition, notation

Happy

Lead vocal, second vocal, bridge

Classroom Jazz 2

Dimensions of music, improvisation

A New Year Carol

Poetry, folk songs, contemporary version

You've Got A Friend

Clapping riffs, bar, outro

Music and Me

Gender equality initiative, music industry, identity

Reflect, Rewind, Replay

Listen and appraise, pulse, tempo, dynamics, pitch, improvisation, composition, notation

DISCIPLINARY KNOWLEDGE

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

<p>Listening and appraising</p>	<p>Listening and appraising.</p> <p>Identify 2 or more instruments.</p> <p>Identify the style of music listened to.</p>	<p>Listening and appraising.</p> <p>Find the pulse.</p> <p>Recognising all of the instruments from music listened to.</p>	<p>Listening and appraising.</p> <p>Finding the pulse.</p> <p>Identifying instruments, structure and voices by listening.</p> <p>Identifying song themes with cross curricular links.</p> <p>Explaining how lyrics tell a story.</p>	<p>Listening and appraising.</p> <p>Identifying instruments, structure and voices by listening.</p>	<p>Listening and appraising.</p> <p>Identifying a piece's structure.</p> <p>Identifying voices and instrument from listening, including which are lead and rhythm section.</p> <p>To use selected vocabulary and Identify changes in tempo, dynamics and texture.</p>	<p>Listening and appraising.</p> <p>Identifying instruments, structure, style indicators and musical dimension that they hear.</p>
<p>Singing, playing and composing</p>	<p>Playing an instrument using combinations of:: C,G C,D D,E,F,G,A D,F,G,A,C C,E,G E,G,A</p> <p>Improvise using combinations of: CD DE</p>	<p>Playing an instrument using combinations of:: G,A,B,C E,F,G,A,B,C G,A,B G,F,C C,D,F C,D E,G,A,B C,D,E,F,G,A,B</p> <p>Improvising using combinations of:: CD FG</p>	<p>Playing an instrument using combinations of: C,F,G E,F,G,A,B,C D,E D,C D,E,F C,D,E C,A C,D,E,G,A,Bb G,A,B G,A,C B,C,D,E,F,G</p> <p>Improvising using combinations of: CD CA GAB</p>	<p>Playing an instrument using combinations of: G,A G,A,B,C C,D,E C,D,E,F,G E,F,G G,A,B,C,D,E G,A,B,C C,D,E,F,G</p> <p>Improvising using combinations of: CD FG</p>	<p>Playing an instrument using combinations of: DEF#G DEF#GABC BAG DEGAB EFGABC BCDEFG GA CDEFGA FG FGAD</p> <p>Improvising using combinations of: GAB CDE DEF</p>	<p>Playing an instrument using combinations of: AGB GABCDE EbFGAbBbCD CDEF DEFGABC</p> <p>Improvising using combinations of: CDEFGABC CBbGFC AGB DE AGE</p>

	<p>Composing using combinations of: CDE CDEFG</p> <p>Applying pulse, rhythm, pitch, rapping, dancing and singing.</p> <p>Rapping and singing in time to the music (and in time with the pulse).</p> <p>Sing in unison and in 2 parts.</p> <p>Composing rhythms by clapping.</p> <p>Performing and evaluating using musical vocabulary.</p>	<p>Composing using combinations of: CDE FGA</p> <p>Copy and clap back rhythms inc syllables.</p> <p>Sing and rap in time.</p> <p>Performing and evaluating.</p>	<p>Composing using combinations of: CDE CDEFG DE CDEGA GAB DEGAB CAG</p> <p>Exploring and developing playing skills using the glockenspiel.</p> <p>Performing and evaluating.</p>	<p>Composing using combinations of: GAB GABDE CDE CDEFG FGA CDFGA CDE CDEGA</p> <p>Copying rhythmic and melodic patterns.</p> <p>Singing and rapping in unison.</p> <p>Contribute to a performance by singing/using an instrument in performance.</p>	<p>Composing using combinations of: GAB GABDE CDE CDEFG DEF DEFGA CDE CDEFG</p> <p>Perform using a swing style.</p> <p>Demonstrate rhythm and pitch matching.</p> <p>Demonstrate question and answer rhythms and melodies.</p> <p>Performing and evaluating.</p> <p>Singing in unison.</p>	<p>Composing using combinations of: AGB CEGAB EGA EGACD</p> <p>Performing and evaluating using musical vocabulary, thoughts and feelings.</p> <p>Singing in unison in more than one style.</p> <p>Using question and answer in singing and performing.</p> <p>Understanding how to perform as a group assuming a role.</p> <p>Create your own music inspired by your identify and women in the music industry.</p>
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<p>Understanding musical features</p>	<p>Understanding the musical features of Old-School Hip Hop music, Reggae, Blues, Latin, Folk, Funk, Baroque, Bhangra, Film music, Big Band Jazz, Mash-Up, Pop, Western Classical Music & fusion.</p> <p>Understanding 2 or more instruments.</p> <p>Know that the pulse is the heartbeat of the music.</p> <p>Knowing the value of Semiquavers, Quavers & Crotchets.</p>	<p>Understanding the musical features of South African styles, Christmas, Big Band, Motown, Elvis, Freedom Songs, Rock, Reggae and Western Classical music.</p>	<p>Understanding the musical features of R&B, Western Classical, Musicals, Motown, Soul, Reggae, Funk, World Music and Disco</p>	<p>Understanding the musical features of Pop, Grime, Classical, Bhangra, Tango & Latin Fusion.</p> <p>Understanding the names of musical structures and instruments.</p> <p>Know the difference between rhythm and pulse.</p> <p>Knowing the value of Crotchets, Minims, dotted minims, quavers & Rests.</p> <p>Knowing that pitches vary on the size of the bar.</p> <p>Knowing what a riff, hook and solo are.</p> <p>Evaluating after recording performance using musical vocabulary.</p>	<p>Understanding the musical features of Rock, Jazz, Pop Ballads, Hip-Hop, Swing, Motown and Western Classical Music.</p> <p>Knowing a what three-note Bossa and a five-note Swing are.</p> <p>Knowing what backing loops and scratching are.</p> <p>Know the difference between rhythm and pulse.</p> <p>Knowing the value of Semibreves, Crotchets, Quavers, Minims and Rests.</p> <p>Understanding musical leadership and successful group work skills.</p> <p>Knowing how styles fit certain audiences.</p>	<p>Understanding the musical features of Pop, Neo Soul, Bacharach, Blues, Classical, Urban Gospel, 70's Ballads, Hip Hop, Electronic and Contemporary</p> <p>Evaluating using musical vocabulary</p> <p>Knowing the value of Semibreves, Minims, Crotchets, Quavers & Rests.</p> <p>Knowing structural terminology and differences.</p> <p>Being able to discuss the impact of the artists family and culture in their music.</p>
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