

Progression of content & concepts – MUSIC

MUSIC CONCEPTS	Lower Key Stage 2		Upper Key Stage 2	
	Year A	Year B	Year A	Year B
Playing and Performing	<p>Share music with other people or an audience.</p> <p>Sing and perform simple songs with tune as part of a group or individual.</p> <p>Play a simple repeated phrase on a pitched instrument.</p> <p>Play a beat independently and confidently.</p> <p>Use our voice in different ways for effect.</p> <p>Learn to treat instruments with care and respect</p>	<p>Sing and perform simple songs with tune as part of a group or individual.</p> <p>Play a beat independently.</p> <p>Change the way we play an instrument based on what effect is needed to achieve.</p> <p>Share music to a partner or an audience.</p> <p>The performance is planned and differentiated for the occasion.</p> <p>Learn to treat instruments with care and respect</p>	<p>Play as a group which includes an individual role. This must be performed from memory.</p> <p>Use ICT to record and evaluate my work (microphones)</p> <p>To understand that a performance involves communicating ideas, thoughts and feelings about the song/music.</p> <p>To choose what to perform and create a program.</p> <p>To record the performance and compare.</p> <p>Learn to treat instruments with care and respect</p>	<p>Play as a group as part of the accompaniment to add musical value to the rest of the piece.</p> <p>Play a simple repeated phrase on a pitched instrument.</p> <p>To talk about venue and how it can be used to its best effect (performing).</p> <p>Everything that is performed must be planned and learned from memory – even if a 4 bar melody.</p> <p>Learn to treat instruments with care and respect</p>

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<p>Singing</p>	<p>Learn how to use our voices safely (warm ups)</p>	<p>Learn how to use our voices safely (warm ups)</p>	<p>Learn how to use our voices safely (warm ups)</p>	<p>Learn how to use our voices safely (warm ups)</p>
	<p>Understand how breathing and posture can improve our singing</p>	<p>Understand how breathing and posture can improve our singing</p>	<p>Understand how breathing and posture can improve our singing</p>	<p>Understand how breathing and posture can improve our singing</p>
	<p>Sing and perform simple songs with tune as part of a group or individual.</p>	<p>Sing and perform simple songs with tune as part of a group or individual.</p>	<p>Sing and perform simple songs with tune as part of a group or individual.</p>	<p>Sing and perform simple songs with tune as part of a group or individual.</p>
	<p>Be able to change our voices so we can sing loud (forte) or quiet (piano) notes</p>	<p>Be able to change our voices: getting louder (crescendo) getting softer (decrescendo) smooth (legato) staccato (detached)</p>	<p>To change our voices to include a wider range of dynamics: very loud (fortissimo) very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p>	<p>To change our voices to include a wider range of dynamics: very loud (fortissimo) very quiet (pianissimo) moderately loud (mezzo forte) and moderately quiet (mezzo piano)</p>
	<p>Understand that small dynamic changes create emphasis and musical interest.</p>	<p>Understand that small dynamic changes create emphasis and musical interest.</p>	<p>Understand that small dynamic changes create emphasis and musical interest.</p>	<p>Understand that small dynamic changes create emphasis and musical interest.</p>
<p>Discuss the context of songs</p>	<p>Discuss the context of songs</p>	<p>Discuss the context of songs</p>	<p>Discuss the context of songs</p>	

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<p>Composing</p>	<p>Independently choose an instrument and its sound for effect</p> <p>Choose a way of correctly recording the composition</p> <p>Recognise musical notes</p> <p>Compose a piece of music with at least one simple melody</p>	<p>Know and be able to talk about a composition that they have created in some way.</p> <p>Create a simple melody with different notes.</p> <p>Independently choose sounds to represent ideas in my music (Ancient Egypt)</p> <p>Record in an appropriate way.</p> <p>Keep time with a group.</p> <p>Plan and create a section of music that can be performed in context with the unit title.</p>	<p>Compose music as part of a group from starting ideas.</p> <p>Compose short tunes and organise them into simple structures to form part of a bigger composition.</p> <p>To be able to talk about the composition process.</p> <p>Notation: recognise the connection between sound and symbol.</p> <p>Explain the key notes/home notes surrounding a melody.</p> <p>Record in an appropriate way.</p>	<p>To be able to talk about how the music has been created and why (evaluation).</p> <p>Create simple melodies that work musically with the style of the unit of work (e.g. jazz, ballads etc).</p> <p>Compose music for occasions in an appropriate way.</p> <p>Use and recognise several music notes and notations (crotchet, treble clef, minim, rest, quaver, semibreve).</p>
<p>Listening and Evaluating</p>	<p>To know five songs from memory and who wrote them.</p> <p>Decide whether music makes them happy or sad – style of the song</p>	<p>To know five songs and who wrote them.</p> <p>Describe the way that music makes us feel and explain why.</p> <p>Identify repeated patterns.</p>	<p>To know five songs, who wrote them and historical facts about the song/artist.</p> <p>Describe and compare pieces of music.</p>	<p>Recognise and describe music that is heard - suggest a purpose/occasion.</p> <p>To choose 3 or 4 songs to be able to talk about musically and know the meanings of</p>

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	<p>To be able to talk about the lyrics in a song</p> <p>Identify different musical instruments in a piece of music.</p> <p>To identify and move to the pulse with ease</p>	<p>To know the style of five songs</p> <p>Identify the main sections of the song</p> <p>Identify different musical instruments in a piece of music.</p> <p>To identify any musical dimensions featured.</p> <p>Use musical vocabulary to explain answers.</p> <p>To identify and move to the pulse with ease</p>	<p>Recognise musical instruments from different historical periods.</p> <p>To identify and move to the pulse with ease</p> <p>To choose 2/3 songs to talk about in detail using technical music vocabulary.</p> <p>Identify different techniques and structures used in music (call and response).</p>	<p>the songs and how the melody/ instruments used add to this. Recognise musical instruments from different cultures.</p> <p>To compare songs from the same and different historical periods.</p> <p>Listen carefully and respectfully to others opinions and how the song makes them feel</p> <p>To identify and move to the pulse with ease</p>
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MUSIC CONTENT	Lower Key Stage 2		Upper Key Stage 2	
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<p style="text-align: center;"> Topic Musical Vocabulary Artists to be taught CC Link </p>	<p style="text-align: center;"><u>Heroic Heritage</u></p> <p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)</p> <p>Historical context/heritage of musical styles</p>	<p style="text-align: center;"><u>Incredible Invaders</u></p> <p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p> <p>Mamma Mia Dancing Queen The Winner Takes It All Waterloo Super Trouper Thank You For The Music</p> <p>Link to 70s/80s and Sweden as a country historically</p>	<p style="text-align: center;"><u>Seeking Safety</u></p> <p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo</p> <p>Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly</p> <p>What makes us happy?</p>	<p style="text-align: center;"><u>Ancient Civilisations</u></p> <p>Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC</p> <p>Option to compose rap linking to topic using musical and topic vocabulary.</p>

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			Comparison to history	
	<p><u>Bottoms, Burps and Bile</u></p> <p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</p> <p>Jamming by Bob Marley Small People by Ziggy Marley 54-46 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse</p> <p>Animals and evolution. Poetry link Context of musical styles</p>	<p><u>The air we breath</u></p> <p>Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop) Radetzky March by Strauss (Classical) Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence) Libertango by Astor Piazzolla (Tango) Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)</p>	<p><u>Stayin Alive</u></p> <p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</p> <p>The music of Carole King.</p> <p>The importance of female composers in musical history. Civil rights and gender equality in popular music.</p>	<p><u>Survival of the Fittest</u></p> <p>Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music.</p> <p>Anna Meredith - Something Helpful. Anna is a British composer and performer of Electronic and Acoustic music. Shiva Feshareki - O and V-A-C Moscow. Shiva is a turntablist who works with orchestras, she DJ's and composes. She is British of Iranian descent. Eska Mtungwazi - Heroes & Villains and Shades Of Blue. Eska is a London-born UK singer-songwriter and multi-instrumentalist. Afrodeutsche - And! and The Middle Middle. Afrodeutsche is a British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester</p> <p>History of music in context</p>

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		Bullying Composition		Consolidate foundations
	<p><u>Go with the Flow</u></p> <p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p> <p>Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan</p> <p>Friendship, kindness, environment, acceptance and creativity</p>	<p><u>Active Planet</u></p> <p>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p> <p>He Still Loves Me by Walter Williams and Beyoncé Shackles by Mary Mary Amazing Grace by Elvis Presley Ode To Joy Symphony No 9 by Beethoven Lean On Me by The ACM Gospel Choir</p> <p>Gospel in historical concept Choirs in the current world Analysing performance</p>	<p><u>The Amazing Americas</u></p> <p>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p> <p>Make You Feel My Love by Bob Dylan So Amazing by Luther Vandross Hello by Lionel Ritchie The Way You Look Tonight by Tony Bennett Love Me Tender by Elvis Presley</p> <p>Historical concept for ballads Link to American root of musicians in unit</p>	<p><u>Amazon Adventures</u></p> <p>Acapella, appraising, arrangement, back beat, backing, balance, ballad, band, bridge, chord, chorus, coda, cover, composing, crossover, decks, drum loops, dynamics, ending, ensemble, groove, harmony, hook, improvise, riff, syncopation</p> <p>Songs covered from various topics and others chosen by teacher on Charanga scheme website</p> <p>What matters most - RE Evolution topic link</p>

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