



**Subject: Music**

**Core Content – Knowledge & Skills Progression**

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>KS1 Cycle A</b>	<p>Learn to sing and perform: 'Hey You'.</p> <p>Content: Old School Hip Hop.</p> <p>Focus: How pulse, rhythm and pitch work together. When we rap, we use pulse and rhythm but add pitch and we have a song.</p>	<p>Learn to sing and perform: 'Rhythm in the way we walk' and 'Banana Rap.'</p> <p>Content: Reggae, Hip Hop</p> <p>Focus: How pulse, rhythm and pitch work together. Singing and rapping.</p>	<p>Learn to sing: 'In the Groove.'</p> <p>Content: Blues</p> <p>(Listen and Appraise) Latin, Folk and Baroque.</p> <p>Focus: Playing/singing in different styles and learning about those styles.</p>	<p>Learn to sing: 'Round and Round.'</p> <p>Content: Latin, Film Music, Jazz.</p>	<p>Learn to sing: 'Your Imagination.'</p> <p>Content: Film Music, Pop, Musicals</p> <p>Focus: Create your own lyrics.</p>	<p>A revision of all the songs sung throughout the year.</p> <p>Content: Western Classical</p> <p>Focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
<p><b>Skills – End of Year Expectations</b></p> <p>Listening and appraising - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p> <p>Musical games/activities</p> <p>Games - begin to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.</p> <ul style="list-style-type: none"> <li>• Singing - start to sing, learn about singing and vocal health. Begin to learn about working in a group/band/ensemble.</li> </ul>						

- Playing - start to play a classroom instrument in a group/band/ensemble.

Perform/Share - begin to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

<p><b>KS1 Cycle B</b></p>	<p>Learn to sing: 'Hands, feet, heart.'</p> <p>Content: Southern African Styles</p> <p>Focus: Music from South Africa, Freedom songs.</p>	<p>Learn to sing: "Ho Ho Ho"</p> <p>Content: Christmas, Motown, Elvis</p> <p>Focus: Wintertime, festivals and Christmas time. Creating a performance using music and dance.</p>	<p>Learn to sing: 'I wanna play in a band.'</p> <p>Content: Rock</p> <p>Focus: Rock music and movement.</p>	<p>Learn to sing: "Friendship Song."</p> <p>Content: Pop, Soul, Film Music, Musical.</p> <p>Focus: Listen and appraise:</p> <p>Mixed styles:</p> <ul style="list-style-type: none"> <li>• Friendship Song by Joanna Mangona and Pete Readman</li> <li>• Count On Me by Bruno Mars</li> <li>• We Go Together (from Grease soundtrack)</li> <li>• You Give A Little Love from Buggy Malone</li> <li>• That's What Friends Are for by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John •</li> </ul>	<p>Learn to sing: Zootime.</p> <p>Content: Reggae</p> <p>Focus: Song Structure</p>	<p>Content: Western Classical Music</p> <p>Focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
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				You've Got A Friend In Me by Randy Newman		
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**Skills – End of Year Expectations**

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Musical Activities - a new activity is added until Step 4:

- Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics.
- Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - Continue to play a classroom instrument in a group/band/ensemble.
- Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms.
- Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way.

Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

<b>LKS2 Cycle A</b>	Learn to sing: 'Let your Spirit Fly.'  Content: R&B, Musicals, Soul.  Focus: RnB. Singing in two parts.	Learn to play: 'Glockenspiel stage 1'  Content: Basic Instrumental skills.  Focus: Playing the glockenspiel. The language of music.	Learn to sing: 'Three Little Birds.'  Content: Reggae.  Focus: Reggae and Bob Marley	Learn to sing: The Dragon Song.  Content: Music from around the World.  Focus: Singing in two parts.	Learn to sing: 'Bringing us together.'  Content: Disco/Anthem.  Focus:	Content: Western Classical Musical.  Focus: Revision and deciding what to perform. Listen to Western Classical Music. The language of music
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**Skills – End of Year Expectations**

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

Musical Activities - a new activity is added until Step 4:

- Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol.
- Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Eventually explore the link between sound and symbol.
- Improvisation - option after Step 3 - continue to explore and create your own responses, melodies and rhythms.
- Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Eventually explore the link between sound and symbol.

Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together

<p><b>LKS2 Cycle B</b></p>	<p>Learn to sing: 'Mamma Mia.'</p> <p>Content: Abba (pop)</p> <p>Focus: Abba Music.</p>	<p>Learn to play: 'Glockenspiel 2'</p> <p>Content: Basic Instrumental skills</p> <p>Focus: Playing the glockenspiel. The language of music.</p>	<p>Learn to sing: 'Stop'</p> <p>Content: Grime, Classical, Tango, Latin Fusion.</p> <p>Focus: Grime, Writing lyrics.</p>	<p>Learn to sing: 'Lean on Me.'</p> <p>Content: Gospel</p> <p>Focus: Gospel/Religious music.</p>	<p>Learn to sing: 'Blackbird'</p> <p>Content: The Beatles</p> <p>Focus: The Beatles and the development of pop music The Civil Rights Movement.</p>	<p>Western Classical Music</p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
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**Skills – End of Year Expectations**

Learning new musical skills/concepts and revisiting them over time and with increasing depth.

Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.

Musical Activities - a new activity is added until Step 4:

- Games - continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games.

Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.

- Singing - continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - Continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.
- Improvisation - option after Step 3 - continue to explore and create your own responses melodies and rhythms.
- Composition - option after Step 4 - continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.

Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

<p><b>UKS2 Cycle A</b></p>	<p>Learn to sing ‘ Livin’ on a Prayer’</p> <p>Content: Rock</p> <p>Focus: Rock anthems listen and appraise</p> <ul style="list-style-type: none"> <li>• We Will Rock You by Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin’ All Over The World by Status Quo</li> <li>• Johnny B.Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul>	<p>Learn to play ‘ Classroom Jazz’</p> <p>Content: Jazz</p> <p>Focus: Jazz and improvisation.</p>	<p>Learn to sing ‘ Make me Feel my love.’</p> <p>Content: Pop Ballads</p> <p>Focus: Listen and appraise Pop ballads:</p> <ul style="list-style-type: none"> <li>• Make You Feel My Love by Bob Dylan - Adele version</li> <li>• Make You Feel My Love - Bob Dylan version</li> <li>• So Amazing by Luther Vandross</li> <li>• Hello by Lionel Richie</li> <li>• The Way You</li> </ul>	<p>Learn to sing ‘ Fresh Prince of Bel Air’</p> <p>Content: Hip Hop</p> <p>Focus: Listen and appraise Old School Hip Hop:</p> <ul style="list-style-type: none"> <li>• Fresh Prince Of Bel-Air by Will Smith</li> <li>• Me, Myself And I by De La Soul</li> <li>• Ready Or Not by The Fugees</li> <li>• Rapper’s Delight by The Sugarhill Gang</li> <li>• U Can’t Touch This by MC</li> </ul>	<p>Learn to sing ‘ Dancing in the Street’</p> <p>Content: Motown</p> <p>Focus: Listen and appraise Motown:</p> <ul style="list-style-type: none"> <li>• Dancing In The Street by Martha And The Vandellas</li> <li>• I Can’t Help Myself (Sugar Pie Honey Bunch) by The Four Tops</li> <li>• I Heard It Through The Grapevine by Marvin Gaye</li> <li>• Ain’t No</li> </ul>	<p>Western Classical Music</p> <p>Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</p>
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			Look Tonight by Jerome Kern • Love Me Tender by Elvis Presley	Hammer • It's Like That by Run DMC	Mountain High Enough by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life by Stevie Wonder • The Tracks Of My Tears by Smokey Robinson And The Miracles	
<p><b>Skills – End of Year Expectations</b>          In greater depth and with increasing confidence:</p> <p>Listen &amp; Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music</p> <p>Musical Activities - a new activity is added until Step 4:</p> <ul style="list-style-type: none"> <li>• Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games (pulse, rhythm, pitch, tempo, dynamics). Explore the link between sound and symbol.</li> <li>• Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.</li> <li>• Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.</li> <li>• Improvisation - option after Step 3 - explore and create your own responses, melodies and rhythms.</li> <li>• Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.</li> </ul> <p>Perform/Share - work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p>						
<b>UKS2 Cycle B</b>	Learn to sing: 'Happy'  Content: Pop/	Learn to play: 'Classroom Jazz'  Content: Jazz,	Learn to sing: 'A New Year Carol'	Women in Music.	Learn to sing: 'You've got a friend'	Revision and deciding what to perform. Listen to Western Classical

	<p>Motown</p> <p>Focus: Music that makes you happy.</p>	<p>Latin, Blues.</p> <p>Focus: Jazz and improvisation.</p>	<p>Content: Western Classical, Music, Gospel, Bhangra</p>		<p>Content: Music of Carole King.</p> <p>Focus: Carole King's music - her life as a composer. Friendship</p>	<p>Music. The language of music.</p>
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**Skills – End of Year Expectations**

In greater depth and with confidence:

Listen & Appraise - recognise styles, find the pulse, recognise instruments, listen, discuss all dimensions of music.

Musical Activities - a new activity is added until Step 4:

- Games - internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Explore the link between sound and symbol.
- Singing - sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing - play a classroom/band instrument in a group/band/ensemble. Explore the link between sound and symbol.
- Improvisation - option after Step 3 - create your own responses, melodies and rhythms.
- Composition - option after Step 4 - create your own responses, melodies and rhythms and record them in some way. Explore the link between sound and symbol.

Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.

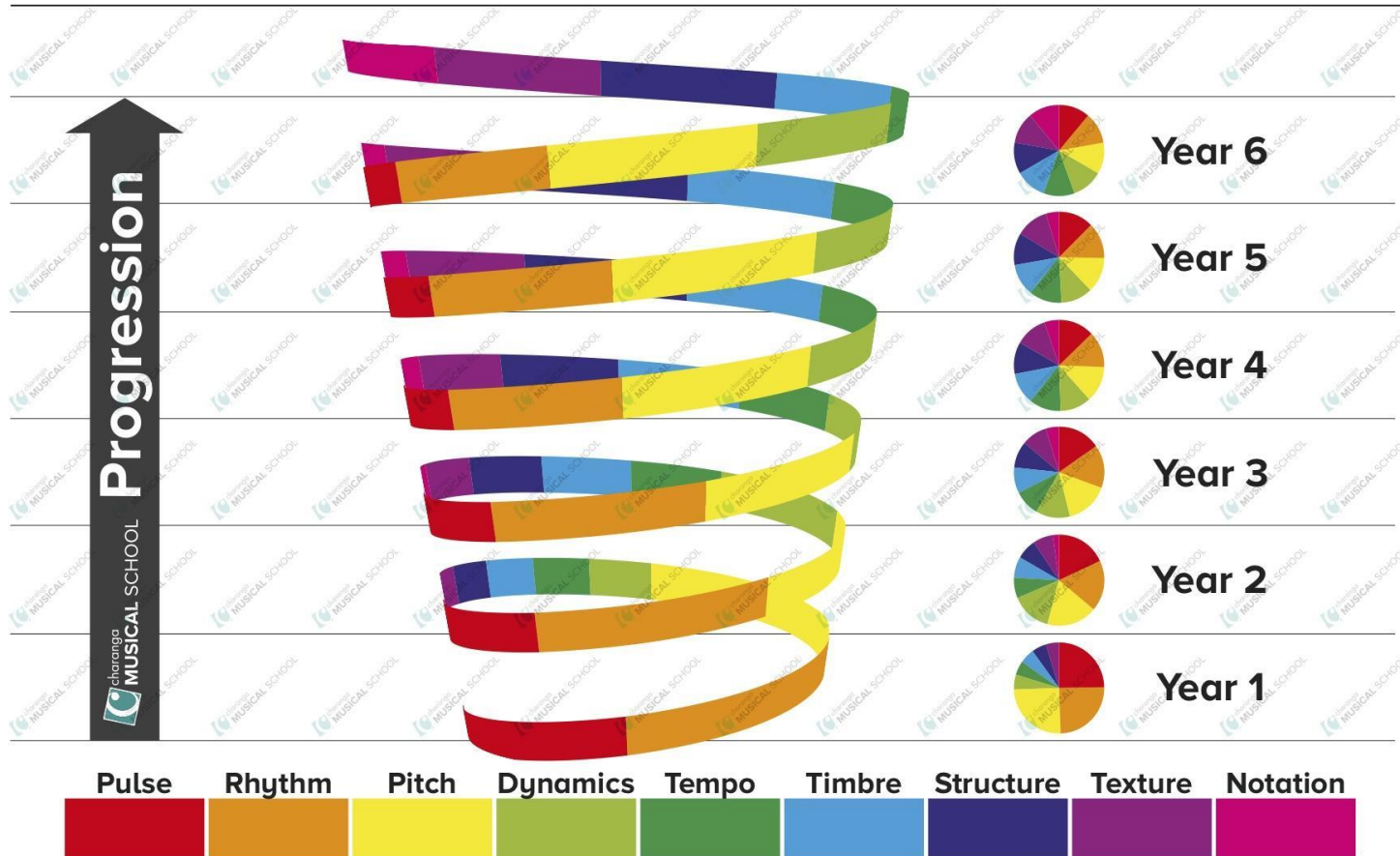
## The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



**Pulse:** The heartbeat or steady beat of a song/piece of music.

**Rhythm:** The combination of long and short sounds to make patterns

**Pitch:** The range of high and low sounds.

**Dynamics:** How loud or quiet the music is.

**Tempo:** An Italian word used to describe how fast/slow the music goes.

**Timbre:** The quality and character of the sound.

**Structure:** How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

**Texture:** Layers of sound in music.

**Notation:** Ways to visually represent music.