

Music Progression 2024

Adapted from Charanga Music

Year 1

Hey You!	In the Groove	Friendship Song
<p>Themes: How pulse, rhythm and pitch work together.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>	<p>Theme: How to be in the groove with different styles of music.</p> <p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p>Most children should know that music has a steady pulse, like a heartbeat. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Others will create their own rhythms.</p>	<p>Theme: Being friends</p> <p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments. Others will create their own rhythms.</p>

Year 2/3

Hands Feet Heart	I Wanna Play in a Band	Zootime
<p>Theme: South Africa and South African music</p> <p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p> <p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Others will create their own rhythms.</p>	<p>Themes: Playing together in a band, and Rock music.</p> <p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Others will create their own rhythms.</p>	<p>Themes: Animals and Reggae music.</p> <p>Instruments needed: Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children’s understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p>Most children should know that music has a steady pulse. Some children will know that we can create rhythms from words, our names, favourite food, colours and animals. Some will know that rhythms are different from the pulse. Some will know that we add high and low sounds, pitch, when we sing and play our instruments.</p> <p>Others will create their own rhythms.</p>

Year 3/4

Glockenspiels 1	Bringing Us Together	The Dragon Song
<p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <p>Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p>Theme: This is a Disco song about friendship, peace, hope and unity.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>	<p>Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p> <p>Most children should know the difference between pulse and rhythm. Others will know how pulse, rhythm and pitch work together to create a song.</p>

Year 4/5

Glockenspiel 2	Stop!	Blackbird
<p>Theme: Exploring and developing playing skills using the glockenspiel.</p> <p>Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Theme: Grime and other styles of music.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p> <p>Most children should know the difference between pulse and rhythm. Others will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Themes: The Beatles, equality and civil rights.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.</p> <p>Most children will know the difference between pulse and rhythm and be able to keep the internal pulse. Some children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for the group to copy or respond to.</p>

Year 5/6

Happy	Fresh Prince of Bel Air	You've Got a Friend
<p>Theme: Being happy!</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>What are the 'style indicators' of this song? <i>Instruments used etc.? Refer to the Knowledge & Skills documents provided.</i></p> <p>Vocabulary: 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>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Theme: Old-school Hip Hop.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>What are the 'style indicators' of Hip Hop? <i>How do you know this is Hip Hop? Instruments used etc.? Refer to the Knowledge & Skills documents provided.</i></p> <p>Vocabulary: 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>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>	<p>Theme: The music of Carole King.</p> <p>Listening to the additional four songs/pieces in this Unit will support and enrich the children's understanding of its theme, while deepening their musical knowledge and experience.</p> <p>What are the 'style indicators' of this song? <i>Instruments used etc.? Refer to the Knowledge & Skills documents provided.</i></p> <p>Vocabulary: 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>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse. Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</p>