

## Howard Community Academy Music Progression

### Key Stages 1 and 2

Year 1/2 (Cycle A) - Adapted from Charanga Music

Hey You!	In the Groove	Friendship Song
<p><b>Themes:</b> How pulse, rhythm and pitch work together.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p> <p><b>Most children</b> 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. <b>Others will create their own rhythms.</b></p>	<p><b>Theme:</b> How to be in the groove with different styles of music.</p> <p><b>Instruments needed:</b> Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><b>Most children</b> 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. <b>Others will create their own rhythms.</b></p>	<p><b>Theme:</b> Being friends</p> <p><b>Instruments needed:</b> Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Most children</b> 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. <b>Others will create their own rhythms.</b></p>



## Year 1/2 (Cycle B)

Hands Feet Heart	I Wanna Play in a Band	Zootime
<p><b>Theme:</b> South Africa and South African music</p> <p><b>Instruments needed:</b> Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p> <p><b>Most children</b> 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><b>Others will create their own rhythms.</b></p>	<p><b>Themes:</b> Playing together in a band, and Rock music.</p> <p><b>Instruments needed:</b> Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Most children</b> 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><b>Others will create their own rhythms.</b></p>	<p><b>Themes:</b> Animals and Reggae music.</p> <p><b>Instruments needed:</b> Glocks and/or untuned percussion, or any instrument the children are learning to play.</p> <p><b>Listening</b> 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><b>Vocabulary:</b> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Most children</b> 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><b>Others will create their own rhythms.</b></p>

**Year 3 – Ukelele** (delivered by Suffolk County Music Service specialist teachers)

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Children will learn to hold and play the Ukelele in the correct way, sing a simple song and strum open string patterns rhythmically and in time.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can hold the Ukelele correctly</li> <li>• I can strum open string patterns rhythmically and on the beat.</li> </ul>	<p>Children will learn to hold and play the Ukelele correctly, strum and pluck open string patterns.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can hold the Ukelele correctly and strum or pluck open strings in time.</li> <li>• I can play chord of C</li> </ul>	<p>Children will learn to sing and play and begin rehearsing towards a performance</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can play the chord of G, F or C</li> <li>• I can change between the chords in time with a song</li> </ul>

**Year 4 - Guitar** (delivered by Suffolk County Music Service specialist teachers)

<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<p>Children will learn to hold and play the guitar in the correct way, sing a familiar song and strum open string patterns rhythmically and in time.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can hold the guitar correctly</li> <li>• I can strum open string patterns rhythmically and on the beat.</li> </ul>	<p>Children will learn to hold and play the guitar correctly, strumming open string patterns.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can hold the guitar correctly</li> <li>• I can strum open strings in time.</li> <li>• I can change between notes in time with a familiar song</li> </ul>	<p>Children will learn to sing and play and begin rehearsing towards a performance</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can play the chord of G, F or C</li> <li>• I can change between the chords in time with a song</li> </ul>

## Year 5 – Brass Instrument (delivered by Suffolk County Music Service specialist teachers)

Autumn Term	Spring Term	Summer Term
<p><b>General Knowledge:</b> Instrument assembly, care, and preparation, with support from tutor.</p> <p><b>Technical Skills:</b></p> <ul style="list-style-type: none"> <li>• Posture and instrument hold</li> <li>• Form a working embouchure for a centred buzz with the mouthpiece</li> <li>• Produce a controlled sound with a working range of between 3-5 notes</li> <li>• Begin to use tonguing for articulating notes</li> <li>• Use the right hand correctly for playing with valves/valve combinations</li> <li>• Play pieces from a range of notations which might include letter (note name) notation, graphic score ( blob grid) and standard stave notation</li> </ul> <p><b>Ensemble Skills:</b> Play together, responding to a conductor Play for a performance</p> <p><b>Wider Musical Skills:</b> Accuracy of pulse, rhythm and pitch within the context of the repertoire.</p>	<p><b>General Knowledge:</b> Instrument assembly, care and preparation .</p> <p><b>Technical Skills:</b></p> <ul style="list-style-type: none"> <li>• Improved posture and instrument hold for better tone</li> <li>• Form a working embouchure for a centred buzz with the mouthpiece and make a centred sound for 5-8 notes</li> <li>• Begin to control dynamic levels</li> <li>• Play both tongued and slurred notes</li> <li>• Use the right hand correctly for playing with valves/valve combinations</li> <li>• Play pieces from a range of notations which might include letter (note )name and standard stave notation</li> </ul> <p><b>Ensemble Skills:</b> Play more accurately together, responding to a conductor by increased watching and counting. Play for a performance</p> <p><b>Wider Musical Skills:</b> Accuracy of pulse, rhythm and pitch within the context of the repertoire</p>	<p><b>General Knowledge:</b> Instrument assembly, care and preparation</p> <p><b>Technical Skills:</b></p> <ul style="list-style-type: none"> <li>• Improved posture and instrument hold for better tone</li> <li>• Form a working embouchure for a centred buzz and make a centred sound for up to 8 notes</li> <li>• Better control of dynamic levels</li> <li>• Play both tongued and slurred notes</li> <li>• Use the right hand correctly for playing with valves/valve combinations</li> <li>• Play a wider range of pieces from notations which might include letter (note )name and standard stave notation</li> </ul> <p><b>Ensemble Skills:</b> Play more accurately together, responding to a conductor with increased awareness of musical instructions. Play for a performance</p> <p><b>Wider Musical Skills:</b> Accuracy of pulse, rhythm and pitch within the context of the repertoire.</p>

**Year 6** (adapted from Charanga Music and Young Voices)

<b>Autumn Term – Young Voices</b>	<b>Spring Term - Fresh Prince of Bel Air</b>	<b>Summer Term - You’ve Got a Friend</b>
<p>Children will learn to recognise changes in pitch and tempo, singing in time with a range of familiar songs from a variety of musical genres. Children will prepare for a live performance to an audience.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> <li>• I can sing in time with a range of songs</li> <li>• I can rehearse in time with a backing track</li> <li>• I can sing my part in a two- or three-part harmony.</li> </ul>	<p><b>Theme:</b> Old-school Hip Hop.</p> <p><b>Listening</b> 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><b>What are the ‘style indicators’ of Hip Hop?</b> <i>How do you know this is Hip Hop? Instruments used etc.? Refer to the Knowledge &amp; Skills documents provided.</i></p> <p><b>Vocabulary:</b> 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><b>Most children</b> 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. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b></p>	<p><b>Theme:</b> The music of Carole King.</p> <p><b>Listening</b> 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><b>What are the ‘style indicators’ of this song?</b> <i>Instruments used etc.? Refer to the Knowledge &amp; Skills documents provided.</i></p> <p><b>Vocabulary:</b> 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><b>Most children</b> 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. <b>Others will take on a musical leadership, creating musical ideas for the group to copy or respond to.</b></p>