

Unit 6 EYFS Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- Identify and perform features of country music.
- Identify and perform features of big band music.
- Identify and perform features of beatboxing.
- Create and practice a piece of music using features of different genres.
- Comment on own and other people's performances.

Substantive Knowledge

- Know features of some different musical genres: Country / Big Band / Beatboxing
- Know the meaning of the following vocabulary:

Dynamics - how loudly or softly to play a piece of music

Genre - a style, or particular type of music

Improvisation - creating music spontaneously in the moment

Lyrics - the words to a song

Melody - notes that are played one after the other to make a tune (a melody)

Rhythm - the pattern of sounds played through time, formed by a series of notes

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage

N/A

Unit 6 Year 1 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- Identify and perform features of contemporary folk music.
- Identify and perform features of experimental music.
- Identify and perform features of disco music.
- Create and practice a piece of music using features of different genres.
- Comment on own other people's performances using Yr 1 vocabulary.

Substantive Knowledge

- Know features of some different musical genres: Folk / Experimental / Disco
- Understand that symbols or pictures can be used as graphic notation to record musical ideas.
- Know the meaning of the following vocabulary:

Acoustic instruments - instruments that do not use electrical amplification

Dynamics - how loudly or softly to play a piece of music

Genre - a style, or particular type of music

Graphic score - using non-standard symbols to represent written music

Groove - a long section of music with the same rhythm parts repeated for dancing to

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

Solo - played or sung by one performer

Lyrics - the words to a song

Melody - notes that are played one after the other to make a tune (a melody)

Rhythm - the pattern of sounds played through time, formed by a series of notes

Strophic form - each verse or section of a song being sung to the same tune

Tempo - the speed at which a piece of music is played

Texture - how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music

Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another.

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
- Recognise how graphic notation can represent created sounds
- Explore and invent my own symbols.
- Respond to the pulse in recorded/live music through movement and dance
- Create musical sound effects and short sequences of sounds in response to stimuli

Unit 6 Year 2 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- **Identify and perform features of Film music.**
- **Identify and perform features of The Beatles' music.**
- **Identify and perform features of Modern Bhangra music.**
- **Create and practise a piece of music using features of different genres.**
- **Comment on own and other people's performances using Yr 2 vocabulary.**

Substantive Knowledge

- Know features of some different musical genres: Film music / Beatles / Modern Bhangra
- Know the meaning of the following vocabulary:

Bar - a segment of time corresponding to a specific number of beats

Bridge - a contrasting section of music, often used in the middle between the verse and chorus

Chaal rhythm - a rhythmic pattern found in Bhangra music

Dhol - a large, barrel-shaped, double-headed wooden drum, often used in South Asia

Dynamics - how loudly or softly to play a piece of music

Genre - a style or particular type of music

Graphic score - using non-standard symbols to represent written music

Lyrics - the words to a song

Melody - notes that are played one after the other to make a tune (a melody)

Ostinato - a continually repeated musical phrase or rhythm

Pitch - how high or low a note is

Rhythm - the pattern of sounds played through time, formed by a series of notes

Semitones - the smallest interval in pitch

Tempo - the speed at which a piece of music is played

Texture - how the melody, rhythms, and harmony are combined, determining the overall quality of the sound in a piece of music

Timbre - The quality or 'colour' of sound that makes one voice or instrument different from another.

Tumbi - an instrument with a single string, which is plucked. Often used in Bhangra music

Model Music Curriculum Coverage links

- Know the meaning of dynamics and tempo and demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)
- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Create music in response to a non-musical stimulus
- Sing songs with a small pitch range, pitching accurately.
- Use graphic symbols, dot notation and stick notation to keep a record of composed pieces.

Unit 6 Year 3 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- Identify and perform features of House music.
- Identify and perform features of Reggae music.
- Identify and perform features of Rock and Roll music.
- Create and practise a piece of music using features of different genres.
- Comment on own and other people's performances using yr 3 vocabulary.

Substantive Knowledge

- Know features of some different musical genres: House / Reggae / Rock and Roll
- Know the meaning of the following vocabulary:

bpm – beats per minute to indicate how fast the music is played

Bridge - a contrasting section of music, often used in the middle of songs between verse and chorus

Chords - a group of notes played together

Genre - a style, or particular type of music

Graphic notation - using non-standard symbols to represent written music

Hi-hat - a pair of cymbals on a drum kit, that are operated using a foot pedal

Kick drum - a bass drum on a drum kit, that is operated using a foot pedal

Looped samples - short sections of music which are repeated continuously

Lyrics - the words to a song

Melodies - notes that are played one after the other to make a tune (a melody)

Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music

Rhythm - the pattern of sounds played through time, formed by a series of notes

Synthesiser - an electronic musical instrument, operated with a keyboard, that can produce a wide selection of sounds

Tempo - the speed at which a piece of music is played

Upbeat - an unaccented beat in a bar, such as the 2nd and 4th beats

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage links

- Begin to understand the difference between crotchets and paired quavers.
- Compose song accompaniment on tuned percussion.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.
- Improvise (using my voice, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), and invent short ‘on-the-spot’ responses using a limited note-range.

Unit 6 Year 4 Progression of skills and knowledge

Key Learning Objectives

(Disciplinary Knowledge)

- **Identify and perform features of Minimalism.**
- **Identify and perform features of Musicals.**
- **Identify and perform features of Pop music.**
- **Create and practise a piece of music using features of different genres.**
- **Comment on own and other people's performances using Yr 4 vocabulary learnt.**

Substantive Knowledge

- Know features of some different musical genres: Minimalism / Musicals / Pop
- Know the meaning of the following vocabulary:

Bridge - a contrasting section of music, often used in the middle of a song between the verse and chorus

Genre - a style, or particular type of music

Graphic score - using non-standard symbols to represent written music

Harmonies - a combination of notes played together that produce a pleasing effect

Hook - a short, catchy idea to catch people's attention

Lyrics - the words to a song

Melodies - notes that are played one after the other to make a tune (a melody)

Motif - a short musical idea

Pentatonic scale - a musical scale of five notes

Phasing - identical lines of music played synchronously, but slowly becoming out of time with each other

Phrase - a distinct musical idea within a piece of music

Rest - silence in place of a note being played

Rhythms - the patterns of sounds played through time, formed by a series of notes

Standard notation - the system of writing down music commonly used in Western music, consisting of 5 lines (stave) which individual notes are written onto

Tempo - the speed at which a piece of music is played

Texture - how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Verse and chorus - Music composed in alternating sections Verse/Chorus/Verse/Chorus/ where the verse will change words but the chorus will stay the same

Model Music Curriculum Coverage links

- Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4-beat phrases, arranged into bars
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble
- Explore developing knowledge of musical components by composing music to create a specific mood
- Create short pentatonic phrases using a limited range of 5 pitches
- Sing and play phrases as self-standing compositions.
- Begin to make compositional decisions about the overall structure of their work
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instrument I am learning. Sing and play these phrases as self-standing compositions.

Unit 6 Year 5 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Identify and perform features of Jazz music.**
- **Identify and perform features of Expressionism.**
- **Identify and perform features of Film music.**
- **Create and practise a piece of music using features of different genres.**
- **Comment on own and other people's performances using Yr 5 vocabulary learnt.**

Substantive Knowledge

- Know features of some different musical genres: Jazz / Expressionism / Film Music
- Know the meaning of the following vocabulary:

Atonal - music not written in any particular key

Bent note - a musical note that varies in pitch

Dissonance - musical notes that do not 'agree' - notes that clash

Dynamics - how loudly or softly to play a piece of music

Genre - a style, or particular type of music

Graphic notation - using non-standard symbols to represent written music

Harmonies - a combination of notes played together that produce a pleasing effect

Improvisation - creating music spontaneously in the moment

Melodies - notes that are played one after the other to make a tune (a melody)

Motif - a short musical idea

Pentatonic scale - a musical scale of five notes

Pitch - how high or low a note is

Pulse - the regular 'heartbeat' of a piece, holding the core timing together in a piece of music

Rhythm - the pattern of sounds played through time, formed by a series of notes

Rondo - a musical structure with a recurring theme

Standard notation - the system of writing down music commonly used in Western music, consisting of 5 lines (stave) which individual notes are written onto

Swung rhythms - rhythms where instead of two notes of equal length, the 1st note is lengthened and the 2nd shortened

Syncopation - rhythms where strong beats become weak and vice versa

Tempo - the speed at which a piece of music is played

Texture - how the melody, rhythms and harmony are combined, determining the overall quality of the sound in a piece of music

Twelve Tone Row – uses all 12 notes of the chromatic scale once each (eg. the 7 white and 5 black notes on a piano)

Unison - all performers playing the same thing together

(sharp sign) - a musical note raised a semitone above natural pitch

Model Music Curriculum Coverage links

- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape.
- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Read and perform pitch notation within an octave (e.g. C-C'/do-do).
- Use chords to compose music to evoke a specific atmosphere, mood or environment.
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.
- Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

Unit 6 Year 6 Progression of skills and knowledge

Key Learning Objectives
(Disciplinary Knowledge)

- **Identify and perform features of Hip Hop.**
- **Identify and perform features of Minimalism.**
- **Identify and perform features of Wartime (swing) music.**
- **Create and practise a piece of music using features of different genres.**
- **Comment on own and other people's performances using Yr 6 vocabulary learnt.**

Substantive Knowledge

- Know features of some different musical genres: Hip hop / Minimalism / Wartime music (swing)
- Know the meaning of the following vocabulary:

Beat - the basic unit in music

Chord - a group of notes played together

DJ-ing - manipulating sounds of recordings

Dynamics - how loudly or softly to play a piece of music

Genre - a style, or particular type of music

Harmony - a combination of notes played together that produces a pleasing effect

Improvisation - creating music spontaneously in the moment

Lyrics – the words to a song

Melody - notes that are played one after the other to make a tune (a melody)

Natural note - the notes ABCDEFG, which are represented by the white keys on a keyboard/piano

Ostinati - continually repeated musical phrases or rhythms (singular - an ostinato)

Phasing - identical lines of music played synchronously, but slowly becoming out of time with each other

Pulse – the regular ‘heartbeat’ of a piece, holding the core timing together in a piece of music

Rapping - reciting words rapidly and rhythmically over an instrumental backing

Rhythms - patterns of sounds played through time, formed by a series of notes

Samples - pieces of sound recordings that are reused in other pieces of music

Solos - sections played or sung by one performer

Standard notation – the system of writing down music commonly used in Western music, consisting of 5 lines (stave) which individual notes are written onto

Swung (rhythm) - rhythms where instead of two notes of equal length, the first note is lengthened and the second shortened

Tempo – the speed at which a piece of music is played

Textures - how the melodies, rhythms and harmonies are combined, determining the overall quality of the sound in a piece of music

Model Music Curriculum Coverage links

- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.
- Enhance composed melodies with rhythmic or chordal accompaniment.
- Create music with multiple sections that include repetition and contrast.

