



## Music Curriculum

### Progression Documents

By the end of Upper Key Stage 2		
<b>Listen and Appraise</b>	I can recognise/identify styles and instruments used in: rock, jazz, pop, hiphop, Motown. (L1 A)	I can recognise/identify styles and instruments used in: rock, jazz, pop, hiphop, Motown. (L1 B)
	I can find the pulse confidently. (L2 A)	I can find the pulse confidently to a variety of different musical genres. (L2 B)
	I can use musical language to describe and talk about music. (L3 A)	I can use musical language to describe and talk about a range of music genres. (L3 B)
	I can share and talk about ideas respectfully. (L4 A)	I can share and talk about ideas respectfully. (L4 B)
	I understand and can give examples to show how the interrelated dimensions of music work together. (L5 A)	I understand and can give examples to show how the interrelated dimensions of music work together. (L5 B)
<b>Inter-related Dimensions</b>	I can find the pulse with ease and stay in time. (IRD 1 A)	I can identify the pulse, rhythm and pitch of a piece of music. (IRD 1 B)
	I can confidently demonstrate how pulse, rhythm and pitch work together by performing a rhythm over a pulse. (IRD 2 A)	I can confidently demonstrate how pulse, rhythm and pitch work together by performing a rhythm over a pulse. (IRD 2 B)
	I can confidently lead others in rhythm work. (IRD 3 A)	I can confidently lead others in rhythm work, quickly creating a variety of differing rhythms. (IRD 3 B)
	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD 4 A)	I can confidently explain how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD 4 B)
<b>Using Voices</b>	I can work as part of a group/ensemble and as a soloist. (V1 A)	I can work as part of a group/ensemble and as a soloist. (V1 B)
	I can sing with a good sense of the pulse and in time with the group. (V2 A)	I can sing with a good sense of the pulse and in time with the group. (V2 B)
	I consistently use a good technique when preparing to sing. (V3 A)	I can demonstrate excellent technique when singing (V3 B)



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	I understand the importance of clear diction and tuning. (V4 A)	I understand the importance of clear diction and tuning. (V4 B)
	I can follow a leader/conductor and start to lead the group myself. (V5 A)	I can lead the group myself in song. (V5 B)
Playing Instruments	I can play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment. (PI1 A)	I can play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment. (PI1 B)
	I can move between differentiated parts, using some notation. (PI2 A)	I can move between differentiated parts, using some notation. (PI2 B)
	I can demonstrate confidence and fluency when playing my instrument in a solo or ensemble context. (PI3 A)	I can demonstrate confidence and fluency when playing my instrument in a solo or ensemble context. (PI3 B)
	I can treat my instrument with respect. (PI4 A)	I can explain how to treat my instrument with respect. (PI4 B)
	I can play more confidently, by ear and begin to follow notation. (PI5 A)	I can play more confidently, by ear and begin to follow notation. (PI5 B)
Improvisation	I can explore and create musical sounds, with voices and instruments. (I1 A)	I explore and create more challenging musical sounds, with voices and instruments. (I1 B)
	I can improvise with confidence (I2 A)	I can improvise in different contexts. (I2 B)
	I can create my own more challenging rhythmic patterns that lead to melodies in a group or solo situation. (I3 A)	I can create my own more intricate rhythmic patterns that lead to melodies in a group or solo situation. (I3 B)
	I can perform my improvisations on my own or within a group, with some confidence. (I4 A)	I can confidently perform my improvisations on my own or within a group and discuss how to develop my ideas further (I4 B)
Composition	I can create a range of melodies. (C1 A)	I can create a range of more adventurous melodies. (C1 B)
	I can compose using up to five notes. (C2 A)	I can compose using five or more notes. (C2 B)
	I can use voice, sounds, technology and instruments in creative ways. (C3 A)	I can use voice, sounds, technology and instruments in creative ways. (C3 B)
	I use the interrelated dimensions of music in my compositions. (C4 A)	I can use the interrelated dimensions of music effectively in my compositions. (C4 B)



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	I can begin to use traditional notation to record my ideas. (C5 A)	I use traditional notation more confidently to record my ideas. (C5 B)
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## Music Curriculum

### Implementation

Cycle A – UKS2			
	<u>Charanga Units:</u> Livin' on a Prayer Nativity Rehearsal Violin 1	<u>Charanga Units:</u> Make you feel my love Fresh Prince of Bell Air Violin 1	<u>Charanga Units:</u> Dancing in the Street Reflect, Rewind, Replay Violin 1
Curriculum Progression Code - Focus for Unit	<u>Livin' on a Prayer</u> LA1-5A V1-5A  <u>Nativity Rehearsal</u> V1-5B  <u>Violin 1</u> PI1-5A	<u>Make you feel my love</u> IRD1-4A C1-5A  <u>Fresh Prince of Bell Air</u> I1- 4A  <u>Violin 1</u> PI1-5A	<u>Dancing in the Street</u> IRD1- 4B I1-4B C1-5B  <u>Reflect, Rewind, Replay</u> LA1– 5B IRD1- 4B  <u>Violin 1</u> PI1-5A
Significant Composers	Bon Jovi, Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles	Adele, Luther Vandross, Lionel Richie, Tony Bennett, Elvis Presley  Will Smith, Fugees, The Sugarhill Gang, MC Hammer, RUN-DMC	Marth and the Vandellas, Marvin Gaye, Tammi Terrell, Stevie Wonder, Smokey Robinson  Edward Grieg, JS Bach, Bela Bartok, Ralph Vaughan Williams, Pytor Tchaikovsky



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Cycle B – UKS2			
	<u>Charanga Units:</u> Happy Nativity Rehearsal Violin 2	<u>Charanga Units:</u> A New Year Carol You've got a Friend Violin 2	<u>Charanga Units:</u> Music and Me Reflect, Rewind, replay Violin 2
Curriculum Progression Code - Focus for Unit	<u>Happy</u> LA1-5A V1-5A  <u>Nativity Rehearsal</u> V1-5B  <u>Violin 2</u> P11-5B	<u>A New Year Carol</u> IRD1-4A C1-5A  <u>You've got a Friend</u> I1- 4A  <u>Violin 2</u> P11-5B	<u>Music and Me</u> IRD1- 4B I1-4B C1-5B  <u>Reflect, Rewind, replay</u> LA1– 5B IRD1- 4B  <u>Violin 2</u> P11-5B
Significant Composers	Pharrell Williams, Bobby McFerrin, Katrina and the Waves, Frank Sinatra, Whitney Houston	Benjamin Britten, Bhangra Version, South African Version  Carole King, Gerry Goffin, The Chiffons, The Drifters, The Shirelles, Aretha Franklin	Anna Meredith, Shiva Feshareki, Eska, Afrodeutsche,  Frederick Delius, Igor Stravinsky, Sergei Prokofiev, Giuseppe Verdi, Maurice Ravel, John Tavener



## Music Curriculum

### Intended Impact

UKS2 - Cycle A			
	<u>Charanga Units:</u> Livin' on a Prayer Nativity Rehearsal Violin 1	<u>Charanga Units:</u> Make you feel my love Fresh Prince of Bell Air Violin 1	<u>Charanga Units:</u> Dancing in the Street Reflect, Rewind, Replay Violin 1
Vocabulary introduced/embedded	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, organ, backing vocals, glockenspiel,</p> <p>Instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, notation, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison</p>	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families</p> <p>Styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, solo, group, musical cues, leader, conductor, ensemble, unison, technique</p>	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, piano, organ, acoustic guitar, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies,</p>



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			notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison
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UKS2 – Cycle A			
	<u>Charanga Units:</u> Livin' on a Prayer Nativity Rehearsal Violin 1	<u>Charanga Units:</u> Make you feel my love Fresh Prince of Bell Air Violin 1	<u>Charanga Units:</u> Dancing in the Street Reflect, Rewind, Replay Violin 1
I know that/how to...	<p style="text-align: center;"><u>Livin' on a Prayer</u></p> <ul style="list-style-type: none"> <li>*I know that genres of music use specific instruments and have a distinctive style.</li> <li>*I know how to identify the styles of different genres with increasing confidence.</li> <li>*I know how to identify the pulse/beat in a piece of music.</li> <li>*I know that the structure of a piece of music consists of verses and chorus and sometimes pre-chorus using the song lyrics to hear and see the structure.</li> <li>*I know that tempo means the speed and pace of the music.</li> <li>*I know that pitch means high and low sounds.</li> <li>*I know that a rhythm is the pattern of long and short sounds.</li> </ul>	<p style="text-align: center;"><u>Make you feel my love</u></p> <ul style="list-style-type: none"> <li>*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.</li> <li>*I know how to internalise the pulse with confidence.</li> <li>*I know how to clap, play simple rhythms and using different pitched notes with increased confidence.</li> <li>*I know how to create my own rhythms with ease.</li> <li>*I know how to explain how the interrelated dimensions of music work together in a piece of music.</li> <li>*I know how to develop rhythmic patterns using instruments into a melody using 5 or more notes.</li> <li>*I know how to use instruments to develop and create a more complex melody (using high and low pitches).</li> <li>*I know that compose means create.</li> </ul>	<p style="text-align: center;"><u>Dancing in the Street</u></p> <ul style="list-style-type: none"> <li>*I know how to confidently follow a leader and understand and respect the importance of the conductor's role.</li> <li>*I know how to play an instrument as part of a group, with increased confidence, knowledge and musicality, including different parts.</li> <li>*I know how to treat and play my instrument with increased respect and care.</li> <li>*I know how to play confidently as part of an ensemble, developing my musical ear.</li> <li>*I know how to confidently explore and create musical sounds with voices and instruments, within the context of songs being learnt.</li> </ul>



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<p>*I know that tempo, pitch have an impact on the mood of the music.</p> <p>*I know that a rhythmic pattern is a combination of different rhythms.</p> <p>*I know how to describe how music makes you feel using musical language such as pitch, tempo, dynamics, rhythm, pulse, key and lyrics.</p> <p>*I know how musical genres and composers have a place in history.</p> <p>*I know how to follow and understand a musical timeline.</p> <p>*I know how to work as part of a group and develop confidence to sing alone.</p> <p>*I know how to communicate why warming up the voice is important.</p> <p>*I know how to project the meaning of the song by unpicking the words.</p> <p>*I know how to use my voice to sing in time with others, paying attention to the pulse of the music.</p> <p>*I know how to follow a leader/conductor carefully.</p> <p>*I can begin to lead others musically.</p> <p style="text-align: center;"><u>Nativity Rehearsal</u></p> <p>*I know how to sing alone or as part of a group with confidence.</p> <p>*I know how to show good technique and breathing practices when preparing to sing</p>	<p>*I know how to record a composition using video, pictorial or graphic.</p> <p>*I know that the inter-related dimensions of music are the important elements used to create music (pitch, duration, dynamics, tempo, timbre, texture, structure).</p> <p>*I know how to write my composition using classic notation.</p> <p style="text-align: center;"><u>Fresh Prince of Bell Air!</u></p> <p>*I know how to develop a musical ear to play more confidently and together as part of an ensemble.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p>	<p>*I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble.</p> <p>*I know how to perform my improvisations with confidence.</p> <p>*I know how to use more than three notes to compose a melody.</p> <p>*I know how to create my own more complex melodies.</p> <p>*I know how to use different methods to record my compositions.</p> <p>*I know how to demonstrate an increased working knowledge and understanding of the inter-related dimensions of music.</p> <p style="text-align: center;"><u>Reflect, Rewind, Replay</u></p> <p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p> <p>*I know how to identify the structure of a piece of music using the lyrics and pattern of music that is played or sung.</p> <p>*I know how to use musical language to describe how music makes me feel.</p>
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	<p>*I know how to sing with increasing musicality, connecting with the lyrics and the emotion of the song.</p> <p>*I am able to raise or lower my voice depending on the piece of music.</p>		<p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know how that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know that the structure is the order of sections within a piece of music.</p> <p>*I know how to place a piece of music on a timeline of different composers/genres.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p> <p>*I know how to explain how the inter-related dimensions of music work together, with increased confidence.</p>



## Music Curriculum

### Violin 1

- \*I can play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment.
- \*I can move between differentiated parts, using some notation.
- \*I can demonstrate confidence and fluency when playing my instrument in a solo or ensemble context.
- \*I can treat my instrument with respect.
- \*I can play more confidently, by ear and begin to follow notation.

### UKS2 - Cycle B

UKS2 - Cycle B			
	<u>Charanga Units:</u> Happy Nativity Rehearsal Violin 2	<u>Charanga Units:</u> A New Year Carol You've got a Friend Violin 2	<u>Charanga Units:</u> Music and Me Reflect, Rewind, replay Violin 2
Vocabulary introduced/embedded	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, organ, backing vocals, glockenspiel,</p> <p>Instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, notation, notes, stave, crotchet, quaver, rest, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison</p>	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families</p> <p>Styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p> <p>Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, solo, group, musical cues, leader, conductor, ensemble, unison, technique</p>	<p>Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation</p> <p>Keyboard, piano, electric guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, piano, organ, acoustic guitar, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra</p> <p>Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff</p>



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			Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison
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UKS2 – Cycle B			
	<u>Charanga Units:</u> Happy Nativity Rehearsal Violin 2	<u>Charanga Units:</u> A New Year Carol You've got a Friend Violin 2	<u>Charanga Units:</u> Music and Me Reflect, Rewind, replay Violin 2
I know that/how to...	<p style="text-align: center;"><u>Happy</u></p> <ul style="list-style-type: none"> <li>*I know that genres of music use specific instruments and have a distinctive style.</li> <li>*I know how to identify the styles of different genres with increasing confidence.</li> <li>*I know how to identify the pulse/beat in a piece of music.</li> <li>*I know that the structure of a piece of music consists of verses and chorus and sometimes pre-chorus using the song lyrics to hear and see the structure.</li> <li>*I know that tempo means the speed and pace of the music.</li> <li>*I know that pitch means high and low sounds.</li> </ul>	<p style="text-align: center;"><u>A New Year Carol</u></p> <ul style="list-style-type: none"> <li>*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.</li> <li>*I know how to internalise the pulse with confidence.</li> <li>*I know how to clap, play simple rhythms and using different pitched notes with increased confidence.</li> <li>*I know how to create my own rhythms with ease.</li> <li>*I know how to explain how the interrelated dimensions of music work together in a piece of music.</li> <li>*I know how to develop rhythmic patterns using instruments into a melody using 5 or more notes.</li> </ul>	<p style="text-align: center;"><u>Music and Me</u></p> <ul style="list-style-type: none"> <li>*I know how to confidently follow a leader and understand and respect the importance of the conductor's role.</li> <li>*I know how to play an instrument as part of a group, with increased confidence, knowledge and musicality, including different parts.</li> <li>*I know how to treat and play my instrument with increased respect and care.</li> <li>*I know how to play confidently as part of an ensemble, developing my musical ear.</li> </ul>



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<p>*I know that a rhythm is the pattern of long and short sounds.</p> <p>*I know that tempo, pitch have an impact on the mood of the music.</p> <p>*I know that a rhythmic pattern is a combination of different rhythms.</p> <p>*I know how to describe how music makes you feel using musical language such as pitch, tempo, dynamics, rhythm, pulse, key and lyrics.</p> <p>*I know how musical genres and composers have a place in history.</p> <p>*I know how to follow and understand a musical timeline.</p> <p>*I know how to work as part of a group and develop confidence to sing alone.</p> <p>*I know how to communicate why warming up the voice is important.</p> <p>*I know how to project the meaning of the song by unpicking the words.</p> <p>*I know how to use my voice to sing in time with others, paying attention to the pulse of the music.</p> <p>*I know how to follow a leader/conductor carefully.</p> <p>*I can begin to lead others musically.</p> <p style="text-align: center;"><u>Nativity Rehearsal</u></p>	<p>*I know how to use instruments to develop and create a more complex melody (using high and low pitches).</p> <p>*I know that compose means create.</p> <p>*I know how to record a composition using video, pictorial or graphic.</p> <p>*I know that the inter-related dimensions of music are the important elements used to create music (pitch, duration, dynamics, tempo, timbre, texture, structure).</p> <p>*I know how to write my composition using classic notation.</p> <p style="text-align: center;"><u>You've got a Friend</u></p> <p>*I know how to develop a musical ear to play more confidently and together as part of an ensemble.</p> <p>*I know that improvise means making it up on the spot.</p> <p>*I know how to use an instrument to improvise effectively.</p> <p>*I know how to use an instrument to create rhythmic patterns (a variety of rhythms holding long and short sounds).</p>	<p>*I know how to confidently explore and create musical sounds with voices and instruments, within the context of songs being learnt.</p> <p>*I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble.</p> <p>*I know how to perform my improvisations with confidence.</p> <p>*I know how to use more than three notes to compose a melody.</p> <p>*I know how to create my own more complex melodies.</p> <p>*I know how to use different methods to record my compositions.</p> <p>*I know how to demonstrate an increased working knowledge and understanding of the inter-related dimensions of music.</p> <p style="text-align: center;"><u>Reflect, Rewind, Replay</u></p> <p>*I know how to recognise and identify styles and instruments used in a range of musical genres.</p> <p>*I know how to find the steady beat within the music and can express the importance of the pulse.</p> <p>*I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.</p>
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<p>*I know how to sing alone or as part of a group with confidence.</p> <p>*I know how to show good technique and breathing practices when preparing to sing</p> <p>*I know how to sing with increasing musicality, connecting with the lyrics and the emotion of the song.</p> <p>*I am able to raise or lower my voice depending on the piece of music.</p>		<p>*I know how to identify the structure of a piece of music using the lyrics and pattern of music that is played or sung.</p> <p>*I know how to use musical language to describe how music makes me feel.</p> <p>*I know that the pulse is a regular beat.</p> <p>*I know that rhythm is a pattern of long and short sounds.</p> <p>*I know that pitch is high and low sounds.</p> <p>*I know how that texture means the different layers within a piece of music (one sound making a thin texture, many sounds creating a thicker/richer texture)</p> <p>*I know that tempo means the speed/pace of the music.</p> <p>*I know that the dynamics means the volume of sounds (loud/soft)</p> <p>*I know that the timbre is the tone or sounds quality made by different instruments.</p> <p>*I know that the structure is the order of sections within a piece of music.</p> <p>*I know how to place a piece of music on a timeline of different composers/genres.</p> <p>*I know how to clap/play simple rhythms and copy one or to note pitches with confidence.</p> <p>*I know how to create my own rhythms and lead others.</p>
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## Music Curriculum

			*I know how to explain how the inter-related dimensions of music work together, with increased confidence.
	<p style="text-align: center;"><u>Violin 2</u></p> <ul style="list-style-type: none"><li>*I can play a classroom instrument, as part of a group, with more knowledge, confidence, ease and enjoyment.</li><li>*I can move between differentiated parts, using some notation.</li><li>*I can demonstrate confidence and fluency when playing my instrument in a solo or ensemble context.</li><li>* I can explain how to treat my instrument with respect.</li><li>*I can play more confidently, by ear and begin to follow notation.</li></ul>		