

Music Progression Grid – Class 3 / 4

Based on Charanga Scheme A

Autumn 1 Let Your Spirit Fly	Autumn 2 Glockenspiel Stage 1	Spring 1 Three Little Birds	Spring 2 The Dragon Song	Summer 1 Bringing Us Together	Summer 2 Reflect, rewind, replay
Minimum learning is highlighted		Minimum vocabulary is in bold			
To know and learn the song 'let your spirit fly'	To know how to pick out the tempo in different pieces. The tempo is the speed of a piece of music	To know the structure of a piece of music - Every piece of music has a structure e.g. an introduction, verse and chorus ending.	To know and learn the Dragon Song	To know and learn to sing 'Bringing us together'	To know and consolidate all knowledge and skills from the year – See Charanga 'reflect, rewind, replay'
To know the notes F, G and C on the glockenspiel and to be able to play them accurately.	To know how to play 'Easy E' on the glockenspiel – A glockenspiel is a percussion based instrument.	To know the song 'Three Little Birds'	To know how to play the notes G A and B on a glockenspiel	To know and to be able to talk about what makes the style 'disco' Disco - (short for discotheque) is dance music from the 1970s, characterized by hypnotic rhythm, repetitive lyrics and electronically produced sounds.	To know how to review the pieces and knowledge and skills from the year
To know the ' structure ' of a piece of music including the introduction , the verse(s) and chorus Structure is how the sections of a song are ordered to make the whole piece. Introduction - Music heard at the beginning of a song or piece of music. Verse - A section in a song which has the same tune but different words. Chorus - A repeated section in a song which gives the main message.	To know how to play 'strictly D' on the glockenspiel	To know the organ , male vocals and backing vocals in a piece The organ usually refers to church organs but is also used to describe a type of electric keyboard that is large and with 2 or 3 keyboards and foot pedals. The backing vocals are - The accompaniment to a song singing behind the lead singer.	To know and recognise a pentatonic scale . A pentatonic scale is a fixed five-note pattern eg: the five black keys on a piano.	To know and identify the bass, keyboard and drums . Drums – a musical instrument a percussion instrument sounded by being struck with sticks or the hands	To know how to compose pieces of music. – Composing means to create and develop musical ideas and then fixing them
To know what the tempo in a piece of music is – The tempo is the speed of a piece of music.	To know how to play the songs 'Play your music,' 'Drive' and 'Dee Cee's Blues' on the glockenspiel .	To know and describe reggae music.	To know and recognise the melody	To know and understand the structure of a piece of music. The structure is how the sections (verses and choruses) of a song are ordered to make the whole piece.	To know how to improvise with music.

	<p>To know how to discuss the texture of a piece of music (relationship between different layers – tempo, pulse, rhythm, melody)</p> <p>Texture- A musical dimension that describes the layers of sound in music</p> <p>Melody - Another name for tune</p>	<p>To know and be able to explain what the hook, riff and pentatonic scale are.</p> <p>Hook -A term used in Pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.</p> <p>Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.</p> <p>Pentatonic scale - (A fixed 5 note pattern)</p>	<p>To know how to describe the difference between pulse and rhythm</p>		<p>To know how to perform pieces of music.</p>
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Disciplinary knowledge and skills

<p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>To have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>	<p>To learn to sing and to use their voices, to create and compose music on their own and with others</p>	<p>To have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</p>	<p>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</p>	<p>To study and understand the works of the great composers and musicians</p>
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Some key words may appear more than once which is deliberate across the progression grids as the children are consolidating their learning in different year groups. They will constantly be revisiting learning and embedding their understanding in the subject using key words.