

Music Progression Grid – Class 5/6

Based on Charanga Scheme A

Autumn 1 Livin' On a Prayer	Autumn 2 Classroom Jazz 1	Spring 1 Make You Feel My Love	Spring 2 The Fresh Prince of Bel-Air	Summer 1 Bringing Us Dancing in The Street	Summer 2 Reflect, rewind, replay
Minimum learning is highlighted		Minimum vocabulary is in bold			
To know and learn to sing 'livin' on a prayer.' To know the structure of livin' on a prayer including the bridge	To know and learn 'The Three Note Bossa' on the glockenspiel	To know and learn to sing Make you feel my love	To know and learn 'the Fresh prince of Bel-Air	To know and sing Dancing in the Street	To know and understand all knowledge and skills from the year – See Charanga 'reflect, rewind, replay'
To know and identify what makes rock music	To know and learn 'Five Note Swing' on the glockenspiel.	<p>To know the styles rock and pop and pop ballad.</p> <p>Rock - Came from Rock'n'roll of America in the 1950s and 1960s. It is characterised by loud guitars and drums due to the heavy amplification, strong bass line and driving rhythms.</p> <p>Pop - : A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes.</p> <p>Pop ballad – are usually slow love songs of popular music.</p>	To know the definition of jazz music. Jazz – is swing and blues notes, complex chords as well as call and response vocals.	To define Motown music. Motown is - A 1960s label created from Soul music characterised by a rhythm section playing, laying down the groove with a funky bassline and a tambourine sounding over the top. Often brass sections play punchy riff-based rhythms and sometimes violins playing long high notes.	To know how to compose pieces of music.
To know and identify the instruments: lead vocal, electric guitar, bass guitar, drums, keyboard	To know how to play the notes ABCDEF on a glockenspiel	<p>To know the structure of a song, focussing on interlude and tag ending</p> <p>Interlude –A passage of music played between the main theme.</p> <p>Tag – Usually a short ending, tagged on to the main part of the song.</p> <p>Ending- : Short section which brings the song or piece to an end.</p>	To know the definition of Hip-hop music - Hip hop - Music that developed in the 1970s but remains very popular today. It includes rapping.	To know and recognise the brass (trumpet, trombone and saxophone)	To know how to improvise with music.

<p>To know how to improvise using a glockenspiel</p>	<p>To know about the Bossa Nova and Swing and Jazz</p> <p>Bossa Nova - A Brazilian dance music that has syncopated guitar rhythms Swing - A type of rhythm often associated with Jazz. Notes in the rhythm pattern are made longer and shorter to create a syncopated effect. Jazz - is swing and blues notes, complex chords as well as call and response vocals.</p>	<p>To know how to play the glockenspiel with increased accuracy.</p>	<p>To talk about the structure of a piece including intro, verse, chorus, interlude, tag ending</p> <p>Interlude –A passage of music played between the main theme. Tag – Usually a short ending, tagged on to the main part of the song. Ending- : Short section which brings the song or piece to an end.</p>	<p>To know and explain what harmony is. Harmony is when different notes sung or played at the same time produce chords.</p>	<p>To know how to perform pieces of music</p>
<p>To know what the backbeat is. Backbeat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.</p>		<p>To talk about the texture of a piece. Texture is - a musical dimension that describes the layers of sound in music.</p>			<p>To know the difference between pulse and rhythm</p>
<p>To know what an amplifier is. An amplifier is an electronic device that increases the voltage, current, or power of a signal</p>					

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 study and understand the works of the great composers and musicians</p>	<p>To study and understand the works of the great composers and musicians</p>	<p>To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</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.