



## Progression in Music – The Mill Academy

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Musician Study</b>		Camille Saint-Saëns carnival of the animals (Amazing Africa)	Christian Abbot From Snowman - Classical (Christmas)  Benjamin Bartlett From Bradford Walking with Dinosaurs (Land before time)	Will Smith From America Old School Hip-Hop (Urban Art)	Beetles England Rock/Pop (Listen up)	Gustav Holst From England Nine Planets Classical (Guardians of the Galaxy)  John Williams – composer From America (Contemporary classical/popular music)	Vera Lynn From England Traditional pop (War of the World)
<b>Performing</b>	Sing songs, make music and dance, and experiment with ways of changing them.  Perform movements to a steady beat	Explore the use of their voices creatively by singing simple songs and speaking chants and rhymes  Simple echo singing and clapping  Play tuned and untuned instruments to repeat and investigate simple beats and rhythms	Use their voices to perform songs, chants and rhymes with increasing creativity and expression  Play tuned and untuned instruments to perform simple patterns and accompaniments keeping to a steady beat.	Use their voices with increasing accuracy, control and expression  Breathe well and pronounce words when singing  Play tuned and un-tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy  Sustain an ostinato  Listen and recall sounds with increasing aural memory	Use their voices to perform in ensemble contexts, with overall accuracy, control and expression  Maintain a simple part within a group  Play tuned and un- tuned instruments to perform simple melodic and rhythmic parts with increasing accuracy  Listen and recall songs and sounds with	Use their voices to perform in solos and ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning  Maintain their own part with awareness of how the different parts fit together  Play tuned and un- tuned instruments in solo and ensemble contexts, to perform simple melodic and	Use their voices to perform in ensemble contexts, with overall accuracy, control and expression showing an awareness of occasion and meaning  Perform significant parts from memory and from notation  Play tuned and un-tuned instruments in solo and ensemble contexts, to perform simple melodic and rhythmic parts with increasing accuracy,

					increasing aural memory	rhythmic parts with increasing accuracy, expression and fluency  Listen with increasing attention to detail and recall sounds with increasing aural memory	expression, fluency and control  Listen with attention to detail and recall sounds with increasing aural memory
<b>Vocabulary</b>	Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited	Dynamics: loud, quiet  Pitch: high, low  Pulse, beat	Dynamics: very loud, very quiet  Tempo: very fast, very slow  Pitch: very high, very low Melody	Dynamics: getting louder, getting quieter  Tempo: getting faster, slowing down  Pitch: getting higher, getting lower  Timbre: rough/smooth Accompaniment, ostinato	Dynamics: forte (=loud), piano (=quiet)  Tempo: moderate, steady, constant  Pitch: ascending, descending  Texture  Scale, step, leap (skip) Solo, ensemble, unison	Dynamics: fortissimo (=very loud), pianissimo (=very quiet)  Tempo: getting faster (= accelerando), ritenuto (=slowing down)  Style: legato (=smoothly), staccato (=short and spikey)	Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet),  Crescendo (= getting louder), diminuendo (=getting quieter)  Scalic melody,  Style: accent
<b>Composing and Notation</b>	Represent their own ideas, thoughts and feelings through music and dance.	Experiment with different instruments and different sounds focusing on dynamic and pitch.  Create a short sequence of long and short sounds with help  Record own musical ideas through signs, symbols or pictures	Experiment with different instruments and different sounds focusing on dynamic, tempo and pitch.  Create a sequence with a beginning, middle and end  Notate musical ideas graphically	Improvise and compose short music patterns by selecting, creating and combining sounds focusing on dynamics, tempo, pitch, and timbre.  Carefully select sounds to create an effect  Notate musical ideas on a graphic score	Improvise and compose music to a given structure (e.g. binary, ternary, rondo) by selecting, creating and combining sounds  Know how many beats in a minim, crotchets, semibreve and quaver and recognise the symbols  Know the symbol for a rest in music  Begin to use some symbols for dynamics (e.g. <i>f</i> = forte, <i>P</i> = piano)	Improvise and compose music that combines several layers by selecting, creating and combining sounds (texture). Read the musical stave and can work out notes: EGBDF and FACE  Draw a treble clef at the correct position on the stave  Use a wider range of symbols for dynamics (e.g. <i>ff</i> =fortissimo, <i>pp</i> =pianissimo)	Improvise and compose music for a range of purposes or to convey an idea using the full range of inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture and structure  Read notes with increasing confidence and accuracy  Use the full range of symbols for dynamics including <i>mp</i> = mezzo piano, <i>mf</i> = mezzo forte, < =cresc, > = dim  Use ICT/ electronic devices to compose, change and manipulate sounds

	<p>Song, rhyme, beat, voice, fast, slow, vocabulary related to feelings, e.g. happy, sad, joyful, excited</p>	<p>Dynamics: loud, quiet Tempo: fast, slow</p> <p>Pitch: high, low</p> <p>Timbres: rough, smooth</p> <p>Pulse, beat, rhythm, compose, mood,</p>	<p>Dynamics: very loud, very quiet</p> <p>Tempo: very fast, very slow</p> <p>Pitch: very high, very low</p> <p>Texture: thick/thin,</p> <p>Structure: verse, chorus, sections, beginning, middle, end</p> <p>Graphic notation</p>	<p>Dynamics: getting louder, getting quieter</p> <p>Tempo: getting faster, slowing down</p> <p>Pitch: getting higher, getting lower</p> <p>Timbres: harsh, mellow, shrill, rasping, smooth</p> <p>Duration: pulse, metre, rests</p> <p>Accompaniment, harmony, pentatonic</p>	<p>Dynamics: forte (=loud), piano (=quiet)</p> <p>Tempo: moderate, steady, constant</p> <p>Pitch: ascending, descending</p> <p>Scale, pentatonic, step, leap (skip)</p> <p>Solo, ensemble, unison</p> <p>Staff notation: notes, crotchets, quavers, minims, semibreves, stave, treble clef</p> <p>Structure: binary ternary, rondo</p>	<p>Dynamics: fortissimo – (=very loud), pianissimo (=very quiet)</p> <p>Tempo: getting faster (= accelerando), ritenuto (=slowing down)</p> <p>Texture: monophonic, biphonic, polyphonic</p> <p>Style: legato (=smoothly), staccato (=short and spikey)</p> <p>Stinato</p> <p>Major/minor, chords, bass line,</p>	<p>Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet),</p> <p>Crescendo (= getting louder), diminuendo (=getting quieter)</p> <p>Scalic melody,</p> <p>Style: accent</p> <p>Texture: homophonic, Tonal, atonal, scalic, 3/4, 4/4-time signatures, intro, middle, outro</p>
<b>Listening and appreciating</b>	<p>Listen with concentration to a range of high-quality live and recorded music and describe on a simple level the dynamics, pitch, mood and instruments.</p> <p>Reflect on music and say how it makes people feel</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music commenting on dynamics, pitch, tempo and instruments.</p> <p>Notice how music can be used to create different moods and effects and can communicate ideas</p> <p>Sort instruments into different groups</p> <p>Comment on likes and dislikes</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre</p> <p>Understand that there are many different styles of music and that music has changed over time</p> <p>Comment on likes and dislikes with reasons</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo and timbre</p> <p>Understand that there are many different styles of music and that music has changed over time</p> <p>Comment on likes and dislikes with reasons</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre and texture</p> <p>Comment on the effect of pitch, dynamic, tempo, timbre, duration and texture</p> <p>Have a very basic knowledge of a musical timeline</p> <p>Compare music and express growing tastes in music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music commenting on dynamics, pitch, tempo, timbre, texture and structure</p> <p>Develop a more detailed understanding of the history of music, naming great composers/musicians and examples of pieces of music</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different cultures, traditions and from great composers and musicians</p> <p>Notice and explore how music reflect time, place and culture</p>

	<p>song, rhymes, beat, voice, vocabulary related to feelings, e.g. happy, sad, joyful, excited</p>	<p>Dynamics: loud, quiet Pitch: high, low</p> <p>Tempo: fast, slow</p> <p>Mood, names instruments depending on the music listened to</p>	<p>Dynamics: very loud, very quiet</p> <p>Tempo: very fast, very slow</p> <p>Pitch: very high, very low</p> <p>Timbres: rough, smooth</p> <p>Texture: thick/thin,</p> <p>Strings (e.g. violins, cellos, guitars)</p> <p>Brass (e.g. trumpets, trombones, tenor horn)</p> <p>Woodwind (e.g. flutes, clarinets, saxophone),</p> <p>Percussion (e.g. timpani, xylophone, glockenspiel)</p>	<p>Dynamics: getting louder, getting quieter</p> <p>Tempo: getting faster, slowing down</p> <p>Pitch: getting higher, getting lower</p> <p>Timbres: harsh, mellow, shrill, rasping, smooth</p> <p>Duration: pulse, metre, rests</p> <p>Western classical (1600-1910) (e.g. Baroque, classical, romantic), contemporary music, pop, blues, jazz, swing, rock n roll, disco, dance</p>	<p>Dynamics: forte (=loud), piano (=quiet)</p> <p>Tempo: moderate, steady, constant</p> <p>Pitch: ascending, descending</p> <p>Solo, ensemble, unison</p>	<p>Dynamics: fortissimo – (=very loud), pianissimo (=very quiet)</p> <p>Tempo: getting faster (=accelerando), ritenuto (=slowing down)</p> <p>Style: legato (=smoothly), staccato (=short and spikey)</p> <p>Structure: binary ternary, rondo</p> <p>Texture: monophonic, polyphonic instrumental,</p>	<p>Dynamics: mezzo forte (=moderately loud), mezzo piano (=moderately quiet),</p> <p>Crescendo (= getting louder), diminuendo (=getting quieter)</p> <p>Scalic melody,</p> <p>Style: accent</p> <p>Texture: homophonic, atonal</p> <p>signatures, fanfare, symphony intro, middle, outro</p>
--	--	--	---	--	---	--	--

<p><b>Charanga Musical School</b></p> <p><b>Interrelated Dimensions of Music</b></p>	<p>The Interrelated Dimensions of Music – see diagram below</p> <p><u>Dimensions</u></p> <ul style="list-style-type: none"> <li>● Pulse – the regular heartbeat of the music; its steady beat.</li> <li>● Rhythm – long and short sounds or patterns that happen over the pulse.</li> <li>● Pitch – high and low sounds.</li> <li>● Tempo – the speed of the music; fast or slow or in-between.</li> <li>● Dynamics – how loud or quiet the music is.</li> <li>● Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>● Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</li> <li>● Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>● Notation – the link between sound and symbol</li> </ul>
--	---

<p><b>Charanga Musical School Scheme Vocabulary</b></p>		<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, , melody, perform, audience, rap,</p> <p>question and answer dynamics tempo performance Reggae glockenspiel</p>	<p>improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, keyboard, , melody, electric guitar, Reggae, imagination,</p> <p>Structure, intro/introduction, verse, chorus guitar synthesizer, hook texture organ, backing vocals, hook, riff pentatonic scale Disco</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, pentatonic scale, rhythm, rapping, synthesizers, percussion,</p> <p>lyrics, choreography, digital/electronic sounds, turntables by ear, notation, backing vocal, piano, organ, acoustic guitar birdsong, civil rights, racism, equality patterns, musical style unison solo</p>	<p>chorus, riff, hook, improvise, compose, structure, pulse, rhythm, solo, verse, bass, drums, melody, Rap, synthesizer, unison, pitch, tempo, dynamics</p> <p>Rock, bridge, backbeat, amplifier, bridge, timbre, Soul, groove, bass line, brass section, harmony deck, backing loops, Funk, scratching cover riff, Old-school Hip Hop interlude, tag ending, strings, piano, guitar , Swing, tune/head, note values, note names, Big bands, ballad, appraising, Bossa Nova, syncopation</p>	<p>melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, , hook, riff, solo, Blues, , by ear , unison, civil rights, equality,</p> <p>style indicators dimensions of music, Neo Soul, producer, groove, Motown, Jazz, improvise/improvisation ostinato, phrases, Urban Gospel, gender, harmony</p>
---	--	---	--	--	---	--	--

# The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

