



Knowledge Progression

Year 5/6 Music



In addition to following a Charanga topic each half term, progression will be taught via the following topics.

	Pitch	Duration and Texture	Notation and Structure	Timbre and Tempo	I am a listener	I am a composer
Key Vocabulary	Pulse, rhythm, timbre, pitch, dynamics, tempo, piano forte crescendo, diminuendo, ostinato, accompaniment, structure, compose, beat, duet, dynamics, improvisation, melody, ostinato, solo, quaver, crotchet, minim, semibreve, harmony, pentatonic, rest, tempo, bars, chord, octave, stave, texture, timbre					
Previous knowledge/ Learning	<i>In Yr. 3/4, our children will have:</i> - Using Pentatonic Scale/Blues Scale. - Created melodies that use steps and leaps and a wider range of notes. - Understood the concept of the "home note" when composing. - Shown an understanding of scales in my compositions. - Played clear notes on instruments. - Used notation to record and interpret sequences of pitches.	<i>In Yr. 3/4, our children will have:</i> - Written four bar rhythms using quavers and crotchets. - Recognised and used simple rhythmic notation. - Tapped pulses in different metres (2,3,4,5). - Improvised a rhythm over a steady pulse.	<i>In Yr. 3/4, our children will have:</i> - Used crotchets, crotchet rests, quavers, minims, semibreves to compose rhythms. - Perform sounds from a simple graphic score. - Performed a simple part rhythmically. - Created repeated patterns with different instruments. - Recognised crotchets, crotchet rests, quavers, minims, semibreves and used them to compose and perform.	<i>In Yr. 3/4, our children will have:</i> - Created music selecting sounds/instruments to achieve effects/Identified families of instruments and world instruments. - Used notation to record compositions in a small group or on their own. - Used different elements in my composition. - Composed melodies and songs.	<i>In Yr. 3/4, our children will have:</i> - Responded to short extracts from different historical periods about the genre and structure. - Recognised ensembles e.g. Orchestra, choir. - Recognised the work of a least one famous composer. - Identified and described the different purposes of music.	<i>In Yr. 3/4, our children will have:</i> - Shared ideas and listened when composing. Been in charge and taken directions. - Used musical words to describe a piece of music and compositions. - Improved their work; explaining how it has been improved.
N.C. Objectives.	These objectives are covered repeatedly across the Charanga units as well as within the progression of skills topics - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (Children will perform regularly for staff and each other. They also will perform as a whole class in their class assembly/drop in. They will have opportunities to perform at 'Performance' assemblies once a term and at 'Tranmere's Got Talent' at Guiseley Theatre as well as at the Christmas and Summer Fairs.) -improvise and compose music for a range of purposes using the inter-related dimensions of music. -listen with attention to detail and recall sounds with increasing aural memory. -use staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.					

Cycle 1:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga:	I'll be there	Christmas concert	Classroom Jazz 1	Happy	You've got a friend	Reflect, Rewind and Replay

Cycle 2:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga:	Livin' on a Prayer	Classroom Jazz 2	Make you feel my love	Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind and Replay

Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?

Pitch	Duration and Texture	Notation and Structure	Timbre and Tempo	I am a listener	I am a composer
<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M1 - Learnt to use Four Chord Sequences/Major and Minor. Understand and use chords in sequences.</p> <p>M2 - Use an octave to compose and improvise melodies. Sing in harmony confidently and accurately.</p> <p>M3 - Understand that sets of notes give music its characteristic sound: major –happy, minor – sad.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will play the four chords in a four-chord sequence C, G, A, F to a backing track using a range of instruments e.g. glockenspiels, ukuleles, recorders, own instruments. 2) They will learn a four-chord sequence song e.g. Let it Be to learn and perform in their class assembly. 3) Children will learn to hear the difference between major and minor music and be able to identify them. (Class notes major and minor – Youtube ‘When I’m 64’ – The Beatles)</p> <p>Play Dead by Bjork – Minor Libertango by Piazzolla (Tango Argentina) – Minor Mazurka Op 24 by Chopin – (Poland - folk) Minor</p> <p>September by Earth, Wind and Fire – Major Minute Waltz – Chopin - Major Do a deer – The Sound of Music - Major</p>	<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M4 - Write 4 bar rhythms using quavers, crotchets, dotted crotchets, minims and semibreves, crotchet and minim rests</p> <p>M5 - Add lyrics and other instruments, improvising, within a group, using melodic and rhythmic phrases.</p> <p>M6 - Compose more complicated rhythms, using quavers, crotchets, dotted crotchets, minims, semibreves, crotchet and minim rests, aurally and from notation.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will learn to play Feliz Navidad and read quavers, crotchets, minims, semibreves and dotted crotchets to work out its rhythms. They will clap or play them on untuned percussion. 2) They will compose their own Christmas four bar rhythm and be challenged to add lyrics which match their topic and a melody. 3) They will play complex rhythm bingo. (See resources on staffworks – music 2020)</p>	<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M7 - Recognise and use simple staff notation and more complex graphic scores.</p> <p>M8 - Make decisions about how to structure a piece of music. e.g., will there be repeated sections, changes in dynamics or pace, a build up to a climax, a build-up of instruments or the same instrument all the way through?</p> <p>M9 - Use notation to record groups of pitches. (Represent high sounds in graphic shapes or squiggles at the top on the graphic notation and lower sounds lower down on the piece of work.)</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will learn to read note names in the lines and spaces of the treble clef, reading and writing words using note names e.g. cage, bead. 2) They will read graphic scores and describe the sounds they imagine match the score. (Classic FMs 20 stunning graphic scores) 3) They will listen to music written with a graphic score (Water Walk by John Cage) 4) Children will learn and perform Connect It by Anna Meredith (Instructions on BBC Ten Pieces) 5) Children will write graphic scores in groups to represent parts of Connect It.</p> <p><i>All music highlighted yellow is from the model music playlists.</i></p>	<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M10 - Change sounds or organise them differently to change the effect.</p> <p>M11 - Compose music which meets specific criteria e.g., to achieve an effect (see below)</p> <p>M12 - Choose the most appropriate tempo for a piece of music.</p> <p>M13 - Use appropriate sounds to achieve an intention or effect.</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will create a piece of music in groups to achieve an effect e.g. a steam train, a factory or a topic related subject. They will choose the combinations of instruments and the dynamics within their pieces carefully, explaining their choices. 2) They will describe their music using the inter related dimensions of music - pitch, duration, dynamics, tempo, timbre, texture, structure and notations. (See resources on staffworks – music 2020)</p>	<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M14 - Listen to longer extracts and describe using inter-related dimensions of music. English Folk Song Suite by Vaughan Williams, Symphonic Variations on African Air by Coleridge-Taylor, Jin-Go-La-Ba (The Drums of Passion) by Babatunde Olatunji (Ride of the Valkyries – Wagner From the New World – Dvorak Symphony 1 in E minor – Florence Price all on BBC Ten Pieces)</p> <p>M15 - Compare contrasting styles using appropriate vocabulary.</p> <p>M16 - Describe, compare and evaluate music using musical vocabulary.</p> <p>M17 - Analyse features within different pieces of music using inter-related dimensions of music.</p> <p>M18 - Compare the impact that different composers from different times have had on people of that time.</p> <p>HOW DOES THIS LOOK AT TRANMERE? Children will learn about a variety of musical genres – South African Choral – Inkanyezi Nezazi by Ladysmith Black Mambazo, 1980s Synth Pop – Smalltown Boy by Bronski Beat Romantic - 1812 Overture by Tchaikovsky, 90s RnB Say my Name by Destiny’s Child Middle East Folk – Springing Gazelle by Reem Kelani, English Folk – Sea Shanties (Various) Jazz via La La land Sebastian explains jazz clip. 1)They will discuss and appraise the genres using the inter related dimensions of music and they will respond in writing. 2)They will research the history of black music. (Twinkl resource pack)</p>	<p>POWERFUL KNOWLEDGE: Our children will:</p> <p>M19 - Plan and compose using the inter-related dimensions to improve quality, bearing in mind the ability of players and purpose of the piece.</p> <p>M20 - Explain why they think their own piece of music is successful or unsuccessful.</p> <p>M21 - Plan a composition, alone or in a group and monitor its development.</p> <p>M22 - Suggest improvements to their own work and that of others.</p> <p>M23 - Use a variety of different musical devices in their composition (including melody, rhythms and chords)</p> <p>HOW DOES THIS LOOK AT TRANMERE? 1) Children will plan and compose their own song starting with a simple lyric and using an awareness and implementation of all previous learning; pitch, duration, texture, notation, structure, timbre and tempo. 2) Children will practise and perform.</p>