

(Charanga scheme) Music Progression map – Year 5

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<ul style="list-style-type: none"> <li>Pupils should be taught to:</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: 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, structure, introduction, verse, chorus, synthesizer, hook, texture, riff, pentatonic scale, disco,</li> <li>Children to know how to identify the structure of a piece of music including introduction, verse and chorus</li> <li>Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer</li> <li>Children know how to find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</li> <li>Children can play and copy back using notes C+D</li> <li>Children can sing in unison</li> <li>Children know how to play instrumental parts by ear or notation using C+A+G</li> <li>Children will know how to improvise in lessons and as part of a performance using G+A+B</li> <li>Children can compose a simple melody using simple rhythms and use this as part of a performance using C+A+G or C+D+E+G+A (Pentatonic scale)</li> <li>Children can make choices about how to introduce a performance.</li> <li>Children can inform an audience how they have learnt the music and why.</li> <li>Children can record and begin to evaluate their performance</li> </ul>	<ul style="list-style-type: none"> <li>Children understand the terminology: bridge, backbeat, amplifier, bridge, rock</li> <li>Children to know how to identify the structure of a piece of music including introduction, verse, chorus, bridge, guitar solo</li> <li>Children can recognise and name two or more instruments they hear including lead vocal, bass guitar</li> <li>Children can describe the dynamics, tempo, texture and pulse of a piece of music.</li> <li>Children can play and copy back using notes G+A+B</li> <li>Children know how to play instrumental parts by ear or notation using G+A+B or D+E+F#+G</li> <li>Children can compose a simple melody using simple rhythms and use this as part of a performance using G+A+B or G+A+B+D+E (Pentatonic scale)</li> <li>Children to know facts about the unit song including that Livin' on a Prayer is a Rock song that was released in 1986 and that the words tell us about life in the 1980's.</li> <li>Children know the style indicators of rock music and can identify them in other pieces of music.</li> </ul>

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Aut 2		<ul style="list-style-type: none"> <li>• Children understand the terminology: 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, structure, introduction, verse, chorus, synthesizer, hook, texture, riff, pentatonic scale, disco, bridge, backbeat, amplifier, bridge, rock</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse, chorus, bridge, guitar solo</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer, lead vocal, bass guitar</li> <li>• Children know how to play instrumental parts by ear or notation using G+A+B or D+E+F#+G</li> <li>• Children will know how to improvise in lessons and as part of a performance using G+A+B</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance</li> <li>• Children can describe the dynamics, tempo, texture and pulse of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: appraising, Bossa Nova, syncopation, swing, tune/head, note values, note names, big bands, solo</li> <li>• Children know how to identify the structure of 3-note Boss including intro tune, lead tune, lead repeated, improvisation</li> <li>• Children know how to identify the structure of 5-note swing including 8-bar intro, middle 8, head and repetitions</li> <li>• Children can recognise and name two or more instruments they hear including piano, glockenspiel</li> <li>• Children know how to play instrumental parts by ear or notation using G+A+B or D+E+G+A+B</li> <li>• Children will know how to improvise in lessons and as part of a performance using G+A+B in a Bossa Nova style</li> <li>• Children will know how to improvise in lessons and as part of a performance using D+E+G+A+B in a swing style</li> <li>• Children to know Bossa Nova originated in South America and swing became popular in the 1940s.</li> <li>• Children know the style indicators of Bossa Nova and swing and identify them in other pieces of music.</li> </ul>
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Spr 1		<ul style="list-style-type: none"> <li>• Children understand the terminology: 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, structure, introduction, verse, chorus, synthesizer, hook, texture, riff, pentatonic scale, disco, bridge, backbeat, amplifier, bridge, rock, appraising, Bossa Nova, syncopation, swing, tune/head, note values, note names, big bands, solo,</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse, chorus, bridge, guitar solo, intro tune, lead tune, lead repeated, improvisation, 8-bar intro, middle 8, head and repetitions</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer, lead vocal, bass guitar, piano, glockenspiel</li> <li>• Children can describe the dynamics, tempo, texture and pulse of a piece of music.</li> <li>• Children know how to play instrumental parts by ear or notation using G+A+B or D+E+G+A+B</li> <li>• Children will know how to improvise in lessons and as part of a performance using G+A+B</li> <li>• Children can sing in unison</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using G+A+B or G+A+B+D+E (Pentatonic scale)</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance</li> <li>• Children can describe the dynamics, tempo, texture and pulse of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: ballad, interlude, tag ending, strings, piano, cover, timbre</li> <li>• Children to know how to identify the structure of a piece of music including tag ending</li> <li>• Children can recognise and name two or more instruments they hear including strings</li> <li>• Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>• Children will know how to improvise in lessons and as part of a performance using C+D+E</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>• Children to know facts about the unit song including that Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo and that it was written by Bob Dylan in 1997 and covered by Adele in 2008.</li> <li>• Children know the style indicators of a pop ballad and can identify them in other pieces of music.</li> </ul>
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Spr 2		<ul style="list-style-type: none"> <li>• Children understand the terminology: 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, structure, introduction, verse, chorus, synthesizer, hook, texture, riff, pentatonic scale, disco, bridge, backbeat, amplifier, bridge, rock, appraising, Bossa Nova, syncopation, swing, tune/head, note values, note names, big bands, solo,</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse, chorus, bridge, guitar solo, intro tune, lead tune, lead repeated, improvisation, 8-bar intro, middle 8, head and repetitions, tag ending</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer, lead vocal, bass guitar, piano, glockenspiel, strings</li> <li>• Children can describe the dynamics, tempo, texture and pulse of a piece of music</li> <li>• Children know how to play instrumental parts by ear or notation using C+D+E</li> <li>• Children will know how to improvise in lessons and as part of a performance using C+D+E</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E or C+D+E+F+G</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: old-school hip hop, deck, backing loops, funk, scratching, unison,</li> <li>• Children can recognise and name two or more instruments they hear including loops, samples, decks, scratching, rapper</li> <li>• Children know how to play instrumental parts by ear or notation using D+G+A</li> <li>• Children will know how to improvise in lessons and as part of a performance using D+E+F</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using D+E+F, D+E+F+G+A</li> <li>• Children to know facts about the unit song including that The Fresh Prince of Bel-Air was written and performed by Will Smith in 1990 for a television series of the same name and that the music and show were written by Quincy Jones.</li> <li>• Children know the style indicators of hip hop and can identify them in other pieces of music.</li> </ul>
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Sum 1		<ul style="list-style-type: none"> <li>• Children understand the terminology: 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, structure, introduction, verse, chorus, synthesizer, hook, texture, riff, pentatonic scale, disco, bridge, backbeat, amplifier, bridge, rock, appraising, Bossa Nova, syncopation, swing, tune/head, note values, note names, big bands, solo, old-school hip hop, deck, backing loops, funk, scratching, unison,</li> <li>• Children to know how to identify the structure of a piece of music including introduction, verse, chorus, bridge, guitar solo, intro tune, lead tune, lead repeated, improvisation, 8-bar intro, middle 8, head and repetitions, tag ending</li> <li>• Children can recognise and name two or more instruments they hear including keyboard, bass, drums, saxophone, trumpet, vocals, electric guitars, percussion, guitar, female singer, lead vocal, bass guitar, piano, glockenspiel, strings, loops, samples, decks, scratching, rapper</li> <li>• Children can describe the dynamics, tempo, texture and pulse of a piece of music</li> <li>• Children know how to play instrumental parts by ear or notation using D+G+A</li> <li>• Children will know how to improvise in lessons and as part of a performance using D+E+F</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using D+E+F, D+E+F+G+A</li> <li>• Children can make choices about how to introduce a performance.</li> <li>• Children can inform an audience how they have learnt the music and why.</li> <li>• Children can record and begin to evaluate their performance</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand the terminology: soul, groove, bass line, brass section,</li> <li>• Children can recognise and name two or more instruments they hear including rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax)</li> <li>• Children know how to play instrumental parts by ear or notation using F+G</li> <li>• Children can compose a simple melody using simple rhythms and use this as part of a performance using C+D+E+F+G</li> <li>• Children to know facts about the unit song including that Dancing In The Street was written by Marvin Gaye, William "Mickey" Stevenson and Ivy Jo Hunter and that it first became popular in 1964 with Martha And The Vandellas. The track was recorded on the Motown record label and became one of its signature songs.</li> <li>• Children know the style indicators of motown and can identify them in other pieces of music.</li> </ul>
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Sum 2		Consolidation of skills and knowledge for year 5.
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