

(Charanga scheme) Music Progression map – Year 6

	NC Objective	Prior knowledge and skills	New knowledge and skills
Aut 1	<ul style="list-style-type: none"> Pupils should be taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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 and understand 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 Develop an understanding of the history of music 	<ul style="list-style-type: none"> 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, soul, groove, bass line, brass section, Children know the style indicators of motown, hip hop, pop ballads, Bossa Nova, swing, rock, 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 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, rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax) Children can describe the dynamics, tempo, texture and pulse of a piece of music Children know how to play instrumental parts by ear or notation using D+G+A Children will know how to improvise in lessons and as part of a performance using D+E+F 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 Children can make choices about how to introduce a performance. Children can inform an audience how they have learnt the music and why. Children can record and begin to evaluate their performance Children can sing in two-parts confidently. 	<ul style="list-style-type: none"> Children understand the terminology: style indicators, dimensions of music, Neo Soul, producer, Motown, Children know and can identify style indicators of a variety of pieces of music. Children can describe the structure of a piece of music. Children can identify the instruments/voices in a piece of music Children can describe the musical dimensions of a piece of music. Children know how to play instrumental parts by ear or notation using A+G+B Children will know how to improvise in lessons and as part of a performance using A+G+B Children can compose a simple melody using simple rhythms and use this as part of a performance using A+G+B or B+E+G+A+B Children to know facts about the unit song including that Happy is a song written, produced and performed by Pharrell Williams and that Happy is a Pop song that has a Soul music sound and groove from the 1960s; very much like a Motown song.

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Aut 2		<ul style="list-style-type: none"> • 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, soul, groove, bass line, brass section, style indicators, dimensions of music, Neo Soul, producer, Motown, • Children know the style indicators of motown, hip hop, pop ballads, Bossa Nova, swing, rock, • Children know and can identify style indicators of a variety of pieces of music. • 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 • Children can describe the structure of a piece of music. • 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, rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax) • Children can identify the instruments/voices in a piece of music • Children can describe the dynamics, tempo, texture and pulse of a piece of music • Children can describe the musical dimensions of a piece of music. • Children know how to play instrumental parts by ear or notation using A+G+B • Children will know how to improvise in lessons and as part of a performance using A+G+B • Children can make choices about how to introduce a performance. • Children can inform an audience how they have learnt the music and why. 	<ul style="list-style-type: none"> • Children understand the terminology: jazz, improvisation by ear, • Children know how to play instrumental parts by ear or notation using C+D+E+F+G+A+B+C, C+Bb+G+F+C (meet the blues) • Children will know how to improvise in lessons and as part of a performance using C+D+E+F+G+A+B+C (Bacharach Anorak) • Children will know how to improvise in a blues style using C+Bb+G+F+C • Children to know facts about the unit song including that Bacharach Anorak has a Latin American groove and that Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz.
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		<ul style="list-style-type: none"> Children can record and begin to evaluate their performance 	
Spr 1		<ul style="list-style-type: none"> 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, soul, groove, bass line, brass section, style indicators, dimensions of music, Neo Soul, producer, Motown, jazz, improvisation by ear, Children know the style indicators of motown, hip hop, pop ballads, Bossa Nova, swing, rock, Children know and can identify style indicators of a variety of pieces of music. 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 Children can describe the structure of a piece of music. 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, rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax) Children can identify the instruments/voices in a piece of music Children can describe the dynamics, tempo, texture and pulse of a piece of music Children can describe the musical dimensions of a piece of music. Children can sing in unison 	<ul style="list-style-type: none"> Children understand the terminology: ostinato, phrases, Urban Gospel Children can sing back phrases from a song. Children can sing a song in two different styles.

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Spr 2		<ul style="list-style-type: none"> • 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, soul, groove, bass line, brass section, style indicators, dimensions of music, Neo Soul, producer, Motown, jazz, improvisation by ear, ostinato, phrases, Urban Gospel • Children know the style indicators of motown, hip hop, pop ballads, Bossa Nova, swing, rock, • Children know and can identify style indicators of a variety of pieces of music. • 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 • Children can describe the structure of a piece of music. • 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, rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax) • Children can identify the instruments/voices in a piece of music • Children can describe the dynamics, tempo, texture and pulse of a piece of music • Children can describe the musical dimensions of a piece of music. • Children can sing in unison. • Children know how to play instrumental parts by ear or notation using D+G+A • Children will know how to improvise in lessons and as part of a performance using D+E+F 	<ul style="list-style-type: none"> • Children understand the terminology: civil rights, gender equality, • Children know how to play instrumental parts by ear or notation using B+A+G or C+D+E+F • Children will know how to improvise in lessons and as part of a performance using A+G+E • Children can compose a simple melody using simple rhythms and use this as part of a performance using E+G+A or E+G+A+C+D • Children to know facts about the unit song including that You've Got A Friend was a song written by Carole King in 1971. It was first recorded by Carole and featured on her famous album, Tapestry. In the 1960s, Carole King was employed to write Pop songs for artists to perform. • To appraise and compare songs written by the same artist.
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		<ul style="list-style-type: none">• 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• Children can make choices about how to introduce a performance.• Children can inform an audience how they have learnt the music and why.• Children can record and begin to evaluate their performance.	
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Sum 1		<ul style="list-style-type: none"> • 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, soul, groove, bass line, brass section, style indicators, dimensions of music, Neo Soul, producer, Motown, jazz, improvisation by ear, ostinato, phrases, Urban Gospel, civil rights, gender equality, • Children know the style indicators of motown, hip hop, pop ballads, Bossa Nova, swing, rock, • Children know and can identify style indicators of a variety of pieces of music. • 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 • Children can describe the structure of a piece of music. • 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, rhythm section (drums, bass guitar, keyboard), brass section (trumpet, trombone, sax) • Children can identify the instruments/voices in a piece of music • Children can describe the dynamics, tempo, texture and pulse of a piece of music • Children can describe the musical dimensions of a piece of music. • Children can make choices about how to introduce a performance. • Children can inform an audience how they have learnt the music and why. • Children can record and begin to evaluate their performance • To appraise and compare songs written by the same artist 	<ul style="list-style-type: none"> • Children understand the terminology: gender, racism, lyrics, turntablist, DJing, Electronic and Acoustic music • Children know how to compose a piece of music and create their own music using 'identity' as a theme. • Children can explain their musical choices to an audience and how the piece was created. • To appraise and compare songs written on the same theme.
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Sum 2		Consolidation of skills and knowledge for year 6.
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