

Downsway Progression of Skills for Music

We use Charanga Music at Downsway. How the Charanga Scheme is structured:

Each Unit of Work comprises strands of musical learning which correspond with the national curriculum for music:

Listening and Appraising; Musical Activities; Warm-up Games; Optional Flexible Games; Singing; Playing instruments; Improvisation; Composition;

Performing

The National Curriculum for music aims to ensure that all pupils:

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and tradition, including the works of the great

composers and musicians

Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument,

use technology appropriately and have the opportunity to progress to the next level of musical excellence

Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics,

tempo, timbre, texture, structure and appropriate musical notations.

Foundation

Being imaginative

Early Learning Goal: Children talk about their own ideas and processes which have led them to make music. They can talk about the features of their own and others work (compositions), recognising the differences between them and the strengths of others.

Pupils are given opportunities to;

☐ Develop ideas and interests

☐ Have specific foci for creative designs/purpose

☐ Combine and change their creation purposefully reflecting and reviewing their work

☐ Talk about the ideas and processes they have used in their own and others work

☐ Recognise the strengths of their own work and others

Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas.

Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same'

Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and

judging their own work and the work of others through reflection on ways to improve the work they have created

Musical Activities:

We do lots on rhythm in our Phase 1 phonics, e.g. tapping out a beat, clapping the syllables of our names

We play lots of different games with musical instruments, e.g. match the sound or make your own

We talk about the sounds / music we can hear, thinking about the volume and the tempo

We practise moving in time to music and talk about the tempo

We also try and play musical instruments in time to music thinking about the tempo

We have access to musical instruments in our learning activities some of the time

New music area outside

Big Bear Funk Unit

Charanga: Listen & Respond (Listen & Appraise)

The foundation of musical learning begins. Whilst listening to a variety of styles of music, the children are encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Afterwards, the teacher will ask simple questions. In each step there is the option to listen and respond to a

different song or piece of music in a different style. This music is used to inspire imaginative movement, initially free and child-led movement, this grows

to enable the teacher to teach the children to follow and copy instruction. The children begin to respond verbally and with movement.

Kst 1 Content	<p>KS1: Pupils are taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and thymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p> <p>Charanga - Key Stage 1, Lower Key Stage 2, Year 5: Autumn and Spring</p> <p>Listen & Appraise</p> <p>All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each</p> <p>Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in</p> <p>the activity with conviction and fun!</p> <p>The questions on-screen, for each activity are:</p> <p>Do you like the song?</p> <p>What can you hear?</p> <p>What is the style of the music?</p> <p>How is the song put together?</p>			
	Performing	Composing (including notation)	Appraising	Topics
Year 1	<ul style="list-style-type: none"> ☐ To use their voices to speak/sing/chant ☐ To join in with singing ☐ To use instruments to perform ☐ To look at their audience when they are performing ☐ To clap short rhythmic patterns ☐ To copy sounds <p>Challenge:</p> <p>Pupils make loud and quiet sounds</p>	<ul style="list-style-type: none"> ☐ To make different sounds with their voice ☐ To make different sounds with instruments ☐ To identify changes in sounds ☐ To change the sound ☐ To repeat (short rhythmic and melodic) patterns ☐ To make a sequence of sounds ☐ To show sounds by using Pictures 	<ul style="list-style-type: none"> ☐ To respond to different moods in music ☐ To say how a piece of music makes them feel ☐ To say whether they like or dislike a piece of music ☐ To choose sounds to represent different things ☐ To recognise repeated patterns ☐ To follow instructions about when to play or 	<p>Autumn</p> <p>Christmas Play Spring</p> <p>Charanga: Hey You!</p> <p>Summer</p> <p>Charanga: Your imagination</p>

	They know that the chorus keeps repeating	<p>Challenge:</p> <p>Pupils can tell the difference between long and short sounds</p> <p>They can tell the difference between high and low sounds</p> <p>They can give a reason for choosing an instrument</p>	<p>sing</p> <p>Challenge:</p> <p>Pupils are able to tell the difference between a fast and slow tempo</p> <p>They can tell the difference between loud and quiet sounds</p> <p>They identify two types of sound happening at the same time</p>	
Year 2	Performing	Composing (including notation)	Appraising	Topics:
	<p>☐ To sing and follow the melody (tune)</p> <p>☐ To sing accurately at a given pitch</p> <p>☐ To perform simple patterns and accompaniments keeping a steady pulse</p> <p>☐ To perform with others</p> <p>☐ To play simple rhythmic patterns on an instrument</p> <p>☐ To sing/ clap a pulse increasing or decreasing in tempo</p> <p>Challenge:</p> <p>Pupils can sing/play</p>	<ul style="list-style-type: none"> • To order sounds to create a beginning, middle and end • To create music in response to <different starting points> • To choose sounds which create an effect • To use symbols to represent sounds • To make connections between notations and musical sounds <p>Challenge:</p> <p>Pupils can use simple structures in a piece of music</p>	<ul style="list-style-type: none"> • To improve their own work • To listen out for particular things when listening to music <p>Challenge:</p> <p>Pupils recognise sounds that move by steps and by leaps</p>	<p>Autumn</p> <p>Xmas Play</p> <p>Spring</p> <p>Charanga: I wanna play in a band</p> <p>Summer</p> <p>Zootime</p>

	<p>rhythmic patterns in contrasting tempo; keeping to the pulse</p> <p>Composers:</p> <p>History link - Baroque period</p> <p>- Great fire of London</p> <p>e.g. Pachelbel, Vivaldi</p>	<p>They know that phrases are where we breathe in a song</p>		
Kst 2	<p>Pupils are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory</p> <p>Pupils are taught to:</p> <p>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Charanga: Lower Key Stage 2, Year 5: Autumn and Spring</p> <p>Listen & Appraise</p> <p>All musical learning happens around the main unit song and children are appraised through Listen and Appraise using other related songs. Within each</p> <p>Listen & Appraise activity in each unit, the children stand up to internalise the pulse using their bodies, stand in a circle or behind desks and take part in the activity with conviction and fun!</p> <p>The questions on-screen, for each activity are:</p> <p>Do you like the song?</p> <p>What can you hear?</p> <p>What is the style of the music?</p> <p>How is the song put together?</p> <p>Year 5 Summer and Year 6</p>			

	<p>Listen & Appraise</p> <p>Again, each step has a Listen & Appraise section. All the pupils stand to listen to the song and move to the pulse</p> <p>On-screen questions are used:</p> <ul style="list-style-type: none"> • How does this song make you feel? • Does this song tell a story? • What does the song make you think of? • How old do you think this piece of music is? <p>Appraisal:</p> <p>After listening to the song, answer the on-screen questions. Click 'Show answer' and an answer will appear.</p> <p>These questions are for example from Pharrell Williams' song Happy:</p> <ul style="list-style-type: none"> • Did the tempo stay the same all the way through the song? Yes, the tempo stayed the same. • In music, dynamics means how loud or quiet the music is. What are the dynamics in this song? The music is louder in the chorus when all the instruments are playing together. • Can you identify the different instruments/voices that you heard? A solo male voice and backing vocals. Keyboard, bass and drums. The clapping in this song behaves like another instrument. • Did all the instruments and voices play or sing throughout the song? No. Pharrell, the male vocalist, sings throughout the song but the backing vocalists don't. The instrumentalists, apart from the bass player, drop out of the bridge sections. • What is the style of this music? Pop music with a Soul influence. 			
Year 3	Performing	Composing (including notation)	Appraising	Topics:
	<ul style="list-style-type: none"> ☑ To sing in tune with expression ☑ To control their voice when singing ☑ To play clear notes on instruments <p>Challenge:</p> <p>Pupils work with a partner to create a piece of music using more than one</p>	<ul style="list-style-type: none"> • To use different elements in their composition • To create repeated patterns with different instruments • To compose melodies and songs • To create accompaniments for 	<ul style="list-style-type: none"> • To improve their work explaining how it has improved • To use musical words (the elements of music) to describe a piece of music and compositions • To use musical words to describe what they like and dislike 	<p>Autumn</p> <p>Charanga: Let your spirit fly</p> <p>Glockenspiel (Stage 1)</p> <p>Spring</p> <p>Charanga: Three little birds</p> <p>Summer</p> <p>Charanga: Bringing us together</p> <p>Composers:</p> <p>History link - Early Music -</p>

	instrument	<p>tunes</p> <ul style="list-style-type: none"> • To combine different sounds to create a specific mood or feeling <p>Challenge:</p> <p>Pupils understand metre in 2 and 3 beats; then 4 and 5 beats</p> <p>They understand how the use of tempo can provide contrast within a piece of music</p>	<ul style="list-style-type: none"> • To recognise the work of at least one famous composer <p>Challenge:</p> <p>Pupils can tell whether a change is gradual or sudden</p> <p>They identify repetition, contrasts and variations</p>	Anglo-Saxons - pre 1066 e.g. Leonin, De La Halle
Year 4	<p>Performing</p> <ul style="list-style-type: none"> ☐ To perform a simple part rhythmically ☐ To sing songs from memory with accurate pitch ☐ To improvise using repeated patterns 	<p>Composing (including notation)</p> <ul style="list-style-type: none"> • To use notations to record and interpret sequences of pitches • To use standard notation • To use notations to record compositions in a small group or on their own <p>Challenge:</p> <p>Pupils can use selected pitches simultaneously to produce simple harmony</p> <ul style="list-style-type: none"> • To use their notation in a performance <p>Challenge:</p> <p>Pupils can explore and use sets of pitches, e.g. 4 or 5 note scales</p>	<p>Appraising</p> <ul style="list-style-type: none"> • To explain the place of silence and say what effect it has • To start to identify the character of a piece of music • To describe and identify the different purposes of music • To being to identify with 	<p>Topics:</p> <p>Autumn</p> <p>Charanga: Mamma Mia</p> <p>Glockenspiel (Stage 2)</p> <p>Spring</p> <p>Charanga: Stop</p> <p>Lean on Me</p> <p>Summer</p> <p>Charanga: Plastic</p>

		They can show how they can use dynamics to provide contrast the style of work of Beethoven, Mozart and Elgar		
Year 5	Performing	Composing (including notation)	Appraising	Topics:
	<ul style="list-style-type: none"> ☐ To breath in the correct place when singing ☐ To sing and use their understanding of meaning to add expression ☐ To maintain their part whilst others are performing their part ☐ To perform 'by ear' and from simple notations ☐ To improvise within a group using melodic and rhythmic phrases ☐ To recognise and use basic structural forms e.g. rounds, variations, rondo form <p>Challenge: Pupils use pitches simultaneously to produce harmony by building up</p>	<ul style="list-style-type: none"> • To change sounds or organise them differently to change the effect • To compose music which meets specific criteria • To use their notations to record groups of pitches (chords) • To use a music diary to record aspects of the composition process • To choose the most appropriate tempos for a piece of music <p>Challenge: Pupils understand the relation between pulse and syncopated patterns They can identify (and use)</p>	<ul style="list-style-type: none"> • To describe, compare and evaluate music using musical vocabulary • To explain why they think their music is successful or unsuccessful • To suggest improvements to their own or others' work • To choose the most appropriate tempo for a piece of music • To contrast the work of famous composers and show preferences <p>Challenge: Pupils can explain how tempo changes the character of music They identify where a</p>	<p>Autumn Charanga: Livin' on a prayer Spring Charanga: Fresh Prince of Bel Air (preview) Summer Charanga: Dancin' in the street (preview) Composers: History link - Early/Mid 20th Century Europe - Debussy, Stravinsky, Benjamin Britten</p>

Year 6	Performing	Composing (including notation)	Appraising	Topics
	<p> ☐ To sing a harmony part confidently and accurately ☐ To perform parts from memory ☐ To perform using notations ☐ To take the lead in a performance ☐ To take on a solo part ☐ To provide rhythmic support Challenge: Pupils can perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the part will fit together </p>	<ul style="list-style-type: none"> • To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) • To recognise that different forms of notation serve different purposes • To use different forms of notation • To be able to combine groups of beats <p>Challenge: Pupils can show how a small change of tempo can make a piece of music more effective They use the full range of chromatic pitches to build up chords, melodic lines and bass lines</p>	<ul style="list-style-type: none"> • To be able to refine and improve their work • To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created • To be able to analyse features within different pieces of music • To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. <p>Challenge: Pupils can appraise the introductions, interludes and endings for songs and compositions they have created</p>	<p>Autumn Charanga Classroom Jazz 2 Spring Charanga: Happy (preview) Summer Charanga: Year 6 Play</p>

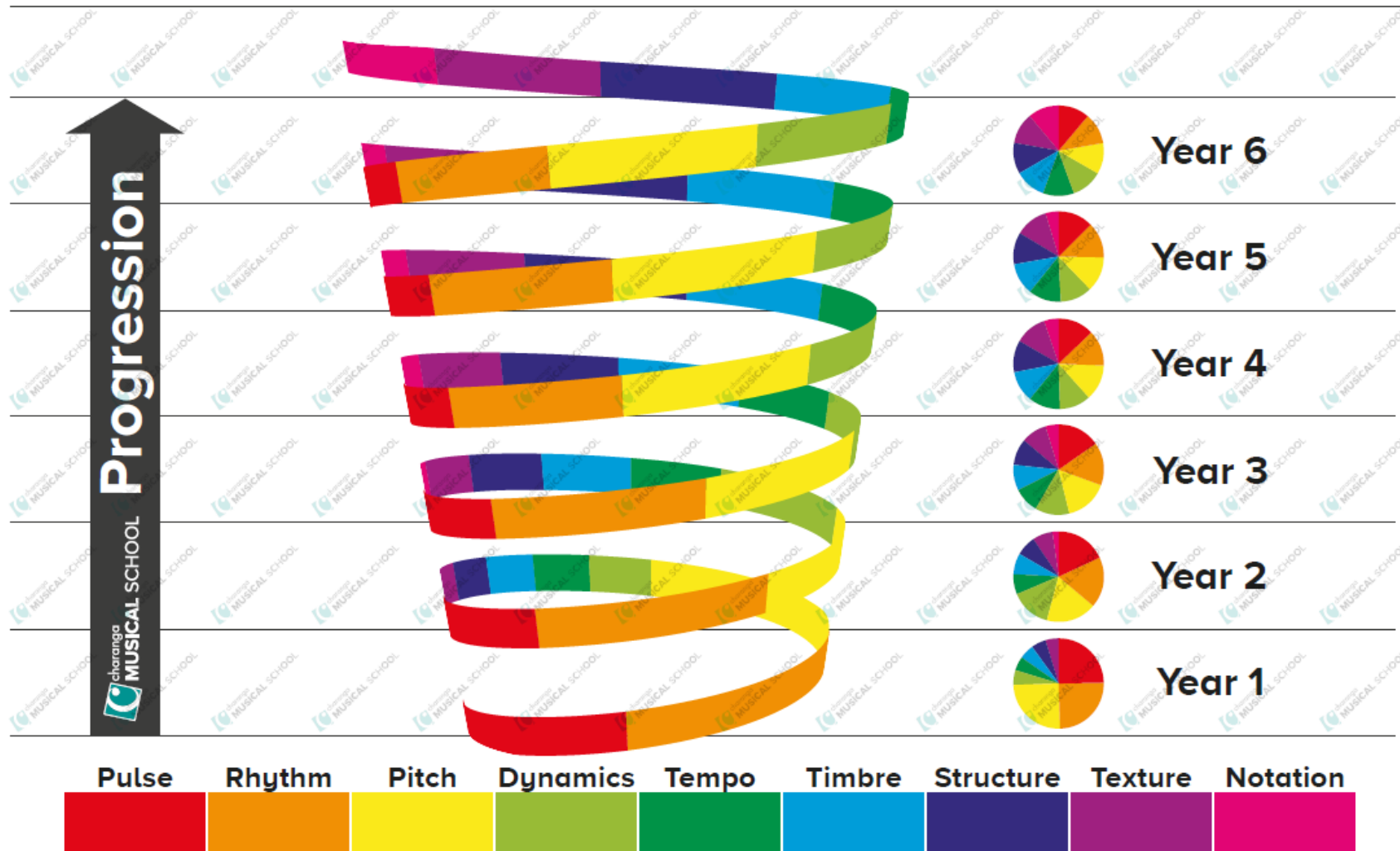
The Interrelated Dimensions of Music

Progression through Charanga Musical School

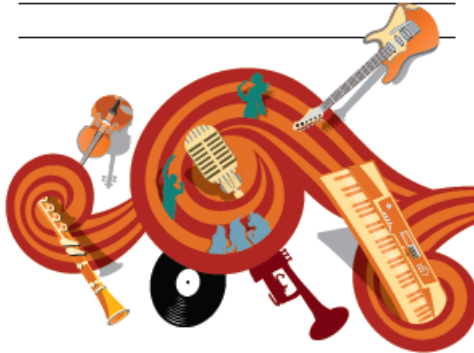
Progression throughout the Units of Work reinforces the interrelated dimensions of music.

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.



What can you hear?



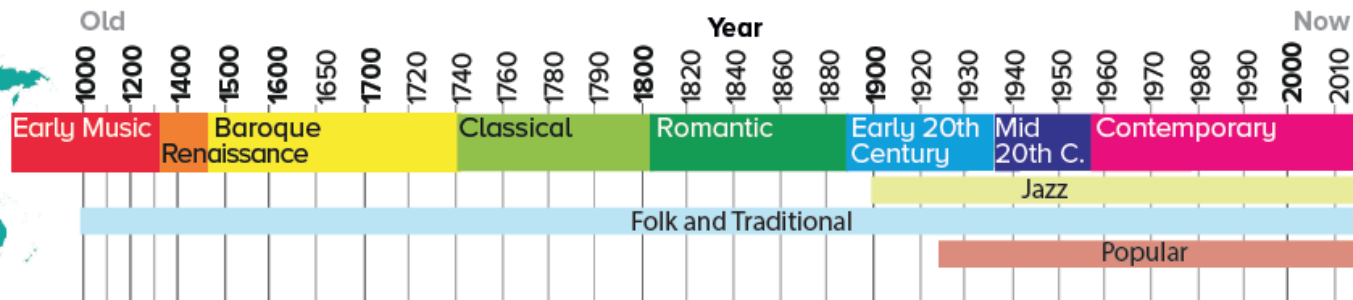
What is the style of the music?



Where in the world
is the music from?



When do you think the music was written?

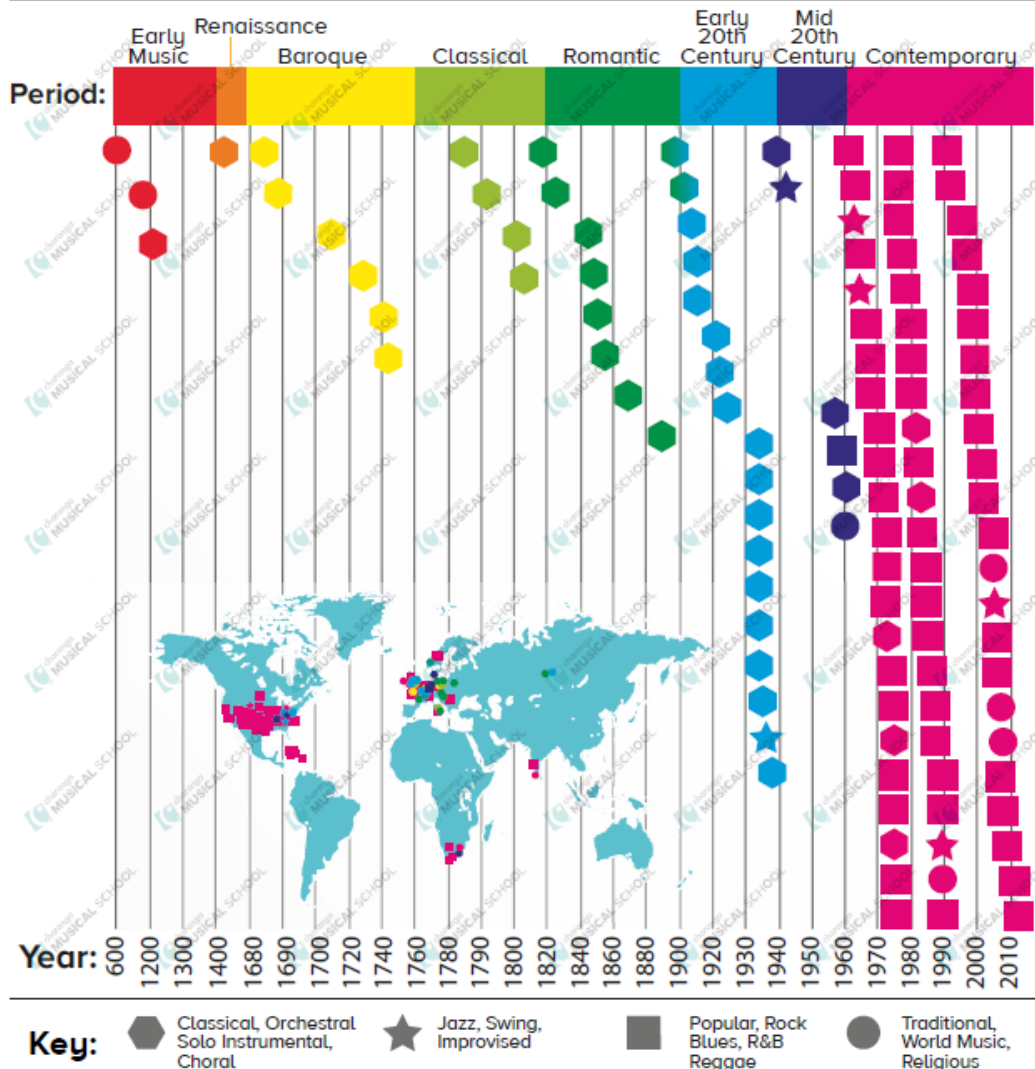


Listening and appraising

Charanga Musical School listening material

National Curriculum 2014:

"...listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians"



Musical School Listening Material

- Music from Compline by Anon
- La Quinta Estampie Real (anon 13th C.) by Anon
- L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) by Anon
- L'Hon Arme by Anon
- Armide Overture by Lully
- Dido and Aeneas: Overture by Purcell
- Brandenburg Concerto No 1 by Bach
- Les Tricoteuses (The Knitters) by Couperin
- Let the Bright Seraphim by Handel
- Arrival of the Queen Of Sheba by Handel
- The Marriage of Figaro: Overture by Mozart
- The Clock: II Andante by Haydn
- Moonlight Sonata (adagio) by Beethoven
- Symphony no 5 in C Minor (allegro con brio) by Beethoven
- Erlkonig D 328 Op 1 Wer Reitet so Spat by Schubert
- Ode to Joy by Beethoven
- Minute Waltz in D-flat by Chopin
- Radetzky March by Johann Strauss
- Bridal Chorus (Wedding March) by Wagner
- Piano Concerto: Allegro Maestoso (tempo giusto) by Liszt
- Grand March from Aida by Verdi
- Sugar Plum Fairy by Tchaikovsky
- Prelude A L'apres-Midi D'Un Faune by Debussy
- Peer Gynt Suite: Anitra's Dance by Grieg
- Central Park in the Dark by Ives
- The Firebird by Stravinsky
- The Planets: Mars by Gustav Holst
- Song Before Sunrise by Delius
- Rhapsody in Blue by Gershwin
- Bolero by Ravel
- Fantasia on Greensleeves by Vaughan Williams
- There Was a Man of Newtonington by Benjamin Britten
- There Was a Monkey by Benjamin Britten
- Begone Dull Care by Benjamin Britten
- Fishing Song by Benjamin Britten
- A New Year Carol by Benjamin Britten
- From the Diary of a Fly by Bartok
- The Bird by Sergei Prokofiev
- One O'Clock Jump by Count Basie
- Sonata for Horn in F by Paul Hindemith
- No 4 Hoe-Down by Aaron Copland
- Take the 'A' Train by Duke Ellington
- Bridge Over the River Kwai by Malcolm Arnold
- Johnny B Goode by Chuck Berry
- Consider Yourself from the musical Oliver by Lionel Bart
- The Click Song by Miriam Makeba
- The Way You Look Tonight by Tony Bennett
- I Saw Her Standing There by The Beatles
- Desafinado by Stan Getz
- How Blue Can You Get by B.B. King
- Fly Me to the Moon by Frank Sinatra
- Ain't No Mountain High Enough by Marvin Gaye & Tammi Terrell
- When I'm 64 by The Beatles
- 54-46 That's My Number by Toots and the Maytals
- All Right Now by Free
- Oye Como Va by Santana
- Amazing Grace by Elvis Presley
- Smoke on the Water by Deep Purple
- Lean On Me by Bill Withers
- Suspicious Minds by Elvis Presley
- Love Me Tender by Elvis Presley
- Clapping Music by Steve Reich
- Waterloo by ABBA
- Tubular Bells by Mike Oldfield
- Libertango by Astor Piazzola
- Ram Goat Liver by Pluto Shervington
- My First, My Last, My Everything by Barry White
- Rockin' All Over the World by Status Quo / John Fogerty
- Mamma Mia by ABBA
- Einstein on the Beach by Phillip Glass
- Dancing Queen by ABBA
- Sir Duke by Stevie Wonder
- We Will Rock You by Queen
- Three Little Birds by Bob Marley and the Wailers
- Jammin' by Bob Marley and the Wailers
- Thank You for the Music by ABBA
- Blame It on the Boogie by The Jackson 5
- The Robots (Die Roboters) by Kraftwerk
- Rappers Delight by The Sugarhill Gang
- The Winner Takes It All by ABBA
- Super Trouper by ABBA
- Imperial March by John Williams
- Don't Stop Believin' by Journey
- The Lamb by John Tavener
- Eye of the Tiger by Survivor
- Hello by Lionel Richie
- It's Like That by Run D.M.C.
- Livin' on a Prayer by Bon Jovi
- So Amazing by Luther Vandross
- You Can Call Me Al by Paul Simon
- Bring Him Back Home by Hugh Masekela
- Me, Myself and I by De La Soul
- Music for Large and Small Ensembles - opening by Kenny Wheeler
- Lord of the Dance by Ronan Hardiman
- The Fresh Prince of Bel Air by DJ Jazzy Jeff & The Fresh Prince
- U Can't Touch This by MC Hammer
- Heal the World by Michael Jackson
- Small People by Ziggy Marley and the Melody Makers
- Diggin' On by James Brown
- Ready or Not by The Fugees
- Make You Feel My Love by Bob Dylan
- Homelands by Nitin Sawhney
- Livin' La Vida Loca by Ricky Martin
- Shackles (Praise You) by Mary Mary
- Our Day Will Come by Amy Winehouse
- He Still Loves Me by Beyonce ft. W. Williams
- Ho Gaya Sharabi by Panjabi MC
- Mbube by Soweto Gospel Choir
- Mas Que Nada by Sergio Mendes and the Black Eyed Pears
- It Had Better Be Tonight by Michael Bublé
- Don't Stop Believin' by Petra Haden
- Make You Feel My Love by Adele
- Jai Ho by A. R. Rahman
- Lean On Me by ACM Gospel Choir
- Dance Wiv' Me by Dizzee Rascal
- Don't Stop Believin' by The Cast of Glee
- Why Don't You by Gramophoneadzie
- Hlokolozza by Arthur Mofokate
- Happy by Pharrell Williams

Keywords

A capella - Without accompaniment from musical instruments, i.e. voices only.

Appraising - Listening carefully.

Arrangement - How voices and instruments are used in a song; where they occur within the song.

back beat - Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing - The accompaniment to a song.

Balance - The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad - A gentle love song.

Band - Playing/singing/performing together.

Bridge/ middle 8 - Contrasting section which leads back to main material.

Chord - More than one note played at the same time.

Chorus - A repeated section in a song which gives the main message.

Coda - Short section which brings the song or piece to an end.

Cover - A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing - Creating and developing musical ideas and 'mixing' these.

Crossover - Can be a mixture of different styles which introduces new music to different audiences.

Decks - Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drum loops - A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics - How loud or quiet the music is.

Ending - Short section which brings the song or piece to an end.

Ensemble - A French word used to describe playing/singing/performing together.

Groove - The rhythmic part of the music that makes you want to move and dance.

Harmony - Different notes sung or played at the same time, to produce chords.

Hook - A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise - To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude - A passage of music played between the main themes

Introduction - Music heard at the beginning of a song or piece of music-bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics - The words of a song.

Melody - Another name for a tune.

Melodic - Melody or tune.

Notation - Ways to visually represent music.

Offbeat - If a piece of music has 4 beats in a bar i.e. 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.

Original - The first ever version of a song.

Ostinato - A short repeated pattern.

Outro - Short section which brings the song or piece to an end.

Pentatonic scale - A fixed five-note pattern e.g. the five black keys on a piano.

Performing - Singing and playing instruments.

Phrase - A musical sentence.

Pitch - The range of high and low sounds.

Pre-chorus - A short section in a song, before the chorus.

Pulse/beat - The heartbeat or steady beat of a song/piece of music.

Recurring theme - A tune that repeats again and again in a piece of music.

Rhythm - The combination of long and short sounds to make patterns.

Riff - A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

Roots reggae - Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling - Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular - Non religious

Solo - An Italian word used to describe playing/singing/performing on our own.

Structure/form/shape - How the sections (verses and choruses etc.) of a song are ordered to make the whole piece.

Style - The type of music e.g. blues or rock.

Style indicators - Identifiers that show us the genre of the music.

Syncopation - Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.

Tag - (Usually) a short ending, tagged on to the main part of the song.

Tempo - An Italian word used to describe how fast/slow the music goes.

Texture - Layers of sound in music.

Timbre - The quality and character of the sound.

urban contemporary - Modern music that uses elements of soul, hip hop, funk, jazz, R&B that appeals to young people.

Verse - A section in a song which has the same tune but different words.