

# Reffley Music Curriculum

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## Rationale

### Reffley Academy Music Curriculum

The music curriculum, at Reffley Academy, has been planned as follows:

- Children will be exposed to a wide range of different musical styles and genres from different times and places. They will be introduced to timelines of musical periods, composers and key styles.
- Children are taught a range of musical language in context with specific styles and genres.
- A range of composers have been selected for various music styles.
- Children are given the opportunity and freedom to create and compose music and evaluate their creative ideas.
- Children are given the opportunity to learn different instruments in more depth.

## Intent, Implementation and Impact

Intent	Implementation	Impact
<p><b>To ensure all children:</b></p> <ul style="list-style-type: none"> <li>• Are given the opportunity and freedom to create and compose music and evaluate their creative ideas.</li> <li>• Are able to develop their singing voices, using body percussion and whole body actions.</li> <li>• Learn to handle and play classroom instruments properly to create and express their own and others music.</li> <li>• Will be exposed to a wide range of different musical styles and genres from different times and places.</li> <li>• Will know and use a range of musical language.</li> <li>• Will be able to understand, and explain, how music is created, produced and communicated.</li> <li>• Will have the opportunity to learn different instruments in more depth.</li> </ul>	<ul style="list-style-type: none"> <li>• Music lessons are taught either on a weekly basis, or in a short block so that they can focus on a particular style/genre/composer.</li> <li>• We use Charanga which is a clear and comprehensive scheme of work which is in line with the National Curriculum.</li> <li>• Each Unit is structured in the following way:               <ol style="list-style-type: none"> <li>1. Listen and Appraise.</li> <li>2. Musical Activities – learn and/or build on knowledge and understanding about the interrelated dimensions of music through:                   <ul style="list-style-type: none"> <li>o Games (warm up games &amp; flexible games)</li> <li>o Singing</li> <li>o Playing instruments</li> <li>o Improvisation</li> <li>o Composition.</li> </ul> </li> <li>3. Perform and share.</li> </ol> </li> <li>• In each strand, there is progression in knowledge and skills across the year groups.</li> <li>• Assessment for each child takes place at the end of each unit. This is written as a list of children who are working towards expected, those that are at expected and those who are working at greater depth.</li> <li>• Evidence of learning will be recorded as videos and saved on the server. A class book will record additional information - annotations from the children or teachers, of the activities that have taken place.</li> <li>• Children will have opportunities to participate in access extra-curricular opportunities e.g. instrument tuition, choir, singing in the local community and school productions. (Covid permitting)</li> <li>• Assemblies each week are used to introduce, and discuss, different styles/genres/composers.</li> </ul>	<p><b>Know more</b></p> <ul style="list-style-type: none"> <li>• Children are taught age-related content and skills. This is ensured through the use of the progression of skills documents and the music vocabulary documents/knowledge organisers.</li> <li>• Children are exposed to, and taught, about a range of styles, genres and composers linked to periods of music, both past and present.</li> <li>• Children are introduced to a wide range of styles, genres and composers through use of weekly assemblies.</li> <li>• Children will have the opportunity to foster their instrumental flair and use this as a form of expression.</li> </ul> <p><b>Do more</b></p> <ul style="list-style-type: none"> <li>• Children are encouraged, and expected, to apply skills learnt to evaluate and improve.</li> <li>• Performances are planned into the academic year to ensure children can perform for an audience. End of instrumental topic to rest of school.</li> <li>• Children will be explicitly taught a wide range of musical skills and given the opportunities to explore them.</li> <li>• Children are taught to play a musical instrument specific for their age group.</li> </ul> <p><b>Remember more</b></p> <ul style="list-style-type: none"> <li>• Children make connections with previous learning from reception to year 6 and build upon these skills by following the progression skills.</li> <li>• Exposure to a range of music linked to genre and style, recapped over time, will help children recall information.</li> <li>• Children will use knowledge organisers, which contain key vocabulary and linked to specific styles, genres and composers.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Children will use a timeline of musical periods, composers and key styles, which they can refer to as an aid memoire.</li><li>• Repetitions and practice are needed to commit songs/techniques to practice.</li></ul> |
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## Overview of musical units taught

EYFS						
1	Hey you! Style: Hip Hop	Rhythm in the way we walk Styles: Hip Hop, Reggae	Percussion instruments Instrument tuition	Round and round Style: Bossa Nova	Your imagination Style: Pop	Classical Music 1
2	Hand, feet, heart Style: Afropop	Ho, ho, ho Style: Mixed	Wanna be in a band Style: Rock	Zootime Style: Reggae	Djembe drum Instrument tuition	Classical Music 2
3	Let your spirit fly Style: RnB	Glockenspiel 1 Instrument tuition	Three little birds Style: Reggae	The dragon song Style: Pop	Bringing us together Style: Disco	Classical Music 3
4	Mamma Mia Style: Pop	Recorders Instrument tuition	Stop! Style: Grime	Lean on me Style: Gospel	Blackbird Style: Beatles	Classical Music 4
5	Linin' on a prayer Style: Rock	Classroom jazz 1 Style: Jazz	Make you feel my love Style: Pop	Fresh Prince of Bel-Air Style: Hip-Hop	Dancing in the street Style: Motown	Classical Music 5
6	Happy! Style: Pop/Motown	Classroom Jazz 2 Style: Jazz	Samba Music Music tuition	You've got a friend Style: Music of Carole King	Music and me Style: Contemporary	Classical Music 6

### Progression of knowledge and skills – Key Stage 1 (this needs to be read alongside the Knowledge and Skills documents (Y1, 2, 3, 4, 5 + 6) from Charanga)

	EYFS	Y1	Y2										
<b>Songs and style</b>	<ul style="list-style-type: none"> <li>Listen to different kinds of music from around the world (including traditional and folk music from Britain)</li> </ul>	<p><b>Knowledge – to be introduced to:</b></p> <ul style="list-style-type: none"> <li>The following music styles: - Old School Hip, Reggae, Bossa Nova, Pop and Classical</li> <li>To know the following things about the music styles learnt: -</li> </ul> <table border="1"> <tr> <td>Old School Hip Hop</td> </tr> <tr> <td>Music that developed in the 1970s but remains very popular today. It includes rapping</td> </tr> <tr> <td>Reggae</td> </tr> <tr> <td>To know that Reggae music was originally from Jamaica and is a mixture of styles with elements of rock and soul music.</td> </tr> <tr> <td>Bossa Nova</td> </tr> <tr> <td>A Brazilian dance music that has syncopated guitar rhythms.</td> </tr> </table>	Old School Hip Hop	Music that developed in the 1970s but remains very popular today. It includes rapping	Reggae	To know that Reggae music was originally from Jamaica and is a mixture of styles with elements of rock and soul music.	Bossa Nova	A Brazilian dance music that has syncopated guitar rhythms.	<p><b>Knowledge – to be introduced to:</b></p> <ul style="list-style-type: none"> <li>The following music styles: - Afropop - South African, Rock, Reggae and Classical.</li> <li>To know the following things about the music styles learnt: -</li> </ul> <table border="1"> <tr> <td>Afropop</td> </tr> <tr> <td>Pop music from South Africa</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>★ Generally, uses electric guitars that weave in and out of each other</li> <li>★ Some traditional instruments such as the penny whistle, keyboards, bass and drums</li> <li>★ Strong Dance or Swing beat</li> </ul> </td> </tr> <tr> <td>Rock</td> </tr> </table>	Afropop	Pop music from South Africa	<ul style="list-style-type: none"> <li>★ Generally, uses electric guitars that weave in and out of each other</li> <li>★ Some traditional instruments such as the penny whistle, keyboards, bass and drums</li> <li>★ Strong Dance or Swing beat</li> </ul>	Rock
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		<p><b>Pop</b> A shortened form of 'Popular music'. Pop music constantly changes as we change and the world changes.</p> <p><b>Classical</b> To know that Classical music is music that has been composed by musicians who have been trained to write music in written notation.</p> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To recognise instruments within the 4 songs.</li> </ul>	<ul style="list-style-type: none"> <li>★ Came from Rock'n'roll of America in the 1950s and 1960s.</li> <li>★ The music has loud guitars and drums</li> <li>★ The is a strong bass line</li> </ul> <p><b>Reggae</b></p> <ul style="list-style-type: none"> <li>★ Developed in the 1970s and originated from Jamaica, Reggae defined by Bob Marley.</li> <li>★ It has a prominent bass beat and a strong off-beat usually played on the guitar.</li> </ul> <p><b>Classical</b></p> <p>To know that Classical music is music that has been composed by musicians who have been trained to write music in written notation.</p> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To recognise instruments within the 4 songs.</li> </ul>
<b>Appraising</b>	<ul style="list-style-type: none"> <li>○ How to listen attentively, move and talk about music.</li> <li>○ How to express feelings about a piece of music.</li> <li>○ Listen to musicians and talk about what they have heard (changes of patterns, loud, soft, slow. Fast etc)</li> </ul>	<p><b>For Years 1 and 2</b></p> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That there is a story behind classical music pieces.</li> </ul> <p><b>Skills – to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Express an opinion about a piece of music in terms of likes and dislikes and how the music makes us feel.</li> </ul> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ Four songs off by heart.</li> <li>○ What the songs are about.</li> <li>○ The sound and names of some of the instruments used in the songs.</li> </ul> <p><b>Skills – to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Move to music by dancing, marching, being animals or pop stars.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ Four songs off by heart.</li> <li>○ Some songs have a chorus or a response/answer part.</li> <li>○ That songs have a musical style.</li> <li>○ That songs can tell a story or describe an idea</li> </ul> <p><b>Skills – to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>
<b>Games</b>		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That music has a steady pulse, like a heartbeat.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That music has a steady pulse, like a heartbeat.</li> </ul>

		<ul style="list-style-type: none"> <li>○ That we can create rhythms from words, our names, favourite food, colours and animals.</li> </ul>	<ul style="list-style-type: none"> <li>○ That we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>○ That rhythms are different from the steady pulse.</li> <li>○ That we add high and low sounds (pitch) when we sing and play our instruments.</li> </ul>
		<p><b>For Year 1 and 2</b></p> <p><b>Skills – to be able to:</b></p> <p>Play the following games using pulse, rhythm and pitch:</p> <ol style="list-style-type: none"> <li>1. Find the pulse – choose an animal and find the pulse</li> <li>2. Rhythm Copy Back – <ul style="list-style-type: none"> <li>▫ listen to the rhythm and clap back - copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>▫ Create rhythms for others to copy</li> </ul> </li> <li>3. Pitch Copy Back (vocal warm ups) - <ul style="list-style-type: none"> <li>▫ listen and sing back - use voices to copy back using 'la', whilst marching to the steady beat</li> </ul> </li> </ol>	
<p><b>Singing</b></p>	<ul style="list-style-type: none"> <li>○ How to sing in a group and on their own.</li> <li>○ To practice matching the pitch of the music.</li> <li>○ To be able to follow a melody.</li> <li>○ Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>○ Be able to sing a response to a call-and-response song.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ To confidently sing or rap four songs from memory and sing them in unison: <ul style="list-style-type: none"> <li>▫ 'Hey You',</li> <li>▫ Rhythm In The Way We Walk',</li> <li>▫ Round and Round</li> <li>▫ Your Imagination.</li> </ul> </li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To sing notes of different pitches (high and low).</li> <li>○ To make different types of sounds with their voices</li> <li>○ To be able to rap or say words in rhythm.</li> <li>○ To be able to start and stop singing when following a leader.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ To confidently know and sing 4 songs from memory: <ul style="list-style-type: none"> <li>▫ 'Hands, Feet, Heart',</li> <li>▫ 'Ho, Ho, Ho',</li> <li>▫ 'I Wanna Play In A Band'</li> <li>▫ 'Zootime'.</li> </ul> </li> <li>○ That unison is everyone singing at the same time.</li> <li>○ That songs include other ways of using the voice e.g., rapping (spoken word).</li> <li>○ That we need to warm our voices up so as not to damage our vocal chords.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To sing notes of different pitches (high and low).</li> </ul>

			<ul style="list-style-type: none"> <li>○ To make different types of sounds with their voices</li> <li>○ To be able to rap (spoken word with rhythm).</li> <li>○ To be able to start and stop singing when following a leader.</li> <li>○ To find a comfortable singing position.</li> </ul>
<p><b>Playing</b></p>		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ The names of the notes in their instrumental part from memory or when written down.</li> <li>○ Name, how to hold and correctly play the cowbells, maracas, rhythm sticks, tambourine, tambour and triangle.</li> <li>○ How to play an untuned instrument as part of a group.</li> <li>○ Know how to make different sounds with the instruments.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To treat instruments carefully and with respect.</li> <li>○ To play a Glockenspiel instrumental part with the song they perform (parts to be played in the Keys of C and D minor)</li> <li>○ To learn an instrumental part that matches their musical challenge (a one-note part, a simple part, medium part).</li> <li>○ To listen to and follow musical instructions from a leader.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ The names of the notes in their instrumental part from memory or when written down.</li> <li>○ The names of untuned percussion instruments played in class.</li> <li>○ How to hold and correctly play the Djembe drum.</li> <li>○ To play the part in time with the steady pulse.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To treat instruments carefully and with respect.</li> <li>○ To learn to play a Glockenspiel instrumental part that matches their musical challenge (a one-note, simple or medium part) - parts to be played in the Keys of C and D</li> <li>○ To play the part in time with the steady pulse.</li> <li>○ To listen to and follow musical instructions from a leader</li> </ul>

<b>Improvising</b>		<p><b>For Years 1 and 2</b></p> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That improvisation is about making up your own tunes on the spot.</li> <li>○ That when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>○ That everyone can improvise!</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>○ Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>○ Improvise - take it in turns to improvise using one or two notes.</li> </ul>																	
<b>Composing</b>	Develop storylines in their pretend play	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That composing is like writing a story with music.</li> <li>○ That everyone can compose.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To help to create a simple melody using one, two or three notes.</li> <li>○ To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That composing is like writing a story with music.</li> <li>○ That everyone can compose.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To help create three simple melodies using one, three or five different notes.</li> <li>○ To learn how the notes of the composition can be written down and changed if necessary</li> </ul>																
<b>Performance</b>		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That a performance is sharing music with other people, called an audience.</li> </ul> <p><b>For Years 1 and 2</b></p> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To choose a song they have learnt and perform it.</li> <li>○ To add their ideas to the performance.</li> <li>○ To record the performance and say how they were feeling about it</li> </ul>																	
<b>Instrument knowledge</b>	The names of these untuned percussion instruments - cowbells, maracas, rhythm sticks, tambourine, tambour, and triangle.	<p>Know the following instruments: -</p> <table border="1" data-bbox="786 1337 1447 1490"> <thead> <tr> <th data-bbox="786 1337 1115 1374">Untuned</th> <th data-bbox="1115 1337 1447 1374">Tuned</th> </tr> </thead> <tbody> <tr> <td data-bbox="786 1374 1115 1410">○ Cowbells,</td> <td data-bbox="1115 1374 1447 1410">○ Glockenspiel</td> </tr> <tr> <td data-bbox="786 1410 1115 1447">○ Maracas</td> <td data-bbox="1115 1410 1447 1447">○ Bass guitar,</td> </tr> <tr> <td data-bbox="786 1447 1115 1490">○ Rhythm sticks,</td> <td data-bbox="1115 1447 1447 1490">○ Drums</td> </tr> </tbody> </table> <table border="1" data-bbox="1469 1337 2132 1490"> <thead> <tr> <th data-bbox="1469 1337 1798 1374">Untuned</th> <th data-bbox="1798 1337 2132 1374">Tuned</th> </tr> </thead> <tbody> <tr> <td data-bbox="1469 1374 1798 1410">○ Djembe drum</td> <td data-bbox="1798 1374 2132 1410">○ Glockenspiel</td> </tr> <tr> <td></td> <td data-bbox="1798 1410 2132 1447">○ Electric Guitar</td> </tr> <tr> <td></td> <td data-bbox="1798 1447 2132 1490">○ Bass</td> </tr> </tbody> </table>		Untuned	Tuned	○ Cowbells,	○ Glockenspiel	○ Maracas	○ Bass guitar,	○ Rhythm sticks,	○ Drums	Untuned	Tuned	○ Djembe drum	○ Glockenspiel		○ Electric Guitar		○ Bass
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		<ul style="list-style-type: none"> <li>○ Tambour,</li> <li>○ Tambourine,</li> <li>○ Triangle</li> </ul>	<ul style="list-style-type: none"> <li>○ Decks</li> <li>○ Keyboard</li> <li>○ Percussion</li> <li>○ Trumpets</li> <li>○ Saxophone</li> </ul>	
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Progression of knowledge and skills – Key Stage 2																					
	Year 3	Year 4	Year 5	Year 6																	
<b>Songs and style</b>	<ul style="list-style-type: none"> <li>★ To know the following music styles: - RnB, Reggae, Pop, Disco and Classical</li> <li>★ To know the style indicators of the following music:</li> </ul>	<ul style="list-style-type: none"> <li>★ To know the following music styles: - Pop (inc The Beatles), Grime, Gospel and Classical</li> <li>★ To know the style indicators of the following music:</li> </ul>	<ul style="list-style-type: none"> <li>★ To know the following music styles: - Rock, Bossa Nova and Swing, Pop Ballads, Old Hip-Hop, Motown and Classical</li> <li>★ To know the style indicators of the following music: -</li> </ul>	<ul style="list-style-type: none"> <li>★ To know the following music styles: - Pop/Neo Soul, Bacharach and Blues, 70s Ballad/Pop and Classical.</li> <li>★ To know the style indicators of the following music: -</li> </ul>																	
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<b>For Years 3 and 4 - Classical music</b>	<b>For Years 5 and 6 - Classical music</b>			

	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>• Classical music differs from Pop music because it is not made just to be popular for a short time or just to be a commercial success.</li> <li>• There are different periods of Classical music</li> <li>• Music composed between c.1720 and 1840, e.g., the era of Mozart, Joseph Haydn, and the young Beethoven is particularly famous.</li> <li>• Know that Classical music is music that has been composed by musicians who are trained in notating their compositions so that other musicians can play them.</li> <li>• When a composer writes a piece of Classical music they: <ul style="list-style-type: none"> <li>o Record the exact notes</li> <li>o The exact instruments/voices and the number of them</li> <li>o Any instructions for the musicians like how fast or slow the music; loud or soft the music should be</li> </ul> </li> <li>• Know that Classical music is still being composed today, although it is very different from what was created several hundred years ago.</li> </ul>		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>• Know that Classical music is a general term used to describe music which has been written down, usually by one person, using a system of notation first developed in 9th century Europe and still developing to this day.</li> <li>• Classical music includes a vast spectrum of styles and genres from Medieval Church music through instrumental, vocal, theatre, ballet, opera, symphonic, chamber music and songs.</li> <li>• Classical music requires a high level of technical skill to perform as well as detailed knowledge of the system of notation (music theory).</li> <li>• To know the different periods of classical music: - <ul style="list-style-type: none"> <li>o Early Music – before 1600</li> <li>o Baroque – 1600-1750</li> <li>o Classical – 1750-1800</li> <li>o Romantic – 1820-1900</li> <li>o 20<sup>th</sup> Century – 19<sup>th</sup>-20<sup>th</sup> Century</li> <li>o Contemporary – composed close to the present day.</li> </ul> </li> </ul>	
<p><b>Appraising</b></p>	<p><b>Year 3 and 4</b></p> <p><b>Knowledge – to:</b></p> <ul style="list-style-type: none"> <li>o Choose one song and be able to talk about: <ul style="list-style-type: none"> <li>★ Some of the style indicators of that song (musical characteristics that give the song its style)</li> <li>★ Its lyrics: what the song is about</li> <li>★ Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>★ Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>★ Name some of the instruments they heard in the song</li> </ul> </li> <li>o Confidently identify and move to the pulse.</li> <li>o To talk about how the song/music makes us feel</li> <li>o To listen carefully and respectfully to other people’s thoughts about the music</li> </ul>		<p><b>Year 5 and 6</b></p> <p><b>Knowledge – to:</b></p> <ul style="list-style-type: none"> <li>o To know the style of the three songs learnt and to name other songs in those styles.</li> <li>o To identify and move to the pulse with ease.</li> </ul>	
	<p><b>Knowledge – to:</b></p>	<p><b>Knowledge – to know that:</b></p>	<p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>o To know the following four songs from memory, who sang</li> </ul>	<p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>o To know the following three songs from memory, who sang</li> </ul>

	<ul style="list-style-type: none"> <li>○ Know the following four songs from memory including who wrote them and wrote them: - <ul style="list-style-type: none"> <li>▫ Let Your Spirit Fly by Joanna Mangona</li> <li>▫ Three Little Birds by Bob Marley</li> <li>▫ The Dragon Song by Joanna Mangona and Pete Readman</li> <li>▫ Bringing Us Together by Joanna Mangona and Pete Readman</li> </ul> </li> <li>○ Think about what the words of a song mean.</li> <li>○ To be able to identify the structure of a piece of music using the terms: introduction, verse, chorus</li> </ul>	<ul style="list-style-type: none"> <li>○ To know the following four songs from memory including who wrote them and wrote them: - <ul style="list-style-type: none"> <li>▫ Mamma Mia by ABBA</li> <li>▫ Stop! by Joanna Mangona</li> <li>▫ Lean On Me sung by Bill Withers</li> <li>▫ Blackbird by The Beatles</li> </ul> </li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To talk about the musical dimensions working together in the Unit songs e.g., if the song gets louder in the chorus (dynamics).</li> <li>○ To be able to identify the structure of a piece of music using the terms - intro, verse (1, 2 etc), chorus, bridge, outro</li> </ul>	<p>or wrote them, when they were written and why:</p> <table border="1" data-bbox="1238 172 1662 1449"> <tr><td><b>Song 1</b> – Livin' On a Prayer</td></tr> <tr><td>Who wrote it? 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Quincy Jones</td></tr> <tr><td>When was it written? 1990</td></tr> <tr><td>Why was it written?  <ul style="list-style-type: none"> <li>• The Fresh Prince of Bel-Air was written and performed for a television series of the same name.</li> <li>• The music and show were written to describe difficulties faced in a community</li> </ul> </td></tr> </table>	<b>Song 1</b> – Livin' On a Prayer	Who wrote it? Jon Bon Jovi	When was it written? 1986	Why was it written? It is based on real life experience and tell us what life was like in the 1980s. It deals with the way that Tommy and Gina – face life's struggles (no money, losing jobs) and how their love and ambitions get them through the hard times.	<b>Song 2</b> - To Make You Feel My Love covered by Adele in 2008	Who wrote it? Bob Dylan	When was it written? 1997	Why was it written? - Facts/info: Make You Feel My Love is a Pop ballad – a gentle, emotive love song, sung at a slow tempo. 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Carole King</td></tr> <tr><td>When was it written? 1971</td></tr> <tr><td>Why was it written? The song was written as a response to a line in another song (<a href="#">Fire and Rain</a>) that is about lonely times and not being able to find a friend.</td></tr> <tr><td><b>Song 3</b> - Music and Me</td></tr> <tr><td>Who wrote it? Michael Jackson</td></tr> <tr><td>When was it written? 1972</td></tr> <tr><td>Why was it written? It was written during a difficult time for Michael Jackson, who was 14 and was experiencing vocal changes and facing a changing music landscape.</td></tr> </table> <ul style="list-style-type: none"> <li>○ To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>▫ The style indicators of the songs (musical characteristics that give the songs their style)</li> </ul> </li> </ul>	<b>Song 1</b> - Happy	Who wrote it? Pharrell Williams	When was it written? 2013	Why was it written? 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			<p>dynamics, tempo, rhythm and pitch)</p> <ul style="list-style-type: none"> <li>▫ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>▫ Name some of the instruments they heard in the songs</li> <li>▫ The historical context of the songs.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>○ To talk about a piece of music and how it makes you feel.</li> <li>○ To be able to identify the structure of a piece of music using the terms: <ul style="list-style-type: none"> <li>★ Intro, 8 bar intro, intro</li> <li>★ verse (1, 2 etc), bridge, chorus, tune, middle 8, head, interlude, tag ending</li> <li>★ guitar solo, lead, improvisation</li> </ul> </li> </ul>	
<p><b>Games</b></p>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ How to find and demonstrate the pulse.</li> <li>○ The difference between pulse and rhythm.</li> <li>○ How pulse, rhythm and pitch work together to create a song.</li> <li>○ That every piece of music has a pulse/steady beat.</li> </ul>	<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ How pulse, rhythm and pitch work together</li> <li>○ How to find the pulse – the heartbeat of the music</li> <li>○ That the rhythm is the long and short patterns over the pulse</li> <li>○ The difference between pulse and rhythm</li> </ul>	<p><b>For Year 5 and 6</b></p> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>○ How to keep the internal pulse</li> </ul>	

	<ul style="list-style-type: none"> <li>○ The difference between a musical question and an answer.</li> </ul>	<ul style="list-style-type: none"> <li>○ That pitch is high and low sounds that create melodies</li> <li>○ How to keep the internal pulse</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To take musical leadership by creating musical ideas for the group to copy or respond to</li> </ul>	
	<p><b>For Year 3 and 4</b></p> <p><b>Skills – to be able:</b></p> <p>Using the main song and 2 notes can:</p> <ol style="list-style-type: none"> <li>1. Can find the pulse</li> <li>2. Can identify the rhythm and copy back: <ul style="list-style-type: none"> <li><b>Bronze</b> - clap and say back rhythms</li> <li><b>Silver</b> - create your own simple rhythm patterns</li> <li><b>Gold</b> – lead the class using their simple rhythms</li> </ul> </li> <li>3. Can identify the pitch and copy back using 2 notes: <ul style="list-style-type: none"> <li>Bronze - listen and sing back (no notation)</li> <li>Silver – copy back with instruments, without, then with notation</li> <li>Gold – copy back with instruments, without and then with notation</li> </ul> </li> <li>4. Can identify the pitch and copy back using voices</li> </ol>		<p><b>For Years 5 and 6</b></p> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To take musical leadership by creating musical ideas for the group to copy or respond to</li> <li>○ Using the main song and 3 notes can: <ul style="list-style-type: none"> <li><b>Bronze</b> <ul style="list-style-type: none"> <li>▫ find the pulse</li> <li>▫ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>▫ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li><b>Silver</b> <ul style="list-style-type: none"> <li>▫ Find the pulse</li> <li>▫ Lead the class by inventing rhythms for others to copy back</li> <li>▫ Copy back two-note riffs by ear and with notation</li> <li>▫ Question and answer using two different notes</li> </ul> </li> <li><b>Gold</b> <ul style="list-style-type: none"> <li>▫ Find the pulse</li> <li>▫ Lead the class by inventing rhythms for them to copy back</li> <li>▫ Copy back three-note riffs by ear and with notation</li> <li>▫ Question and answer using three different notes</li> </ul> </li> </ul> </li> </ul>
<p><b>Singing</b></p>	<p><b>Year 3 and 4</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ To know four songs off by heart.</li> <li>○ To be able to learn a song by splitting into smaller chunks</li> <li>○ Singing in a group can be called a choir</li> <li>○ A leader or conductor is a person who the choir or group follow</li> <li>○ Songs can make you feel different things e.g., happy, energetic or sad</li> </ul>	<p><b>Year 5 and 6</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ To know and confidently sing four songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>○ To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>★ Its main features</li> <li>★ Singing in unison, the solo, lead vocal, backing vocals or rapping</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>○ Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>○ To know that you must warm your voice up so not to damage your vocal chords.</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To sing in unison and in simple two-parts.</li> <li>○ To demonstrate a good singing posture: <ul style="list-style-type: none"> <li>★ Stand with feet hip distance apart</li> <li>★ Knees naturally positioned, not locked</li> <li>★ Shoulders relaxed, back and down</li> <li>★ Chest lifted</li> <li>★ Chin parallel to the floor</li> <li>★ Arms relaxed, by your side</li> </ul> </li> <li>○ To follow a leader when singing.</li> <li>○ To enjoy exploring singing solo.</li> <li>○ To sing with awareness of being ‘in tune’</li> </ul>	<ul style="list-style-type: none"> <li>★ To know what the song is about and the meaning of the lyrics</li> <li>○ To know and explain the importance of warming up your voice</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To sing in unison and to sing backing vocals.</li> <li>○ To be able to rap and sing as a solo</li> <li>○ To experience rapping and solo singing.</li> <li>○ To listen to each other and be aware of how you fit into the group.</li> <li>○ To sing with awareness of being ‘in tune’.</li> </ul>	
	<p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To have an awareness of the pulse internally when singing.</li> </ul>	<p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ A solo singer makes a thinner texture than a large group</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To rejoin the song if lost.</li> <li>○ To listen to the group when singing.</li> </ul>	<p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ To know about the style of the songs in order to represent the feeling and context to an audience</li> <li>○ To know what the song is about and the meaning of the lyrics</li> </ul>
<p><b>Playing</b></p>	<p><b>For Year 3 and 4</b></p> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That instruments need to be treated carefully and with respect</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To play at least one part on a tuned instrument (a one-note, simple or medium part or the melody of the song) from memory or using notation (in the Key of C and G).</li> <li>○ To rehearse and perform their part</li> <li>○ To listen to and follow musical instructions from a leader.</li> </ul>	<p><b>For Year 5 and 6</b></p> <p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ Different ways of writing music down – e.g., staff notation, symbols</li> <li>○ The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>○ The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To play a musical instrument with the correct technique within the context of the Unit song.</li> </ul>	



		<ul style="list-style-type: none"><li>○ Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li><li>○ To rehearse and perform their part within the context of the Unit song.</li><li>○ To listen to and follow musical instructions from a leader.</li><li>○ To lead a rehearsal session</li></ul> <p>Year 5 – Parts to be played in keys of G, C and F Year 6- parts to be played in keys D, C, Eb major and C major</p>
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		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ How to look after and clean a recorder and the different parts.</li> <li>○ How to hold the recorder correctly.</li> <li>○ How to experiment with making sound using the recorder.</li> <li>○ Be able to use the ‘ta’ method when playing.</li> <li>○ To use our tongue to make the notes clear and consistent.</li> </ul> <p>Skills – to be able:</p> <ul style="list-style-type: none"> <li>○ To experience leading the playing by making sure everyone plays in the playing section of the song.</li> <li>○ Play notes in time with a given rhythm.</li> <li>○ To be able to accompany a song with instruments as an ensemble.</li> </ul>		<p><b>Knowledge – to know:</b></p> <ul style="list-style-type: none"> <li>○ That Samba music originated in Brazil in the 1800s from the culture and traditions of the African slaves living and working in the Brazilian sugar plantations at the time.</li> <li>○ That Samba music is very loud and typically performed outside to large audiences.</li> <li>○ That Samba music follows a series of signals from a lead player.</li> <li>○ The Samba style is created by layering rhythms that are played on many percussion instruments.</li> <li>○ The names of the following Samba percussion instruments: <ul style="list-style-type: none"> <li>★ Agogo bells.</li> <li>★ Caixa,</li> <li>★ Ganza,</li> <li>★ Repenique,</li> <li>★ Surdo,</li> <li>★ Tambourim</li> </ul> </li> </ul> <p>Skills – to be able:</p> <ul style="list-style-type: none"> <li>○ To read musical notation for rhythm</li> <li>○ Be able to play a piece of music from memory</li> <li>○ To perform a composition to an audience.</li> </ul>
<p><b>Improvising</b></p>	<p><b>For Years 3 - 6</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ Improvisation is making up your own tunes on the spot</li> <li>○ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>○ To know that using one or two notes confidently is better than using five</li> <li>○ To know that if you improvise using the notes you are given, you cannot make a mistake</li> </ul> <p><b>Skills to be able to:</b></p>			
	<p><b>Knowledge – to know that:</b></p>	<p><b>Knowledge – to know that:</b></p>	<p><b>Knowledge – to know that:</b></p>	

	<ul style="list-style-type: none"> <li>○ Improvise using instruments in the context of the song they are learning to perform.</li> <li>○ Undertake the following challenges: <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>▫ Copy back – listen and sing back</li> <li>▫ Play and improvise – Using instruments, listen and play own answer using one note.</li> <li>▫ Improvise using one note.</li> </ul> </li> <li><b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>▫ Sing, play and copy back – listen and copy back using instruments, using two different notes.</li> <li>▫ Play and improvise – using instruments, listen and play own answer using one or two notes.</li> <li>▫ Improvise using one or two notes.</li> </ul> </li> <li><b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>▫ Sing, play and copy back – listen and copy back using instruments, two different notes.</li> <li>▫ Play and improvise – using instruments, listen and play own answer using two different notes.</li> <li>▫ Improvise using three different notes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Riffs heard can be used in improvisations</li> </ul> <p><b>Skills to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Improvise using instruments in the context of a song to be performed.</li> <li>○ Undertake the following challenges: <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>▫ Copy back – listen and sing back melodic patterns</li> <li>▫ Play and improvise – using instruments, listen and play own answer using one note.</li> <li>▫ Improvise using one note.</li> </ul> </li> <li><b>Silver Challenge:</b> <ul style="list-style-type: none"> <li>▫ Sing, play and copy back – listen and copy back using instruments, using two different notes.</li> <li>▫ Play and improvise – using instruments, listen and play own answer using one or two notes.</li> <li>▫ Improvise using one or two notes.</li> </ul> </li> <li><b>Gold Challenge:</b> <ul style="list-style-type: none"> <li>▫ Sing, play and copy back – listen and copy back using instruments, two different notes.</li> <li>▫ Play and Improvise – Using instruments, listen and play</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Riffs and licks heard can be used in improvisations</li> <li>○ To know three well-known improvising musicians</li> </ul> <p><b>Skills to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Improvise using instruments in the context of a song to be performed.</li> <li>○ Undertake the following challenges: <b>Bronze Challenge:</b> <ul style="list-style-type: none"> <li>▫ Copy back using instruments - use one note</li> <li>▫ Play and improvise - 'question and 'answer using instruments and one note in the answer.</li> <li>▫ Improvisation – using one note</li> </ul> </li> <li><b>Silver Challenge</b> <ul style="list-style-type: none"> <li>▫ Copy back using instruments – use two notes</li> <li>▫ Play and improvise - 'question and 'answer using instruments and two notes in the answer (starting on G).</li> <li>▫ Improvisation – using two notes</li> </ul> </li> <li><b>Gold Challenge</b> <ul style="list-style-type: none"> <li>▫ Copy back using instruments - use three notes.</li> <li>▫ Play and improvise - 'question and 'answer using instruments and three notes in the answer (starting on G).</li> <li>▫ Improvisation – using three notes</li> </ul> </li> <li>○ Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul>
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		<p>own answer using two different notes.</p> <ul style="list-style-type: none"> <li>▫ Improvise using three different notes.</li> </ul>	
<b>Composing</b>	<p><b>For Year 3 and 4</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ A composition is music that is created by you and kept in some way. It's like writing a story. It can be played or performed again.</li> <li>○ Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p><b>Skills – to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Compose a simple melody using one, three or five different notes.</li> <li>○ Plan and create an 8-bar section of music that can be performed within the context of the unit song (using block or formal notation).</li> <li>○ Talk about how it was created.</li> <li>○ Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>○ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> </ul>	<p><b>For Year 5 and 6</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>○ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>○ Notation: recognise the connection between sound and symbol</li> </ul> <p><b>Skills – to be able to:</b></p> <ul style="list-style-type: none"> <li>○ Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>○ Explain the keynote or home note and the structure of the melody.</li> <li>○ Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>○ Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).</li> </ul>	
<b>Performance</b>	<p><b>For Years 3 – 6</b></p> <p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ Performing is sharing music with other people, an audience</li> <li>○ A performance can be to one person or to each other</li> <li>○ You need to know and have planned everything that will be performed</li> <li>○ You must sing/rap the words clearly and play with confidence</li> <li>○ A performance can be a special occasion and involve an audience including of people you don't know</li> <li>○ It is planned and different for each occasion - it involves communicating feelings, thoughts and ideas about the song/music</li> </ul>		
	<p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To communicate the meaning of the words and clearly articulate them.</li> <li>○ To identify the best place to be when performing and how to stand or sit.</li> </ul>	<p><b>Skills – to be able:</b></p> <ul style="list-style-type: none"> <li>★ To choose what to perform and create a programme.</li> <li>★ Present a musical performance designed to capture the audience.</li> </ul>	<p><b>Knowledge – to know that:</b></p> <ul style="list-style-type: none"> <li>○ Everything that will be performed must be planned and learned</li> </ul> <p><b>Knowledge – to revise previous knowledge plus to know that:</b></p> <ul style="list-style-type: none"> <li>○ Performing is sharing music with an audience with belief</li> </ul>
			<p><b>Skills for Y5 and 6 – to be able:</b></p> <ul style="list-style-type: none"> <li>○ To choose what to perform and create a programme.</li> </ul>

	<ul style="list-style-type: none"> <li>○ To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> <li>○ To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>★ To communicate the meaning of the words and clearly articulate them.</li> <li>★ To talk about the best place to be when performing and how to stand or sit.</li> <li>★ To be able to reflect on a performance in terms of how it made them feel, what was successful, what could be changed.</li> </ul>	<ul style="list-style-type: none"> <li>○ To communicate the meaning of the words and clearly articulate them.</li> <li>○ To talk about the 'venue' and how to use it to best effect.</li> <li>○ To record the performance and compare it to a previous performance.</li> <li>○ To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</li> </ul>	
<b>Instrument knowledge</b>	<b>Know and use the following instruments correctly:</b>			
	<ul style="list-style-type: none"> <li>○ Glockenspiel</li> <li>○ Recorder</li> </ul>	<p><b>Know the following tuned instruments:</b></p> <ul style="list-style-type: none"> <li>○ Xylophone</li> <li>○ Turntable</li> <li>○ Synthesizers</li> <li>○ Piano</li> <li>○ Organ</li> <li>○ Keyboard</li> <li>○ Electric guitar</li> <li>○ Bass</li> <li>○ Drums</li> </ul>	<p><b>Know the following tuned instruments:</b></p> <ul style="list-style-type: none"> <li>○ Piano</li> <li>○ Guitar</li> <li>○ Bass</li> <li>○ Drums</li> </ul>	

## Appendix 1 – National Curriculum Music Key Stages 1 and 2

### Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key stage 2



	The Dragon song								Funk
	Bringing us together								Disco
	Reflect, rewind, replay				Western Classical Music				
Year	Unit	Early Music	Renaissance	Baroque	Classical	Romantic	Early 20 <sup>th</sup> Century	Mid 20 <sup>th</sup> Century	Contemporary
4	Mamma Mia								ABBA/1980s
	Stop!				Classical		Latin fusion Tango		Bhangra Grime
	Lean on me			Gospel					
	Blackbird								Beatles music
	Reflect, rewind, replay				Western Classical Music				
5	Livin' on a prayer								Rock
	Classroom jazz 1						Jazz		
	Make you feel my love								Pop
	Fresh prince of bel-air								Hip Hop
	Dancing in the street								Motown
	Reflect, rewind, replay				Western Classical Music				
6	Happy!								Pop Motown
	Classroom jazz 2		Latin				Jazz Blues		
	You've got a friend								Music of Carole King
	Music and me								Contemporary
	Reflect, rewind, replay				Western Classical Music				

## Bhangra

Bhangra is a popular style of Indian music. It combines traditional Punjabi and Indian music with Western Pop music. It developed in Britain in the 1980s from immigrants who had moved from Pakistan and India to the UK. Today Bhangra exists in different styles across the world and it also fuses its sounds with Hip Hop and R&B.

### What are the general style indicators of Bhangra?

- Many instruments are used to make the Bhangra sound: different types of drum including tabla and dhol, stringed instruments and keyboards. Drums are the most important instrument, making Bhangra's style beat-based
- Lyrics can be sung in Punjabi, Hindi, Urdu or English
- The lyrics can cover social issues or be about love, but they are always rooted in a rich culture
- The word 'Bhangra' is used to describe a high-energy style of Dance music, developed by young people and performed at weddings, parties and clubs
- Bhangra music makes you want to dance!

## Blues

Blues is a style of music originating in the deep south of America and is considered an ancestor of Jazz. The Blues was created by African-American communities at the end of the 19th century who had suffered through slavery. Spirituals and work songs were sung to make their ordeal more bearable. These sad songs were the beginnings of the Blues.

### What are the general style indicators of Blues music?

- The Blues form can also be heard in Jazz and Rock 'n' Roll and is characterised by the use of a structure called the 12 Bar Blues. This is a set pattern of chords that repeats every 12 bars and is easily recognisable by listening
- The Blues uses a sad and melancholic melody that evokes feelings of being downtrodden or 'blue'
- A rhythm section, voice, guitar and harmonica are often featured in these songs
- Improvisation features in the Blues. Improvisation comes from the heart and expresses how you are feeling
- The lyrics in a Blues song usually follow a pattern: the first and second lines are the same; the third line is different but rhymes with the first two

## Rock

### What are the general style indicators of Rock music?

- Heavily-amplified guitar
- Bass guitar
- Drums
- Keyboard sounds
- Often male vocals (in the 1970s and 1980s) with backing vocals from other band members
- Frequent solo guitar
- Sometimes distortion of the sound
- A heavy backbeat

## Hip Hop

Hip Hop culture developed in the Bronx, New York, at the end of the 1970s. It featured graffiti, dancing and party music played by DJs on mobile sound-systems. These ideas had started in Jamaica where MCs would talk over the music. DJs would play different styles of music such as Funk, Latin or Rock in the instrumental breaks between the MCs talking. People liked the breaks and DJs became skilled at repeating those tunes using two turntables. The Hip Hop style developed from these breaks and from MCs rapping (rapping is improvising spoken lyrics or poetry). People made up their own dance moves to this new style and it became known as breakdancing.

### What are the general style indicators of Hip Hop?

- MCing or rapping
- DJing/scratching
- sampling
- sometimes beatboxing
- lots of songs are about partying
- some are about social turmoil
- drum and percussion backing loops
- some sampling of Funk tracks
- extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques
- use of decks
- breakdancing



# Funk

In the 1960s, an exciting performer called James Brown combined Gospel, Soul and Jazz into a new form of music called Funk.

## What are the general style indicators of Funk music?

- The focus is on a strong rhythmic groove rather than melody
- The strong beat is on 1 ie the first beat of the bar
- Electric bass, drums and sometimes an organ drive the groove
- A powerful horn section that plays riffs
- Electric guitar riffs
- The music is generally riff-based
- Lots of space in the music as it is driven by rhythmic riffs and fewer changes in melody and chord structure
- Sometimes there are no vocals
- The focus is on the rhythmic groove

# South African

There have been many different styles of music within South Africa:

## Afropop:

- Generally uses electric guitars that weave in and out of each other
- Some traditional instruments such as the penny whistle, keyboards, bass and drums
- Strong Dance or Swing beat

## South African Jazz:

Uses a keyboard/piano, bass and drums with perhaps a saxophone and/or a trumpet. Lots of improvisation is included.

## South African Freedom Songs:

Freedom Songs were songs that were often sung during Nelson Mandela's imprisonment and often during social gatherings.

- The words are about freeing Nelson Mandela and how unfair it was that he was in prison for trying to free the people of South Africa
- Strong Dance beat
- Use of electric guitars, keyboards, bass and drums. Can be sung unaccompanied ie a cappella

## South African Choral music:

Traditional South African music generally uses voices only or voices and drums. It is sung in a language such as Zulu or Xhosa (there are 12 official languages).

Singing will consist of call and response, call by one singer and response by lots.

## Kwaito:

A strong dance Hip Hop beat, influenced by Hip Hop, Kwaito is the most up-to-date style of South African music.

- South African languages used
- Rapping
- Electronic beats
- Sax and trumpet horn section
- Use of electric guitars
- Lots of energy
- A strong and driving groove

## Traditional South African music:

- The Click Song, for example, is sung in a South African language Xhosa, using lots of clicking sounds
- There are some drums and guitars accompanying the vocals, but many traditional songs are unaccompanied

## Folk

Folk music can originate from any country in any part of the world. Folk music uses old tunes or songs that have been passed down through generations over time: they are not written down but passed down orally. Often we do not know who the composer is. Irish Traditional or Folk music, like any other Folk music, is used and kept vibrant when groups of people move to live in other countries.

### What are the general style indicators of Folk music?

- Traditional music that is sung or played, accompanied or unaccompanied
- If vocal, it often tells us a story. That story can be about a real life situation or a historical event
- People often sing songs to portray how they feel about what is going on around them; drinking songs, freedom songs, wedding songs, funeral songs – any type of celebration
- Songs are sung in a local accent/language/dialect
- Portable instruments are used: flutes, penny whistles, fiddles, pipes, mandolins, banjos, guitars, accordions and drums
- Folk music can be instrumental (without voices)

## Pop ballad

A gentle love song that is full of emotion.

### What are the style indicators of a Pop ballad?

- Slow and gentle backing
- Uses instruments like strings and piano and acoustic guitar
- The bass and drums are subtle
- The words of the ballad are about lost love or celebrating love!
- The mood of the words and music match each other
- Sometimes a Pop ballad can have a Rock backing and it then becomes a power ballad. This is because of its more powerful backing using electric guitars and heavier drum patterns

## Latin

Latin American music mixes influences from Spanish, African, Native Latin American and also Western sources.

### What are the general style indicators of Latin music?

- Percussion instruments including congas, claves, bongos and maracas are used
- Every style of Latin music is based around a five-beat rhythm called clave
- It is Dance music with a Dance beat
- Some of the popular Latin dance styles are Salsa, Samba, Bossa Nova, Mambo and Merengue
- Latin music is up-tempo and energetic
- Instrumentally there is usually a rhythm section (piano, bass guitar and drums). There is sometimes an electric guitar and often a horn section (sax, trumpet and trombone)

## Motown

The Motown label was created by Berry Gordy in 1960 and employed exclusively black musicians, artists and producers in its Detroit studios. Gordy wanted to produce music that could cross over from the R&B charts to the Pop charts. He employed a famous house band called The Funk Brothers. Motown songs did not use the Blues idiom, they adopted a more Pop approach and were usually all at the same tempo of 120bpm. The songs have rhythmically inventive basslines and drums would stress the down beat or beat 1. There is often a tambourine in the mix. Some important artists that started at Motown were: Smokey Robinson, Diana Ross, Marvin Gaye, The Jackson 5, Otis Redding, Stevie Wonder and James Brown.

## Gospel

Gospel music is religious/Christian music where people sing about God in many different styles eg Folk, Urban, Modern Worship, Blues and Country. Gospel music has a history that can be traced back to the 18th century. In the midst of difficult lives, slaves used songs to inspire inner strength and courage. They borrowed from Protestant hymns, reworked them, and then made up new melodies and harmonies. These songs became known as Negro spirituals, the first authentic American Sacred music. Gospel music is the original form of American Folk music. Blues and R&B are rooted in it.

### What are the general style indicators of Gospel music?

- Often religious words or words/lyrics that make us think about friendship or helping each other.
- Lyrics with meaning if the song is not religious
- Strong vocals often with harmony lines
- Choirs singing in a call and response style
- Use of instruments is dependent on the style of the Gospel music. Could use piano, bass, drums and Hammond organ. There could be use of an electric guitar. Other instruments could be used such as strings.
- Use of syncopated rhythms and an often faster tempo unlike traditional hymns that would be more stately
- The chorus will always be uplifting, it will be emotional
- Some songs are not written as Gospel songs but are covered as one, the words/lyrics lending themselves to the Gospel style
- The lyrics can have a non-religious meaning (secular)
- Has musical crossover appeal to non-religious listeners

### Urban Contemporary Gospel music:

- This style uses elements of Pop and Funk
- Can be elements of Hip Hop, Pop, Funk and Jazz and rapping
- Uses drums, electric guitar, bass and keyboards
- The lyrics can have a non-religious meaning (secular)
- Has musical crossover appeal to non-religious listeners
- Syncopated rhythms with a fast tempo unlike a traditional hymn that would be more stately
- The choir is singing in a call and response style
- The voices are weaving in and out of each other, often still a call and response style

### Southern Gospel-style music:

- Usually male leading vocals
- Sometimes called "quartet music" for four people, originally four men used to sing in four parts. Now the singers are joined by instrumentalists
- Origins are in the South Eastern states of America. It grew out of rural traditions from the "white" community and is therefore sometimes called "white" Gospel
- Use of piano, guitar to accompany
- In more modern times, the use of one lead vocalist with backing vocals

### Religious Choral Symphony:

- The use of a symphony orchestra
- The use of a choir with the orchestra
- The choir are singing religious words, in German, based on a hymn

## Reggae

### What are the general style indicators of Reggae music?

- The bass guitar and drums are brought to the foreground of the music
- Guitar and keyboards set back in the mix (usually the roles of these instruments are the other way around, the bass and drums set back in the mix)
- Slowish tempo with a laid-back feel
- Bass guitar plays melodic lines and is prominent in the song
- The drums and bass set up a particular groove avoiding the first beat of the bar
- Bass guitar plays short line of melody or short phrases
- Then guitar mostly plays chords on the offbeat, beats 2 and 4
- Keyboard and organ also play on the offbeat but add extra melodies too
- Sometimes there is a horn section that would be made up of sax, trumpet and trombone
- Often female backing vocals
- The lyrics often talk about Rastafarian beliefs
- The lyrics often have a political message

## R&B

R&B is music that combines elements of Rhythm and Blues, Pop, Soul, Funk and Hip Hop. Although the abbreviation R&B originates from traditional Rhythm and Blues music, today the term R&B is most often used to describe a style of African-American music that developed after the demise of Disco in the 1980s.

### What are the general style indicators of contemporary R&B music?

- A polished production style, which never sounds gritty
- Use of computer-originated sounds eg drum machines
- Smooth vocal arrangements
- Use of Hip Hop and Dance beats without the earthy street-vibe creating a smoother finish
- Frequent use of melisma in vocals, eg Stevie Wonder, Mariah Carey, Whitney Houston, Michael Jackson, Beyonce Knowles-Carter. This style of singing originated in the Gospel tradition

## Jazz (big band Swing)

Swing-style big bands were the most fashionable form of American Popular music from 1935–1946, a period known as the Swing Era.

Jazz music had always been a form of entertainment more for listening to than dancing. After the depression of the 1920s, people wanted to dance, so small Jazz bands took on more instrumentalists and became known as big bands or Swing bands. Big bands were able to perform in large ballroom spaces to huge audiences and Swing dancing became an extremely popular pastime. Bands of the Swing Era produced a much fuller sound than that produced by earlier Dixieland Jazz bands simply because they consisted of many more musicians.

Some of the most famous big band leaders were Count Basie, Duke Ellington and Benny Goodman. Within these big bands were many individual instrumentalists who became well known. Lester Young and Coleman Hawkins were two extremely talented saxophone players who became famous for their clever improvisations. At this time, singers started to become more important and Ella Fitzgerald was one who had a distinctive and beautiful voice. She was one of the first to improvise using her voice: in Jazz this is called scat singing.

Many of the songs written and played during the Swing Era were selections from The Great American Songbook – a list of the best, most important and most influential American Popular songs of the 20th century. The music of the Swing Era is often regarded as having a huge influence on Pop music.

The name 'swing' came from the phrase 'swing feel' where the off-beats (ie 1 2 3 4 - beats 2 and 4) are emphasised. If one musician tells another that they really 'swing' when they play Jazz, it means their playing has a strong rhythmic groove or drive.

Big band Swing has remained popular with musicians like Michael Bublé and Robbie Williams. Today, Swing style can be heard in small and large ensembles.

### Jazz Swing music:

- A big Jazz band
- Sixteen or eighteen different instrumentalists including saxophones, trumpets, trombones, piano, bass, drums
- A swingy, jazzy feel
- A singer
- A strong rhythm section – piano, bass and drums – that drives the band and embed the groove
- Soloists who improvise
- Syncopated melody lines
- Walking bassline

### Jazz Swing music today:

- A big or a small Jazz band (a small Jazz band will consist of far fewer brass or woodwind players)
- A swingy, jazzy feel
- A singer (often but not always)
- A strong rhythm section – piano, bass and drums – that drives the band and embed the groove
- Improvisation
- Syncopated melody lines
- Walking bassline

## Early Music and Renaissance

The first fully-acknowledged era in Classical music was the Renaissance period, beginning circa 1400. There was all sorts of music before that, much of it laying the foundations for the composers who were to come. This all sits under the umbrella of what we refer to today as the Early period.

- Almost everything composed during this period was for the human voice: partly because of the influence of the church, and also because a great many musical instruments had yet to be invented
- Instruments that were put to good use during the Early period included the recorder, the trumpet and the bagpipe. An instrument called the shawm was also rather popular; it was a sort of primitive oboe. Towards the start of the Renaissance, early versions of keyboard instruments like the harpsichord began to appear
- Developments in printing during this period hugely helped the spread of musical instruments. For the first time, manufacturers were able to disseminate descriptions of their instruments, meaning it became much easier for others to make their own versions
- Prominent composers during this time included Guido d'Arezzo (born c991), Hildegard of Bingen (born c1098) and Guillaume de Machaut (born c1300)

The Renaissance followed on from the Middle Ages and was for musicians an era of discovery, innovation and exploration - the name means 'rebirth' and it covers music from 1400 to 1600. In the Middle Ages music was dominated by the Church. Most composition was for sacred use and based on the plain chant that had been part of worship since the earliest years of Christianity.

- Although most music remained religious during the Renaissance, the relaxation of the Church's political control over society meant that composers were allowed greater freedom to be influenced by art, classical mythology and even astronomy and mathematics
- The invention of the printing press meant that music could be published and distributed for the first time
- The Latin Mass is perhaps the most important type of music from the Renaissance, particularly that of Josquin des Prez
- Most music written during this period is intended to be sung, either as large choral pieces in church, or as songs or madrigals. Non-vocal music flourished too, as technology enabled musical instruments to be more expressive and agile. Pieces could now be written specifically for instruments such as the sackbut and lute
- In the early Renaissance, most composers came from Northern France or the Low Countries, where the support provided by the courts was particularly strong. Later on, focus went beyond the Alps
- Italian composers started appearing. At the Basilica of St Mark's, Venice, Andrea and Giovanni Gabrieli produced magnificent pieces for huge choirs and groups of instruments. In Rome, Allegri and Palestrina were the last great Renaissance composers, writing huge, flowing choral works that are still loved today

## Baroque

### What is the Baroque period of music?

The Baroque period refers to an era that started around 1600 and ended around 1750, and included composers like Bach, Vivaldi and Handel, who pioneered new styles like the concerto and the sonata.

The Baroque period saw an explosion of new musical styles with the introduction of the concerto, the sonata and the opera.

- The orchestra was born
- Opera became popular
- The rise of the concerto gave soloists the chance to show off in a big way
- From the period's beginnings in the early 1600s to when the Classical period-style began to take over in the mid 1700s, the sound of Baroque music remained distinct - ordered, ornate and increasingly emotive as the period went on
- The main progression that came as the Renaissance period turned into Baroque is the emergence of more modern harmony. By harmony, we mean the combination of more than one note at the same time, and Baroque composers like Bach, Handel and Vivaldi just made it that bit more accessible
- Monteverdi's Vespers is an example of what kind of harmony suddenly became popular. Bach is regarded as one of the greatest geniuses in the history of music. He demonstrated a standard approach to harmony that dominated music until the late 19th century
- Though many instrumental developments were made in the Baroque period, the main one was the harpsichord. You can hear its distinctive plucked sound all over pieces from the period. Good examples are in the music of J.S. Bach
- Religious music was a huge part of the Baroque period, but it took composers like Handel and Bach to make them into emotional, human experiences. These works include Bach's St Matthew Passion, Handel's Messiah and Zadok The Priest
- There are so many landmark pieces in the Baroque repertoire and Vivaldi's The Four Seasons is one. Not only is it a beautiful and evocative piece of music, but it's also a perfect representation of the increasing poetic power Baroque music was aiming for

## Classical

The Classical period refers to an era that started around 1750 and includes composers like Haydn, Mozart and Beethoven. Also active in this period were Rossini and Paganini.

'Classical music' is music that's distinct from Pop, Jazz, or Folk music. The Classical era in the history of music specifically refers to the period when composers such as Haydn, Mozart and Beethoven were active, championing the symphony, composing comic operas, and developing piano sonata.

- This new musical style coincided with the Age of Enlightenment, a time of radical change in social values focused on human rights and freedom of religion. Its architectural style was reminiscent of ancient Rome and Greece - hence the term 'Classical'
- Orchestras went through great changes: harpsichord or organ were no longer their musical foundation and wind and brass instruments such as the horn, trumpet, clarinet, flute and oboe joined the strings to create a new, distinctive sound
- The orchestral set-up led to the era's most important type of music, the symphony. It developed rapidly at the beginning of the era, moving from a standard, strict three-movement format with a quick opening, a slow middle movement and a quick one to finish, to become an expansive four-movement vehicle for orchestral expression
- Along with the orchestra came the string quartet, consisting of two violins, a viola and a cello. The works are themselves called 'string quartets' and follow a standard, four-movement format reminiscent of the symphony
- The piano was also introduced during this period. The most important solo pieces of the Classical era were sonatas, written for any solo instrument but most notably composed for the piano
- The Classical era was dominated by its two greatest composers, Haydn and Mozart, who worked in Vienna. Haydn composed fantastic choral, operatic, orchestral and instrumental music - but the symphonies were his greatest achievement
- In the last years of the 18th century came Beethoven, who started writing music in the style inherited from Mozart and Haydn. He eventually outgrew it, and split the Classical style apart at the seams, marking the dawn of the Romantic era in music

## Romantic

The Romantic period started around 1830 and ended around 1900, as compositions became increasingly expressive and inventive. Expansive symphonies, virtuosic piano music, dramatic operas, and passionate songs took inspiration from art and literature. Famous Romantic composers include Tchaikovsky, Brahms, Mahler and Verdi.

The Romantic era is known for its intense energy and passion. The rigid forms of Classical music gave way to greater expression, and music grew closer to art, literature and theatre.

- Beethoven pioneered Romanticism and expanded previously strict formulae for symphonies and sonatas, and introduced a whole new approach to music, giving his works references to other aspects of life - for example, his 'Pastoral' Symphony No 6 describes countryside scenes
- As well as symphonies, the tone poem and descriptive overture were popular as pieces of stand-alone orchestral music that evoked anything from a painting or poem to a feeling of nationalistic fervour
- The Romantic era gave birth to the virtuoso. Liszt was one of the greatest of his time, and wrote demanding piano music to show off his own brilliance. Chopin is also among the outstanding composer-performers from this time
- In the world of opera, cue the entrance of Verdi in the middle of the Romantic era. He turned Italian opera on its head by introducing new subject material, often with social, political or nationalistic themes, and combined these with a direct approach to composing
- Germany's Richard Wagner also played a key role in developing opera
- Wagner's ideas dominated most music, from the large-scale symphonies of Bruckner and Mahler to the tone poems and operas of Richard Strauss, even reaching Italy, where Verdi and Puccini started to produce operas according to many of Wagner's rules

As music grew more expressive, the standard orchestra wasn't rich enough for many Romantic composers. Woodwind instruments like the contrabassoon, bass clarinet and piccolo made guest appearances in the orchestra to add some much needed colour, and the percussion section exploded in size with the addition of xylophones, drums, celestes, harps, bells and triangles.

Ideas and compositions became more and more outlandish and inventive until the musical rules had to be rewritten, and the scene was set for the biggest change in music for centuries.

## 20th Century and Contemporary music

The history and politics of the 20th century provided inspiration for the diverse range of musical styles developed between 1900 and 1999, pioneered by composers ranging from Elgar and Britten, to Stravinsky, Gershwin and John Williams. Advancing technology enabled the recording of Classical music and Jazz, which in turn led to the rise of globe-straddling artists like Pavarotti and Callas. Contemporary Classical music belongs to the period that started in the mid-1960s with the retreat of Modernism.

- Music was greatly influenced by the enormous political events which shook Europe in the middle of the 20th century. Shostakovich, in particular, was persecuted by the Soviet regime when his music was thought to be too 'modern' or élitist, meaning he was forced to write in two styles - symphonies for the authorities, and smaller works such as string quartets which were true to his own voice. The Holocaust, Hiroshima and World War II convinced many post-war composers that they needed to put the past behind them and find ever more progressive methods: see Pierre Boulez's Structures, Schoenberg's experiment with tonality and John Cage
- American composers like George Gershwin and Duke Ellington began to draw on their own native music - Jazz. Stravinsky and Ravel responded with music that also embraced Jazz styles. Folk music was also a great source of inspiration for composers like Vaughan Williams, Bartók and Messiaen
- Modernism in music was about being radical and different. For the first time, musicians and audiences realised that music didn't have to be confined to tradition, but by 1960 this idea had run out of steam. The next generation of 'serious' composers relaxed and had a wider palette of musical colours to work with - influences from other cultures, Popular music, Ancient music and the experiments of Modernism
- Steve Reich, Philip Glass, Michael Nyman and John Adams championed Minimalism, breaking musical boundaries and winning them huge popularity. Their music reflects advances in music and technology - sometimes including elements of Jazz and Rock
- A group of composers who met while studying in Manchester have become the main exponents of 'post-modern' music in Britain. While music written by Peter Maxwell Davies, Harrison Birtwistle and Alexander Goehr isn't everybody's cup of tea, it can be profoundly powerful and stimulating
- Film music and video game music increased in popularity towards the end of the century, with the soundtracks to ET, Star Wars, Harry Potter and Lord of the Rings making their mark on Classical music. John Williams is a very famous composer, responsible for the soundtracks to the century's blockbuster smash films: ET, Star Wars and Superman. His score to Jurassic Park gives us an idea as to what makes him so successful
- Two choral stars of the 20th Century include John Rutter and Karl Jenkins, whose music is hugely popular with modern choirs. Listen to Jenkins' Adiemus: Songs of Sanctuary from 1995, or Rutter's Gaelic Blessing for two strikingly different examples of late 20th Century Choral music. Eric Whitacre, an American Choral composer is famous for his rich harmonies