



Music Progression Framework

The EYFS Music Curriculum was informed by Nicola Burke's "Musical Development Matters in the Early Years" by Nicola Burke - <https://www.early-education.org.uk/sites/default/files/Musical%20Development%20Matters%20ONLINE.pdf>. Music should be part of daily continuous provision across EYFS.

	FS1	FS2
Singing	<p>I can sing to and with toys, props, resources.</p> <p>I can repeat phrases of songs.</p> <p>I can sing and chant with and to others.</p> <p>I can remember and sings an entire song or nursery rhyme from school or home.</p> <p>I can show strong preferences for songs I like to sing and/or listen to.</p> <p>I can sing a few familiar songs.</p> <p>I can create sounds in vocal sound games.</p>	<p>I can sing a few familiar songs.</p> <p>I can create sounds in vocal sound games.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can sing the pitch on a tone sung by another person (pitch match).</p> <p>I can sing the melodic shape (moving melody such as up and down, down and up), of familiar songs.</p>
Classroom Instruments	<p>I know that I need to interact with an instrument to create sounds by banging, shaking, tapping or blowing.</p> <p>I can experiment with ways of playing instruments (loud/quiet/fast/slow).</p> <p>I can explore and begin to understand that adjusting my movements adjusts the sounds I can produce with instruments.</p> <p>I can play instruments with control to play (loud/quiet/fast/slow).</p> <p>I can show control to hold and play instruments to produce musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p>	<p>I can play instruments with control to play loud/quiet (dynamics), fast/slow (tempo).</p> <p>I can show control to hold and play instruments to produce musical sound, e.g. holding a triangle in the air by the string with one hand and playing it with a beater with the other.</p> <p>I can keep a steady beat whilst playing instruments.</p> <p>I can tap rhythms to accompany words, e.g. tapping the syllables of names/objects/lyrics of a song.</p> <p>I can play along to the beat of the song I am singing or music I can listening to.</p>
Moving and Dancing	<p>I can move in response to rhythms heard played on an instrument.</p> <p>I can move my body rhythmically.</p> <p>I can imitate movements in response to music.</p> <p>I can clap or tap to the pulse of the music I am listening to.</p> <p>I can clap or tap to the pulse of the music I am singing.</p> <p>I can use movement to express feelings.</p>	<p>I can clap or tap to the pulse of the music I am listening to.</p> <p>I can clap or tap to the pulse of the song I am singing.</p> <p>I can use movement to express feelings.</p> <p>I can adjust my movements to the sound of instruments, e.g. walks, jumps, hops to the sound of a beating drum.</p> <p>I can replicate familiar choreographed dances, e.g. imitate dance and movements associated with pop songs.</p> <p>I can choreography my own dances to familiar music, on my own or in small groups.</p>

Listening	<p>I can show an interest in the way musical instruments sound. I can listen with increased attention to sounds. I can describe the sound of instruments, for example, scratchy sound, soft sound, loud sound. I can respond to what I have heard, expressing my thoughts and feelings. I can identify and match an instrumental sound, for example, hear a shaker and indicate that I understand it is a shaker.</p>	<p>I can identify and match an instrumental sound. E.g. hears a shaker and indicates that it is a shaker. I can think abstractly about music and express this physically or verbally. E.g. "This music sounds like dinosaurs." I can distinguish and describe changes in music and compare pieces of music. E.g. "This music started fast and then became slow. This music had lots of instruments, but this music only has voices."</p>
Subject Knowledge and Vocabulary	<p>It is important at this stage that the focus is on listening. Teachers should model what good listening looks like and encourage children to tune into sounds in their environment. This should be done on a daily basis. Song = words set to music which can be sung. Instrument = anything that can be used to produce a sound. Teachers should model using the following language to describe music: loud quiet fast slow noisy soft gentle hard various emotions (happy, sad, angry, moody, scary) Teachers should model using the following language when making music: hit shake tap rub clap Teachers should also introduce the following vocabulary across EYFS to prepare children for KS1. However there is no expectation that children will use this vocabulary. pitch melody dynamics beat/pulse rhythm tempo timbre</p>	






LEAPS in green are covered during brass lessons with Nottingham Music Hub.

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>I can sing and chant in time, keeping a steady pulse. I can sing songs with some control of pitch, breathing and clarity of words. I can convey different moods (happy, sad and angry) whilst singing. ^Nativity and Autumn 1</p>	<p>I can sing a range of songs and perform to an audience using clear words and actions with accuracy of pitch, dynamics and tempo. I can copy back short phrases from a song. I can identify where pitch rises, falls or stays the same and copy this with my voice. ^Nativity and Autumn 1</p>	<p>I can sing songs (sometimes from memory) from different times and places with confidence. I can control pitch accurately within an octave. I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave). I can sing with awareness of the character and style of a song. I can understand and articulate why posture, breathing and diction are important.</p>	<p>I can select an appropriate tone of voice to suit the character and style of a song. I can sing confidently as part of a small group with good posture and diction. I can sing songs with awareness of breathing to support the voice during longer phrases. I can sing two and three-part rounds with confidence and increasing pitch accuracy. ^Christmas Concert and Spring 2</p>	<p>I can perform songs with accuracy, fluency, control and expression. I can identify how to improve my own performance. I can memorise, clap, sing and play straightforward and syncopated rhythms and melodies using 2 or more adjacent notes. ^Christmas Concert and Spring 2 <i>In addition, all of the above can also be addressed and assessed through use of classroom instruments.</i></p>	<p>I can sing songs from a variety of different countries and traditions. I can begin to hold harmony parts when singing as part of a group. I can follow hand signals from a conductor, responding with accurate timing, entries and with expression. ^Christmas Concert and Spring 1</p>

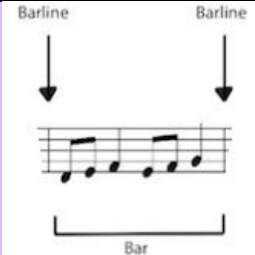

			<p>I can sing a round in two parts. ^Christmas Concert and Spring 2</p>			
<p>Classroom Instruments</p>	<p>I can explore the different sounds produced by a range of instruments. Spring 1 I can control my playing to produce long and short and loud and quiet sounds. I can follow hand signals for start/stop and quieter/louder. I can play in time to a steady beat. I can play a repeated pattern or drone to accompany a song. I can copy back a rhythmic pattern. Summer 1/Summer 2</p>	<p>I can play instruments with control, getting louder/quieter, faster/slower and keeping a steady tempo. I can perform to an audience in a small group. I can identify which pitch (out of two) is being played. I can use tuned instruments to perform a two-note repeated pattern to accompany a song. I can follow hand signals from a conductor for pitch getting higher, lower or staying the same. I can perform from a simple graphic score, interpreting visual representations for changes in duration and dynamics. ^Summer 2</p>	<p>I can play an instrument in a class group. - do we have the instruments to do this I can play running, walk, stride and sleep rhythms against a steady pulse at different tempi. I can play melodies and/or rhythmic patterns in time with a beat. I can count bars' rests to know when to come in. I can demonstrate control of simple instrumental techniques. I can control playing at different dynamic levels (very quiet to very loud). I can listen carefully and copy back phrases which use two different pitches and/or rhythms. Summer 1/Summer 2</p>	<p>I can play my instrument demonstrating basic instrumental technique. I can pitch a minimum of 5 notes accurately on my instrument. I can play my instrument in time with a backing track. . I can play my instrument in front of an audience. I can follow a conductor to understand the structure of a piece and make accurate entries and endings. I can play music in a range of styles, from different cultures, countries and times. I can choose appropriate dynamics for a piece of music. I can copy back syncopated rhythms on instruments. I can learn short melodies by ear and can reproduce these accurately with some musicality. I can perform a 3 minute piece from memory.</p>	<p>I can play a short solo in time with a backing track or accompaniment, with some musicality. I can hold a part in a two part song when others are performing different parts.</p>	<p>I can perform pieces from musical notation and from memory. I can hold my own part in an instrumental ensemble. I can show awareness of blending and balancing with other performers. I can adjust performing styles, techniques and expression to suit music from different genres, cultures and traditions. I can work out how to play simple musical phrases by ear. ^Autumn 1</p>
<p>Composing</p>	<p>I can experiment with different types of sound through voice, body, percussion, music ICT and classroom instruments. I can explain what duration, tempo, dynamics and pitch are in my own words. I can experiment with duration (long/short), tempo (slow/fast),</p>	<p>I can create and combine sounds to illustrate different pictures. I can create a sequence of different sounds, varying in duration, pitch, dynamics, tempo, and timbre to accompany the changing moods in a story. I can replace a line in a familiar song or fill in a gap in an existing piece. I can create a basic graphic score to show</p>	<p>I can use music ICT to create a simple musical structure to accompany a story. I can use music ICT to manipulate pitch, duration, dynamics and timbre to accompany a story. I can make my own picture score to represent and later recreate a composition. I can make a song or chant over a repeated pattern using instruments or body percussion.</p>	<p>I can use a composing technique used by a composer in an existing piece of music. I can compose a group piece that has a verse and a chorus. I can use instruments to record a short musical phrase and manipulate the sound using music ICT. ^Summer 2 I can improvise a two bar solo using simple rhythmic or melodic ideas over a backing track.</p>	<p>I can compose and record a group piece that is based on an existing piece of music and uses a variety of textures and timbres within a clear musical structure. I can identify how developments in musical instrument design and technology have influenced how composers create music. I can suggest ways to refine a piece of music to help it communicate more effectively with an audience. ^Autumn 2</p>	<p>I can compose and record a piece of music as a small group that is suitable for a particular purpose. I can use voices, instruments and music technology creatively to create a sense of character in my composition. I can evaluate the effectiveness of an initial recording of my composition, using musical language to suggest ways of refining it before making a final recording.</p>


	<p>dynamics (quiet/loud) and pitch (low/high)</p> <p>I can create a simple repeated rhythmic pattern.</p> <p>^Spring 1</p>	<p>which instruments play when in my composition.</p> <p>I can explain what timbre and pulse are in my own words.</p> <p>^Spring 2/Summer 1</p>	<p>I can use drums or clapping to improvise a 4-8 beat solo (over a backing track).</p> <p>^Autumn 1</p>		<p>I can improvise an extended solo using a limited range of notes.</p>	<p>^Summer 2</p>
<p>Listening (KS1)</p> <p>Listening and Notation (KS2)</p>	<p>I can listen to a piece of music and clap/move in time with the beat.</p> <p>I can begin to identify differences in tempo (slow/fast), dynamics (loud/quiet), duration (long and short) and pitch (high/low).</p> <p>^Autumn 1</p> <p>I can respond to the mood of a piece of music through movement, dance and art and show awareness when the mood of the piece changes.</p>	<p>I can pick out and clap along with the pulse of music from a range of styles.</p> <p>I can identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means.</p> <p>I can listen with concentration to recorded or live music, recognising when musical ideas are repeated.</p> <p>^Spring 2/Summer 1</p> <p>I can identify when there are changes in tempo, dynamics and pitch.</p> <p>^ Autumn 1.</p>	<p>I can listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard.</p> <p>I can recognise common instruments in recorded music.</p> <p>I can show through movement that I can hear the difference between music with 2 beats in a bar and 3 beats in a bar and show where the strong first beat comes.</p> <p>I can represent and identify changes in pitch, dynamics and duration using pictorial/graphic notation.</p> <p>I can explain and show awareness of pitch, duration, rests, beats in a bar and dynamics, relating these to specific examples when singing, playing, creating and listening to music.</p> <p>^Summer 1/Summer 2</p>	<p>I can categorise instruments based on how they produce sound.</p> <p>I can identify visually and aurally the instruments in an orchestra and categorise them into the four orchestral families.</p> <p>^Autumn 2</p> <p>I understand the role of a conductor and can conduct in time with a beat.</p> <p>I can link sound with symbols using rhythmic notation on a 1-line staff for four, two, one and half beat notes and one beat rests.</p> <p>I can read and recreate simple rhythms represented on a 1-line staff.</p> <p>I can identify which rhythm from a choice is being played.</p> <p>I understand the concept of sharp, flat and natural notes, bars and bar lines, multiple bars' rests and 'note on a line'.</p> <p>I can play and sing notes falling or rising in pitch in response to hand signs and to notes on a 1-line staff.</p>	<p>I can create a visual plan of a piece combining accurate visual/graphic notation, with elements of traditional staff music notation (where rhythms are simple).</p> <p>^Autumn 1</p> <p>I understand how rhythm and pitch can be represented on a 5-line staff.</p> <p>I can link rises and falls in pitch with note positions on the staff (working up and down from a chosen home note).</p> <p>I can identify notes on specific lines or spaces on the staff with the relevant letter names for pitch.</p> <p>I can recognise signs for sharp, flat and natural notes.</p> <p>I can aurally identify whether an instrument is being played in a staccato or legato style.</p>	<p>I can select a piece of music that I identify with and explain what musical features make it special.</p> <p>^Summer 2</p> <p>I can follow sheet music for a song and understand the link between sounds and taught symbols (see symbols in inter-related dimensions of music).</p>
<p>History of Music</p> <p>Weekly 15 minute sessions/Arts Week</p>	<p>I can say how a range of music makes me feel.</p>	<p>I can distinguish aurally between pieces of music from different times and places.</p>	<p>I can listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard.</p>	<p>I can identify (from a selection) the time, place or cultural tradition a piece of music comes from.</p> <p>I can discuss key musical features of particular time periods or traditions.</p> <p>^Also covered in Autumn 1</p>	<p>I can distinguish, through attentive listening, between music from the 17th – 21st century.</p> <p>I can identify visually and aurally a range of ensembles from different countries and traditions. ^Also covered in Autumn 1</p>	<p>I can use musical vocabulary confidently and accurately to identify key features of music from a range of different genres, cultures and traditions.</p>

Vocabulary and Knowledge Progression for the Inter-related Dimensions of Music

<p>Pitch</p>	<p>Pitch = how high or low a sound is.</p>	<p>Pitch can get higher, lower or stay the same. Instruments can play different pitches (e.g. tuned percussion).</p> <p>Ostinato = repeated pattern</p> <p>Melody = a sequence of notes of different pitches and durations.</p>	<p>Octave = a series of eight notes in a musical scale.</p>	<p>1-line staves can be used to record differences in pitch. 7 letter names are used to distinguish between notes (C D E F G A B) Sharps, flats and naturals modify the pitch of a note.</p> <p>The size of an instrument usually influences its pitch i.e. the larger the instrument the lower the pitch.</p>	<p>Pitches can be represented on a 5-line staff.</p>  <p>Sharp - # = makes a note half a tone higher (C <u>C#</u> D) Flat - b = makes a note half a tone lower (A <u>Bb</u> B) Natural- ♮ = cancels a sharp or flat sign and returns a pitch to its natural state.</p>	<p>Clefs - there are different clefs for different instruments depending on pitch.</p> <p>Treble clef-  = for higher pitched instruments Bass clef -  = for lower pitched instruments</p> <p>Harmony = complimentary pitches being played at the same time.</p>																					
<p>Dynamics</p>	<p>Dynamics = how loud or quiet sounds are throughout a piece of music.</p>	<p>Dynamics can get louder or quieter</p>	<p>Graduations from very quiet to very loud</p>	<p>Consolidate prior knowledge</p>	<p>Symbols are used to indicate particular dynamics on stave notation.</p> <table border="1" data-bbox="1525 571 1809 751"> <thead> <tr> <th>Term:</th> <th>Symbol:</th> <th>Effect:</th> </tr> </thead> <tbody> <tr> <td>piano</td> <td><i>p</i></td> <td>soft</td> </tr> <tr> <td>pianissimo</td> <td><i>pp</i></td> <td>very soft</td> </tr> <tr> <td>mezzo piano</td> <td><i>mp</i></td> <td>slightly soft</td> </tr> <tr> <td>forte</td> <td><i>f</i></td> <td>loud</td> </tr> <tr> <td>fortissimo</td> <td><i>ff</i></td> <td>very loud</td> </tr> <tr> <td>mezzo forte</td> <td><i>mf</i></td> <td>slightly loud</td> </tr> </tbody> </table>	Term:	Symbol:	Effect:	piano	<i>p</i>	soft	pianissimo	<i>pp</i>	very soft	mezzo piano	<i>mp</i>	slightly soft	forte	<i>f</i>	loud	fortissimo	<i>ff</i>	very loud	mezzo forte	<i>mf</i>	slightly loud	<p>Crescendo -  = gradually getting louder Diminuendo -  = gradually getting quieter/softer</p>
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<p>Timbre and Texture</p>	<p>Different sounds are created by different instruments and voices.</p>	<p>Different sounds are created by digital technology, voices and by hitting, blowing, plucking and bowing instruments.</p> <p>Timbre = the quality/character of a sound (e.g. harsh, gentle, metallic, warm, bright, cold, dark, shrill, breathy, smooth).</p>	<p>Many instruments have distinct timbres which allow them to be recognised in recorded music.</p>	<p>Instruments can be categorised into groups based on how they produce sound.</p> <p>There are four orchestral families.</p> <p>Strings - Violin, Viola, Cello, Double Bass and Harp. Sound is produced by vibrating the strings. The pitch can be changed by shortening or lengthening the strings.</p> <p>Woodwind - flute, piccolo, clarinet, bass clarinet, oboe, bassoon, double bassoon. Sound is produced by passing air through the instrument whilst vibrating the reed (except the flute/piccolo where air passes over a hard edge). The pitch can be changed by covering holes (using fingers or keys) on the instruments.</p> <p>Brass - trumpet, french horn, trombone, euphonium, tuba. Sound is produced by the player blowing air through the instrument whilst vibrating their lips on the mouthpiece. The pitch can be changed by using valves or slides to change the length of the tubes or by</p>	<p>Playing styles - staccato (short and detached) and legato (smooth).</p> <p>Texture = the way different layers of music interact with each other.</p>	<p>Consolidate prior knowledge</p>																					

				<p>changing the tightness of the mouth when blowing.</p> <p>Percussion - timpani, triangle, drums, xylophone, glockenspiel, cymbals and more. Sound is produced when an instrument is hit causing it to vibrate. The pitch of a percussion instrument is usually dictated by its size. Some percussion instruments are untuned, meaning the pitch stays the same.</p>		
Tempo and Pulse	<p>Tempo = the speed of the music (how fast or slow it is).</p> <p>Pulse = the beat of the music.</p>	Tempo and pulse can change throughout a piece of music.	<p>Some music has 2 or 3 beats in a bar (1-2, 1-2, or 1-2-3, 1-2-3).</p> <p>Conductor = shows the musicians the pulse and tempo of the music. Their job is to keep everybody working together.</p>	There are standard conducting hand movements for different numbers of beats in bar and different tempos.	Consolidate prior knowledge	<p>Time signatures are used to show the number of beats in a bar.</p> <p> - four crotchet beats per bar.</p> <p> - two crotchet beats per bar</p> <p> - three crotchet beats per bar</p>
Duration and Rhythm	Duration = length of a sound (how long or short a sound is).	<p>Sounds can have very different durations to one another.</p> <p>Rhythm = a sequence of sounds and silences of different durations.</p>	<p>Rhythms are made up of notes and rests of different durations. Some of these durations include:</p> <ul style="list-style-type: none"> - walk (1 beat), stride (2 beats), sleep (4 beats) and running ($\frac{1}{2}$ beat). <p>Rest = silence</p>	<p>Rhythm can be represented on a 1-line stave.</p> <p>Rests can be different durations from 1 beat to multiple bars.</p> <p>Syncopated = off the beat</p>	Rhythm can be represented on a 5- line stave (see Notation).	Consolidate prior knowledge
Notation	Music can be represented using art/dance/movement .	Music can be represented pictorially using a graphic score.	<p>Differences between higher and lower sounds can be represented by music being vertically higher or lower on the board.</p> <p>Graphic scores can be used to record and recreate compositions.</p> <p>Notation = any system used to visually represent music.</p>	<p>Pitch and rhythm can be notated on a 1-line stave.</p> <p>Rhythm notation - on a 1-line stave.</p> <ul style="list-style-type: none">  sleep (4 beats) - semibreve  stride (2 beats) - minim  walk (1 beat) - crotchet  running ($\frac{1}{2}$ beat) - quaver  ssh (1 beat) - rest <p>With stave notation, music is organised into bars, separated by bar lines.</p>	<p>Pitch and rhythm can be notated on a 5-line stave.</p> <p>Signs/symbols on notation give the performer information about how a piece of music should be played (i.e. dynamics, style and expression).</p>	

				 <p>Staff = a line or set of lines on which musical notation is written.</p>		
<p>Music History</p>	<p>Music is a form of communication. Music can convey different emotions and tell stories.</p> <p>Composer = the writer of a piece of music.</p>	<p>Music can be sung in different languages and is used across the world to celebrate different events and festivals.</p> <p>Music reflects the community in which it was written.</p> <p>Music from different time periods and locations sounds different. For example, a piece of music that uses electronic instruments couldn't have been composed in the Victorian Era.</p>	<p>Music is written for different purposes. For example:</p> <p>Japan - Gagaku - music for court dances Egypt - Call to prayer England - Last Post - Remembrance Day</p> <p>Genre = a selection of music which shares similar features.</p> <p>Radio stations such as Radio 1 usually play 'popular music' which can be categorised into different genres including pop, rock, rap and jazz which each have distinctive features (Appendix 2).</p>	<p>When a composer writes a piece of music they make deliberate choices about the musical features they use and the effect these might create.</p> <p>Western Classical Music can be split into different styles usually based on when it was composed. Each of these styles have distinctive features (see Appendix 1)</p> <p>These are: Baroque - 1600 - 1750 Classical - 1750 - 1830 Romantic - 1830 - 1900 Modern/Contemporary - 1900 onwards</p> <p>Genres of Western Classical Music include: Symphony - a large scale work for full orchestra. It usually has three or four contrasting movements. Opera - a form of theatre where music is at the forefront. Singers tell the story through complex melodic passages designed to wow the audience. Film music - music using a range of instruments and voices, created to support the visual content of a film. Chamber Music - music written for small groups of musicians (usually in trios, quartets and quintets), originally to perform at home.</p>	<p>The approximate time period a piece of music was written in can be identified through aural clues in the music.</p> <p>Ethnomusicology = the study of music from different cultures.</p> <p>Whilst the orchestra is a common ensemble in Europe other continents have different ensembles. For example:</p> <p>Samba Band - Samba music has its roots in the West African Slave trade but developed in North East Brazil. It is largely improvised and played on percussion instruments. It is commonly used at celebratory parades alongside dancing such as the annual Rio Carnival.</p>  <p>Instruments Surdo, Repinique, Agogo, Tamborim, Ganza, Apito</p> <p>Khyal - is a modern genre of classical singing originating from India. It means 'imagination' and as a result the singer largely improvises</p>	<p>Different people may interpret the meaning and features of a piece of music differently. This is because as learnt in Year 1, music is a form of communication.</p>

					<p>their part above a drone, an accompanying melody line and a percussion line. It is associated with Hinduism.</p> 	
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Appendix 1 – For adult use when discussing music from these periods.

Western Classical Music			
Time period	Date	Key Features	Significant Composers
Baroque	1600-1750	<ul style="list-style-type: none"> - Clear and consistent bass line played on a low string instrument and harpsichord or lute. This is called a Basso Continuo. - Usually string and keyboard heavy with some brass and woodwind. - Multiple melodic lines interacting with each other (counterpoint). - Melody lines often very ornamented (lots of twiddles and twists). - Clear sense of harmony (sounds pleasant) - Distinctive contrasts in dynamics (very loud to very quiet) and texture (solo to multiple instruments). - Music was often composed for the church. 	<p>Arcangelo Corelli Antonio Vivaldi Purcell Johann Bach (1685-1750) George Handel (1685-1759)</p>
Classical	1750-1830	<ul style="list-style-type: none"> - Single strong melody line. 	<p>Wolfgang Amadeus Mozart</p>

		<ul style="list-style-type: none"> - Music was designed more for the entertainment and performed in concert halls. Public performances became more common. - Symphonies with many movements were a common feature of the classical period. - Many orchestral works are written. - Music was designed more for entertainment and performed in concert halls. Public performances became more common. 	Joseph Haydn
Romantic	1830-1900	<ul style="list-style-type: none"> - All about portraying emotions – music is now more expressive. - Program music – music that depicts a story or scene is common - Composers used larger orchestras and ensembles to create drama. - Timbral variation was used to help convey different emotions. - Rubato – slight speeding up and slowing down of music introduced. - Harmonies became more experimental (less pleasant sounding). 	Ludwig Van Beethoven Johann Brahms Peter Tchaikovsky Edward Elgar Gustav Mahler
Modern	1900-2000	<ul style="list-style-type: none"> - Experimental composition styles emerged. - Minimalism – a composer uses a single melodic or rhythmic idea and creates a whole piece around it. - Serialism – a composer creates a sequence of notes and manipulates this sequence in multiple ways, layering them to create a piece of music. - Composers began to use sounds from the world around them to influence their music (i.e. Messiaen and birdsong). - Everyday objects were increasingly used in compositions (i.e. John Cage’s Living Room Music). - Electronic instruments begin to feature in compositions. - Music is commonly used to accompany films. 	Olivier Messiaen Benjamin Britten Arnold Schoenberg John Cage Steve Reich

Appendix 2 – For adult use when discussing music from these genres

‘Popular’ music genres		
Genre	Key Information and Features	Composers/Artists
Jazz	<ul style="list-style-type: none"> - Emerged in African American communities in America in the early 1900s. - Improvisation is a very important feature of Jazz. - Common instruments used in Jazz music are the trumpet, piano, trombones, drum kit and all four types of saxophone. 	Jamie Cullum Miles Davis Louis Armstrong
Hip-Hop	<ul style="list-style-type: none"> - Hip-Hop emerged in New York in the 1970s as a way of channelling young people away from gang fighting and into music. - There are four elements of hip-hop – Djing, graffiti, break-dancing and rapping. - Conveying knowledge is also an important element of traditional hip-hop and many artists aim to communicate a message about their community within the music. 	Akala (Hip-Hop Shakespeare) Wu-Tang Clan Jay-Z Dizze Rascal

	<ul style="list-style-type: none"> - The music is a combination of electronic programmed beats, rapping, samples of existing music tracks and DJing. - The natural rhythm of the spoken word set against the beat of the music helps to create rhythmic interest and a sense of momentum in the music. 	
Pop	<ul style="list-style-type: none"> - 1960s was the beginning of pop music with bands like The Beatles and The Monkees. - Common instruments used in Pop music include electric guitar, bass guitar, keyboard, drum kit and a lead singer. Synthesisers can also be used to create a backing track. - It is usually upbeat in nature and not too serious. 	<p>The Beatles Katy Perry Lady Gaga Ed Sheeran</p>
Rock	<ul style="list-style-type: none"> - Rock is a term used to describe a range of styles which developed in the 1950s from traditional 'Rock n' Roll'. - Rock music usually has quite a heavy timbre with lots of electric guitar, bass guitar, drums and a singer. The dynamic of the music is usually quiet loud! - Rock music usually has powerful lyrics, solo guitar riffs and lots of chords. 	<p>Elvis Presley (Rock n' Roll) Kaiser Chiefs Foo Fighters All Time Low Queen The Killers</p>