

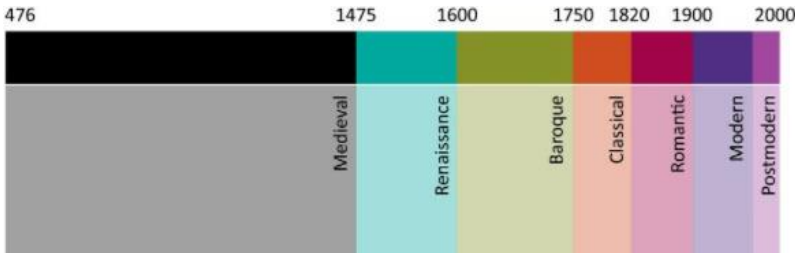
Music Progression of Knowledge with Outcomes

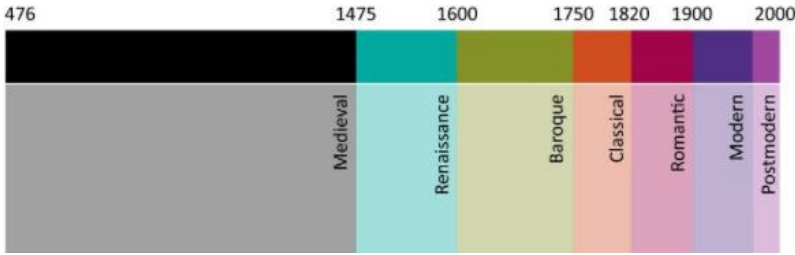
History of Music

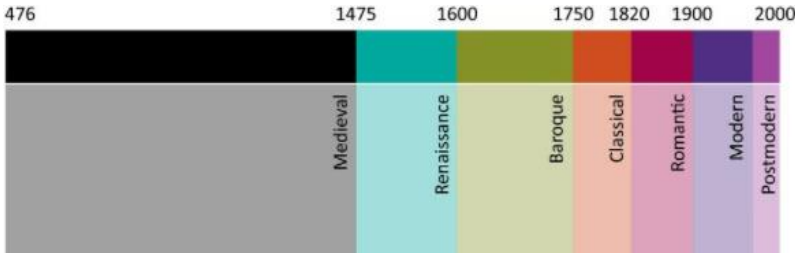
Western Classical Tradition and Film

Title	Composer	Period
1812 Overture	Tchaikovsky	Romantic
Connect It ⁶	Anna Meredith	21st Century
O Eucharisti	Hildegard	Early
Hallelujah from <i>Messiah</i>	Handel	Baroque
Rondo alla Turca	Mozart	Classical
Symphony No. 5	Beethoven	Classical
Night on a Bare Mountain	Mussorgsky	Romantic
Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
English Folk Song Suite ⁶	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
For the Beauty of the Earth	Rutter	20th Century
This Little Babe from <i>A Ceremony of Carols</i>	Britten	20th Century
Night Ferry	Anna Clyne	21st Century
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century

Music History

	Knowledge	Outcomes
Year 3	<p><u>The Baroque Period</u></p> <ul style="list-style-type: none"> Children can identify where the Baroque period fits within musical history (it came before the Classical period)  <ul style="list-style-type: none"> Children understand that throughout history, musical styles have evolved quite significantly. Children know the features of Baroque music. Children know the names of several composers from the Baroque period: Bach, Handel and Vivaldi. Children become familiar with and recognise key pieces of music from Bach, Handel and Vivaldi. Children recognise by sight and sound the key baroque instruments e.g. the harpsichord. 	<p>Those still working towards expectations may:</p> <ul style="list-style-type: none"> Be able to explain that the Baroque era was a particular time in musical history that sounded very different to the music we hear today. be able to state that the Baroque period of music came before the Classical period <p>Those achieving expectations will:</p> <ul style="list-style-type: none"> be able to state that the Baroque period of music came before the Classical period. They will be able to name key composers from the era as well as recognise key pieces of music written by them. <p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> be able to state that the Baroque period of music came before the Classical period. Be able to describe the features of Baroque music. They will be able to name key composers from the era as well as recognise key pieces of music written by them and talk about their lives.

	Knowledge	Outcomes
Year 4	<p data-bbox="193 136 424 165"><u>The Classical Period</u></p> <p data-bbox="193 210 863 239">Relevant prior learning needed to access this unit:</p> <ul data-bbox="240 248 975 315" style="list-style-type: none"> • Children can identify where the Classical period fits within musical history (it came after the Baroque period)  <ul data-bbox="240 607 1023 1077" style="list-style-type: none"> • Children understand that throughout history, musical styles have evolved quite significantly. • Children know the features of Baroque music. • Children know the names of several composers from the Baroque period: Bach, Handel and Vivaldi. • Children become familiar with and recognise key pieces of music from Bach, Handel and Vivaldi. • Children recognise by sight and sound the key baroque instruments e.g. the harpsichord. <p data-bbox="193 1196 451 1225"><u>The Classical Period</u></p> <ul data-bbox="240 1270 1023 2098" style="list-style-type: none"> • Children can identify where the Classical period fits within musical history (it came before the Romantic period but after the Baroque period) • Children understand that throughout history, musical styles have evolved quite significantly. • Children know the features of Classical music and can distinguish it from Baroque period music. • Children know the names of several composers from the Classical period: Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. • Children become familiar with and recognise key pieces of music from Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. • Children are able to identify by sight and sound instruments from the orchestra that become more popular during the Classical period i.e. clarinet, flute, bassoon, oboe and the French horn as well as the piano (which replaced the harpsichord). 	<p data-bbox="1054 136 1393 203">Those still working towards expectations may:</p> <ul data-bbox="1102 212 1469 562" style="list-style-type: none"> • Be able to explain that the Classical period was a particular time in musical history that sounded very different to the music we hear today. • Be able to state that the Classical period of music came after the Baroque period <p data-bbox="1054 607 1473 636">Those achieving expectations will:</p> <ul data-bbox="1102 645 1485 1249" style="list-style-type: none"> • be able to state that the Baroque period of music came before the Classical period. • Be able to state that the Classical period came before the Romantic period. • They will be able to name key composers from the era as well as recognise key pieces of music written by them. • Recognise that music from the Classical period sounds very different to music from the Baroque period. <p data-bbox="1054 1294 1481 1323">Those exceeding expectations will:</p> <ul data-bbox="1102 1332 1485 2110" style="list-style-type: none"> • Be able to state that the Baroque period of music came before the Classical period. • Be able to state that the Classical period came before the Romantic period. • Be able to describe the features of Classical music • Be able to notice how Classical music differs from Baroque music in sound and identify the era if played an unfamiliar piece of music. • They will be able to name key composers from the era as well as recognise key pieces of music written by them and talk about their lives.

Year 5	Knowledge	Outcomes
	<p data-bbox="193 188 861 224">Relevant prior learning needed to access this unit:</p> <p data-bbox="193 266 458 302"><u>The Baroque Period</u></p> <ul data-bbox="240 306 975 374" style="list-style-type: none"> Children can identify where the Classical period fits within musical history (it came after the Baroque period)  <ul data-bbox="240 665 1005 987" style="list-style-type: none"> Children understand that throughout history, musical styles have evolved quite significantly. Children know the features of Baroque music. Children know the names of several composers from the Baroque period: Bach, Handel and Vivaldi. Children become familiar with and recognise key pieces of music from Bach, Handel and Vivaldi. Children recognise by sight and sound the key baroque instruments e.g. the harpsichord. <p data-bbox="193 1108 458 1144"><u>The Classical Period</u></p> <ul data-bbox="240 1189 1016 1836" style="list-style-type: none"> Children can identify where the Classical period fits within musical history (it came before the Romantic period but after the Baroque period) Children understand that throughout history, musical styles have evolved quite significantly. Children know the features of Classical music and can distinguish it from Baroque period music. Children know the names of several composers from the Classical period: Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. Children become familiar with and recognise key pieces of music from Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. Children are able to identify by sight and sound instruments from the orchestra that become more popular during the Classical period i.e. clarinet, flute, bassoon, oboe and the French horn as well as the piano (which replaced the harpsichord). <p data-bbox="193 1874 437 1910"><u>The Romantic Period</u></p> <ul data-bbox="240 1912 1005 2089" style="list-style-type: none"> Children can identify where the Romantic period fits within musical history (it came before the Modern period but after the Classical period) Children understand that throughout history, musical styles have evolved quite significantly. 	<p data-bbox="1054 152 1390 219">Those still working towards expectations may</p> <ul data-bbox="1102 262 1469 616" style="list-style-type: none"> Be able to explain that the Romantic period was a particular time in musical history that sounded very different to the music we hear today. Be able to state that the Romantic period of music came after the Baroque and Classical periods. <p data-bbox="1054 656 1469 692">Those achieving expectations will:</p> <ul data-bbox="1102 694 1484 1301" style="list-style-type: none"> be able to state that the Romantic period of music came after the Classical period. Be able to state that the Romantic period came before the Modern period. They will be able to name key composers from the era as well as recognise key pieces of music written by them. Recognise that music from the Romantic period sounds very different to music from the Baroque and Classical periods. <p data-bbox="1054 1341 1481 1377">Those exceeding expectations will:</p> <ul data-bbox="1102 1379 1484 2123" style="list-style-type: none"> Be able to state that the Romantic period of music came after the Classical period. Be able to state that the Romantic period came before the Modern period. Be able to describe the features of Romantic music Be able to notice how Romantic music differs from Baroque and Classical period music in sound and identify the era if played an unfamiliar piece of music. They will be able to name key composers from the era as well as recognise key pieces of music written by them and talk about their lives.

	<ul style="list-style-type: none"> Children know the features of Romantic period music and can distinguish it from Baroque and Classical period music. Children know the names of several composers from the Romantic period: Tchaikovsky, Chopin, Schumann and Wagner. Children become familiar with and recognise key pieces of music from Tchaikovsky, Chopin, Schumann and Wagner. 	
Year 6	<p style="text-align: center;">Knowledge</p> <p>Relevant prior learning needed to access this unit:</p> <p><u>The Baroque Period</u></p> <ul style="list-style-type: none"> Children can identify where the Classical period fits within musical history (it came after the Baroque period) Children understand that throughout history, musical styles have evolved quite significantly. Children know the features of Baroque music. Children know the names of several composers from the Baroque period: Bach, Handel and Vivaldi. Children become familiar with and recognise key pieces of music from Bach, Handel and Vivaldi. Children recognise by sight and sound the key baroque instruments e.g. the harpsichord. <p><u>The Classical Period</u></p> <ul style="list-style-type: none"> Children can identify where the Classical period fits within musical history (it came before the Romantic period but after the Baroque period) Children understand that throughout history, musical styles have evolved quite significantly. Children know the features of Classical music and can distinguish it from Baroque period music. Children know the names of several composers from the Classical period: Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. Children become familiar with and recognise key pieces of music from Beethoven, Mozart, Haydn and Joseph Bologne, Chevalier de Saint-Georges. Children are able to identify by sight and sound instruments from the orchestra that become more popular during the Classical period i.e. clarinet, flute, bassoon, oboe and the French horn as well as the piano (which replaced the harpsichord). <p><u>The Romantic Period</u></p> <ul style="list-style-type: none"> Children can identify where the Romantic period fits within musical history (it came before the Modern period but after the Classical period) Children understand that throughout history, musical styles have evolved quite significantly. <p><u>The Modern Period</u></p>	<p style="text-align: center;">Outcomes</p> <p>Those still working towards expectations may</p> <ul style="list-style-type: none"> Be able to explain that the Modern period was a particular time in musical history includes music we hear today and was different to styles that came before it. Be able to state that the Modern period of music came after the Baroque, Classical and Romantic periods. <p>Those achieving expectations will:</p> <ul style="list-style-type: none"> Be able to state that the Modern period of music came after the Baroque, Classical and Romantic periods. They will be able to name key composers from the era as well as recognise key pieces of music written by them. Recognise that music from the Modern period sounds very different to music from the Baroque, Classical and periods. <p>Those exceeding expectations will:</p> <ul style="list-style-type: none"> Be able to state that the Romantic period of music came after the Classical period. Be able to state that the Romantic period came before the Modern period. Be able to describe the features of Romantic music Be able to notice how Romantic music differs from Baroque and Classical

	<ul style="list-style-type: none"> • Children can identify where the Modern period fits within musical history (it comes after the Romantic period and is still current). • Children understand that throughout history, musical styles have evolved quite significantly. • Children know the features of Modern classical music period music and can distinguish it from Baroque, Classical and Romantic period music. • Children know the names of several composers from the Romantic period: John Williams, Aaron Copland and Bernstein for example. • Children become familiar with and recognise key pieces of music from John Williams, Aaron Copland and Bernstein. 	<p>period music in sound and identify the era if played an unfamiliar piece of music.</p> <ul style="list-style-type: none"> • They will be able to name key composers from the era as well as recognise key pieces of music written by them and talk about their lives.
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