

HC AT

HCAT

Music Curriculum

Subject content

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

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Key Concepts	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC: Singing	<p>I know a range of well-known nursery rhymes and songs.</p> <p>I know how to sing along to pre-recorded songs and add actions.</p> <p>I know how to sing along with a backing track.</p>	<p>I know how to sing simple songs, chants and rhymes.</p> <p>I know how to sing collectively at the same pitch and count in.</p> <p>I know how to sing songs with a range of no more than three notes (<i>including pentatonic songs</i>).</p> <p>I know how to sing a range of call and response songs.</p> <p>I know how to control vocal pitch and match pitch accurately.</p>	<p>I know how to sing songs with a pitch range of no more than five notes (do-so).</p> <p>I know how to sing songs with a small pitch range (<i>e.g. Rain, Rain Go Away</i>).</p> <p>I know how to demonstrate dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) when singing.</p> <p>I know how to demonstrate dynamics and tempo responding to the leaders directions and visual symbols.</p>	<p>I know how to sing a range of unison songs of varying styles with a pitch range of five notes (do-so) tunefully and with expression.</p> <p>I know how to perform forte and piano (loud and soft).</p> <p>I know how to perform actions confidently and in time to a range of action songs (<i>e.g. Head and Shoulders</i>).</p> <p>I know how to walk, move or clap a steady beat with others.</p> <p>I know how to change the speed of the beat as the tempo of the music changes.</p> <p>I know how to perform as a choir in school assemblies.</p>	<p>I know how to sing a broad range of unison songs with the range of eight notes/octave. (<i>e.g. One More Day – seas shanty</i>).</p> <p>I know how to sing a range of songs pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>I know how to sing rounds and partner songs in different time signatures (2,3 and 4 time).</p> <p>I know how to begin to sing repertoire with small and large leaps to introduce vocal harmony.</p> <p>I know how to perform a range of songs in school assemblies.</p>	<p>I know how to sing a broad range of songs from an extended repertoire.</p> <p>I know how to observe phrasing, accurate pitching and style.</p> <p>I know how to sing three-part rounds, partner songs and songs with a verse and a chorus.</p> <p>I know how to perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>I know how to sing a broad range of songs including syncopated rhythms as part of a choir.</p> <p>I know how to sing three- and four-part rounds or partner songs and experiment with positioning singers randomly within the group.</p> <p>I know how to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>
NC: Listening	<p>I know how to identify simple songs and rhymes.</p> <p>I know how to listen to recorded and live performances of nursery rhymes and simple songs.</p>	<p>I know how to identify the different parts of a song.</p> <p>I know how to identify pitch.</p> <p>I know how to listen to recorded and live performances.</p>	<p>I know how to identify stories within songs.</p> <p>I know how to identify varying pitch within songs (high or low notes).</p> <p>I know how to listen to a music and identify the tempo (speed).</p>	<p>I know how to listen to music and compare pitch.</p> <p>I know how to listen to music and compare the tempo.</p> <p>I know how to listen to music and identify the beat.</p>	<p>I know how to listen to music and identify crescendo and decrescendo (to build or decrease in volume).</p> <p>I know how to listen to music and identify time signatures (number of beats in a bar).</p>	<p>I know how to listen to music and recognise verse and chorus sections of a song.</p> <p>I know how to identify and explain the understanding of the story.</p> <p>I know how to identify the cultural origins of a song.</p>	<p>I know how to listen to music and identify syncopated rhythms (off-beat/reggae music).</p> <p>I know how to listen to music and identify rounds.</p> <p>I know how to listen to music and identify the cultural origins and historical importance of songs.</p>

			<p>I know how to listen to music and identify dynamics (volume).</p> <p>I know how to listen to recorded and live performances.</p>	<p>I know how to listen to music and identify forte and piano (dynamics).</p> <p>I know how to listen to recorded and live performances.</p>	<p>I know how to listen to recorded and live performances.</p>	<p>I know how to listen to recorded and live performances.</p>	<p>I know how to listen to recorded and live performances.</p>
NC: Composing	<p>I know how to copy basic rhythm patterns of nursery rhymes.</p> <p>I know how to explore high and low using voices and characters within a song.</p> <p>I know how to invent a pattern using one pitch notes.</p>	<p>I know how to improvise vocal chants using question and answer phrases.</p> <p>I know how to create musical sound effects and short sequences.</p> <p>I know the difference between creating a rhythm pattern and a pitch pattern.</p> <p>I know how to invent, retain and recall rhythm and pitch patterns and perform these.</p> <p>I know how to recognise how graphic notation can represent created sound.</p>	<p>I know how to create music in response to a non-musical stimulus (e.g.: storm, rocket launch).</p> <p>I know how to work with a partner to improvise simple question and answer phrases.</p> <p>I know how to use graphic symbols, dot notation and stick notation as appropriate.</p>	<p><u>Improvise</u> I know how to improvise using a range of tuned and untuned instruments.</p> <p>I know how to invent short on-the-spot responses.</p> <p>I know how to structure musical ideas using question and answer or echo.</p> <p>I know how to create music that has a beginning, middle and an end.</p> <p><u>Compose</u> I know how to combine known rhythmic notation with letter names to create rising and falling phrases using 3 notes.</p> <p>I know how to compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p><u>Improvise</u> I know how to improvise using a limited range of pitches on an instrument.</p> <p>I know how to make use of musical features including smooth (legato) and detached (staccato).</p> <p>I know how to make compositional decisions about the overall structure of improvisations.</p> <p><u>Compose</u> I know how to combine none rhythmic notation with letter names to create short pentatonic phrases (5 notes).</p> <p>I know how to sing and play the phrases I have composed.</p> <p>I know how to arrange individual notes of known values to create sequences of 2, 3 or 4 beat phrases arranged into bars.</p>	<p><u>Improvise</u> I know how to use tuned percussion and melodic instruments to improvise freely over a drone note.</p> <p>I know how to improvise over a simple groove responding to the beat creating melody.</p> <p>I know how to experiment with dynamics including: loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), moderately quiet (mezzo piano).</p> <p><u>Compose</u> I know how to compose melodies from pairs of phrases.</p> <p>I know how to enhance the phrases with rhythmic or choral accompaniments.</p> <p>I know how to work in a pair to create a ternary piece.</p>	<p><u>Improvise</u> I know how to create music with multiple sections that include repetition and contrast.</p> <p>I know how to use chord changes as an improvised sequence.</p> <p>I know how to extend improvised melodies beyond 8 beats over a fixed groove.</p> <p><u>Compose</u> I know how to plan, compose and notate 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest.</p> <p>I know how to play my composition on available tuned instruments.</p> <p>I know how to compose melodies from pairs of phrases in either G major or E minor.</p> <p>I know how to enhance these melodies with rhythmic or chordal accompaniment.</p>

					<p>I know how to use musical components to compose a specific mood (e.g.: creating music to accompany a short film).</p> <p>I know how to recognise major and minor chords.</p> <p>I know how to compose using a variety of instruments.</p> <p>I know how to record/evidence my compositions using: graphic scores, rhythm notation and time signature, staff notation.</p>	<p>I know how to use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>I know how to record and evidence my compositions using: graphic scores, rhythm notation and time signature, staff notation.</p>	<p>I know how to compose a ternary piece using available music software to create and record this.</p> <p>I know how to discuss how musical contrasts are achieved.</p>
NC: Musicianship (Performing)	<p>I know how to perform songs and rhymes with others.</p> <p>I know how to move in time with music. (e.g. dancing, and marching).</p>	<p>Pulse & Beat</p> <p>I know how to walk, move or clap a steady beat with others.</p> <p>I know how to change the speed of the beat as the tempo of the music changes.</p> <p>I know how to use body percussion to maintain a steady beat.</p> <p>I know how to use classroom percussion to maintain a steady beat (e.g. shakers, sticks and blocks).</p>	<p>Pulse & Beat</p> <p>I know that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>I know how to mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>I know how to walk in time to the beat of a piece of music or song, knowing the difference between left and right to support coordination.</p>				

		<p>I know how to play repeated rhythm patterns (<i>ostinato</i>) to maintain a steady beat.</p> <p>I know how to use short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>I know how to respond to the pulse in recorded and live music through movement and dance.</p> <p><u>Rhythm</u> I know how to perform short copycat <i>rhythm</i> patterns accurately, led by the teacher.</p> <p>I know how to perform short repeating <i>rhythm</i> patterns (<i>ostinato</i>) while keeping in time with a steady beat.</p> <p>I know how to perform word-pattern chants (e.g. ca-ter-pil-lar crawl); create, retain and perform their own <i>rhythm</i> patterns.</p> <p><u>Pitch</u> I know how to listen to sounds in the local school environment, comparing high and low sounds.</p>	<p>I know how to begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>I know how to identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p><u>Rhythm</u> I know how to play copycat <i>rhythms</i>, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>I know how to create <i>rhythms</i> using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</p> <p>I know how to read and respond to chanted <i>rhythm</i> patterns, and represent them with stick notation including <i>crotchets</i>, <i>quavers</i> and <i>crotchets rests</i>.</p> <p>I know how to create and perform my own chanted rhythm patterns with the same stick notation.</p> <p><u>Pitch</u></p>				
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		<p>I know how to sing familiar songs in both low and high voices, talking about the difference in sound.</p> <p>I know how to explore percussion sounds to enhance storytelling.</p> <p>I know how to follow pictures and symbols to guide singing and playing (e.g. 4 dots = 4 taps on the drum)</p>	<p>I know how to play a range of singing games based on the cuckoo interval (high to low in a 3-note range), matching voices accurately, supported by a leader playing the melody.</p> <p>I know how to sing short phrases independently within a singing game or short song.</p> <p>I know how to respond independently to pitch changes heard in short melodic phrases, indicating with actions</p> <p>I know how to recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>				
NC: Performing				<p><u>Instrumental Performance</u></p> <p>I know how to develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>I know how to play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups.</p>	<p><u>Instrumental Performance</u></p> <p>I know how to develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>I know how to play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p>	<p><u>Instrumental Performance</u></p> <p>I know how to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range.</p> <p>I know how triads are formed, and play them on tuned percussion,</p>	<p><u>Instrumental Performance</u></p> <p>I know how to play a melody following staff notation written on one stave and using notes within an octave range (do–do)</p> <p>I know how to make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>I know how to accompany this same melody, and others, using block chords or a bass line.</p>

				<p>I know how to use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.</p> <p>I know how to individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio.</p> <p>I know how to extend to question-and-answer phrases.</p> <p>Musical Notation I know the stave, lines and spaces, and clef.</p> <p>I know how to use dot notation to show higher or lower pitch.</p> <p>I know the differences between crotchets and paired quavers.</p> <p>I know how to apply word chants to rhythms, understanding how to link each syllable to one musical note.</p>	<p>I know how to perform in two or more parts from simple notation using instruments played in whole class teaching.</p> <p>I know how to identify static and moving parts.</p> <p>I know how to copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Musical Notation I know the differences between minims, crotchets, paired quavers and rests.</p> <p>I know how to read and perform pitch notation within a defined range (e.g. C–G/do–so).</p> <p>I know how to follow and perform simple rhythmic scores to a steady beat.</p> <p>I know how to maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p>	<p>melodic instruments or keyboards.</p> <p>I know how to perform simple, chordal accompaniments to familiar songs.</p> <p>I know how to perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</p> <p>I know how to develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Musical Notations I know the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>I know the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>I know how to read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>I know how to read and play short</p>	<p>I know how to engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.</p> <p>Musical Notations I know the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <p>I know how to further develop the skills to read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>I know how to read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>I know how to read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
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						rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	
Music History					<p>I know how to make links between music and periods of time.</p> <p>I know how to identify different genres of music.</p>	<p>I know how to identify the time period a piece of music may be from.</p> <p>I know how to identify the features of a genre of music.</p> <p>I know how to identify common instruments used within genres of music.</p>	<p>I know how to accurately identify the time period a piece of music is from.</p> <p>I know how to identify the features of different genres of music.</p> <p>I know how to identify the instruments used within various genres of music.</p> <p>I know how to identify key songs from a given genre or period of music.</p>



Music Curriculum in EYFS

Expressive arts and design (educational programme) being imaginative and expressive: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, self-expression, vocabulary, and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none">- Show attention to sounds and music- Respond emotionally and physically to music when it changes.- Move and dance to music.- Anticipate phrases and actions in rhymes and songs (0-3).	<ul style="list-style-type: none">- Stimulate their enjoyment of music through singing and playing musical and singing games which are attuned to the baby.- Provide babies, toddlers, and young children with a range of different types of singing, sounds and music from diverse cultures.- Allowing children to move their bodies to different music including pre-recorded such as wake up shake up.		<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none">• Playing and exploring – children investigate and experience things, and ‘have a go’.• Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements.• Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
<ul style="list-style-type: none">- Explore their voices and enjoy making sounds.- Join in with songs and rhymes.- Make rhythmical and repetitive sounds.- Explore a range of sound makers and instruments and play them in different ways.- Enjoy and take part in action songs (0-3).	<ul style="list-style-type: none">- Include songs to go with routines. E.g., hello everyone, days of the week song.- Provide children with instruments and with ‘found objects. Suggestions: tapping a bottle onto the table or running a twig along a fence. Encourage children to experiment with different ways of playing instruments.- Introduce children to a broad selection of action songs from different cultures and languages. Sing songs regularly so that children learn the words, melody, and actions off by heart.	<ul style="list-style-type: none">- I can sing a range of well-known nursery rhymes and songs.I can copy basic rhythm patterns of nursery rhymes	
<ul style="list-style-type: none">- Listen with increased attention to sounds .- Respond to what they have heard expressing their thoughts and feelings.- Remember and sing entire songs (3-4).	<ul style="list-style-type: none">- Play, share and perform a wide variety of music and songs from different cultures and historical periods. --Play sound-matching games.- Environmental sounds in phonics e.g. guessing the instrument by listening to the sound.- Repetitive sing songs through performances e.g. Christmas singalong.	<ul style="list-style-type: none">- I can sing along to pre-recorded songs and add actionsI can identify simple songs and rhymes	
<ul style="list-style-type: none">- Sing the pitch of a tone sung by another person (pitch match).- Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs (3-4).	<ul style="list-style-type: none">- When supporting children to develop their singing voice use a limited pitch range. For example, ‘Rain rain’ uses a smaller pitch (high/low) range than many traditional nursery rhymes.- Children’s singing voices and their ability to control them is developing. Encourage them to use their ‘singing’ voice: when asked to sing loudly, children often shout.- Sing slowly, so that children clearly hear the words and the melody of the song.- Using one-syllable sounds such as ‘ba’. Clap or tap to the pulse of songs or music and encourage children to do this.	<ul style="list-style-type: none">- I can explore high and low using voices and characters within a song- I can invent a pattern using one pitch notes	
<ul style="list-style-type: none">- Create own songs or improvise a song around one they know (3-4).- Play instruments with increasing control to express their feelings and ideas (3-4).	<ul style="list-style-type: none">- Offering children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets.- Encourage children to experiment with different ways of playing instruments, have these accessible in indoor and outdoor areas. Outdoor music to be on a larger scale e.g. making music on large bins, tapping out beats, twigs along fences, pots pans and spoons.	<ul style="list-style-type: none">- I can listen to recorded and live performances of nursery rhymes and simple songs	
<ul style="list-style-type: none">- Listen attentively, move <u>to</u> and talk about music, expressing their feelings and responses.- Watch and talk about dance and performance art, expressing their feelings (4-5).	<ul style="list-style-type: none">- Giving children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain.- Inviting musicians in to play music to children and talk about it. Look at different artists on YouTube and explore how their music is different and why.- Offer opportunities for children to go to a live performance, such as a pantomime, play, music, or dance performance. Provide related costumes and props for children to incorporate into their pretend play.	<ul style="list-style-type: none">- I can move in time with music e.g. dancing and marching	
<ul style="list-style-type: none">- Sing in a group or on their own, increasingly matching the pitch and following melody.- Explore and engage in music making and dance, performing solo or in groups (4-5).	<ul style="list-style-type: none">- Pitch matching games e.g. humming or singing short phrases for children to copy. Use songs with and without words.- Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.- Poetry basket, learning new poems regularly and giving opportunities to children to perform this independently.	<ul style="list-style-type: none">- I can sing along with a backing track- I can perform songs and rhymes with others	
Early Learning Goals <ul style="list-style-type: none">• Sing a range of well-known nursery rhymes and songs• Perform songs, rhymes, poems, and stories with others and (when appropriate) try to move in time with music.			

Glossary

accent – where the music is emphasised

allegro – performed at a brisk speed

adagio – performed slowly

bar – a regular section on a staff, separated by vertical lines. Contains the beats

beat - unit of rhythm

canon – tune that is repeated at regular intervals by different performers, but with different starting times

chant – singing in unison, with a similar rhythm to speech

choir – group of singers

chord – 2 or more notes (usually 3) played simultaneously in harmony

chord progression – string of chords played in succession, usually a pattern

clef – a symbol on written music, defining what pitch to play the note

crescendo – getting louder

decrescendo – getting quieter

dissonance – harsh sounds, chords not in harmony

downbeat – first beat in a bar

drone – monotonous tone

dot notation – visual notes used to represent musical notes and chords

duet – two vocalists or instruments

melody – a musical sentence that makes sense played or sung on its own

minor – a sad sounding piece of music

notation – a method of writing music

octave – 8 full tones above the key note. Start and end of a scale

off beat – the unaccented beat

orchestra – a large group of instruments, usually classical

ostinato – a musical phrase or rhythm which is repeated

pentatonic – a scale with 5 notes

piano – played softly

pitch (range) – how high or low a note is

pulse – the constant beat in a piece of music

question & answer phrases – two distinct phrases usually written in different parts of the music, but which operate like a conversation, with the second phrase answering first

rest – moment when a note is not played for a defined length of time

rhythm – structured groups of accented and unaccented beats

rising and falling phrases – ascending melody and descending melody

scale – successive notes of a key, ascending or descending

sharp – note to be raised by a semitone

slur – a curve over notes, suggesting that it is slurred together

dynamics – how loud or quiet a piece of music is

ensemble – all instruments in an orchestra or all voices in a choir, playing at once.

flat – playing a note a semitone lower than the written one

forte – loud

graphic notation – images or a mark that can signify a particular musical action

harmony – pleasing combination of two or more notes, played in background behind melody

key – system of notes based on a key note

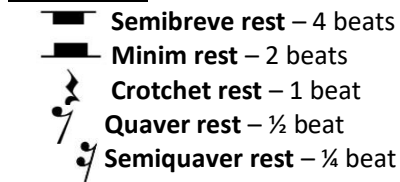
key signature – the flats and sharps at the beginning of each line, to be played throughout the piece music

major – a happy sounding piece of measure – a bar in a piece of music

Note lengths



Rest lengths



staccato – short, sharp notes

staff – five horizontal lines on which notes are written

stick notation – a method of teaching music- reading that uses the sticks of the notes without the circular heads of the notes

syncopated rhythm – playing on the off-beat i.e.: reggae music

tempo – speed of a piece

ternary – music composed in three sections whereby the outer sections are the same with a contrasting middle. Ternary form is often represented ABA

time signature – how many beats to a bar

tuned – percussion and orchestral instruments that can produce different notes e.g. xylophone, violin, cello, piano

unison – playing or singing the same notes simultaneously

untuned – percussion that makes an unpitched sound when hit, shaken or scraped e.g. woodblock, maracas, drum, cymbal

vibrato – quickly alternating between two notes – a wobbly sound

Common Tempo words

adagio – slow and calm

allegro – quick and lively

andante – relaxed and flowing

largo – slow and broad

lento – slow

moderato – a reasonable pace

rit. (ritardando) – slowing the tempo (also **ral. (ralentissez)**)

presto – quick and lively

prestissimo – extremely quick