



**Music : Progression of Skills, Knowledge and Understanding
Based on Charanga Scheme 2024**



Y	Listen and appraise	Musical Activities	Singing	Playing	Improvising	Composing	Performing
R	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Try to move in time with music. Combine different movements with ease and fluency. Taps out simple repeated rhythms.	Sing a range of well-known nursery rhymes and songs. Sing in a group or on their own, increasingly matching pitch and following the melody.	Explores the different sounds of instruments.	Express their feelings and responses to music.	Express their feelings and responses to music.	Perform songs, rhymes, poems and stories with others
1	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To confidently sing or rap five songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before.	Composing is like writing a story with music. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	A performance is sharing music with other people, called an audience. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.
2	As above and also... To know some songs have a chorus or response/answer part. To know that songs have a musical style. To learn how songs can tell a story or describe an idea.	As above and also... Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	As above and also... To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices Learn about voices singing notes of different pitches (high and low).	As above and also... Know the names of untuned percussion instruments played in class. Play the part in time with the steady pulse.	As above and also... Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes	As above and also... Help create three simple melodies with the Units using one, three or five different notes.	As above and also... A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.

			Learn to find a comfortable singing position.				
3	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics: what the song is about. Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song. To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p> <p>Rhythm: the long and short patterns over the pulse</p>	<p>To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic, or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p>To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) To treat instruments carefully and with respect.</p> <p>Play anyone, or all of four, differentiated parts on a tuned instrument – a one note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song. Listen to and follow musical instructions from a leader.</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before.</p> <p>It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p>	<p>To know and be able to talk about: 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.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music</p>
4	<p>As above and also...</p> <p>To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>When you talk try to use musical words.</p>	<p>As above and also...</p> <p>Know the difference between pulse and rhythm.</p> <p>Pitch: High and low sounds that create melodies</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>As above and also...</p> <p>To listen to each other Texture: How a solo singer makes a thinner texture than a large group To know and be able to talk about: Leader or conductor: A person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Texture: How a solo singer makes a thinner texture than a large group.</p>	<p>As above and also...</p> <p>To know and be able to talk about: Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>As above and also...</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>As above and also...</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>As above and also...</p> <p>To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>

