

Newstead Primary School

IMPLEMENTATION

Progression of Knowledge, Skills and Understanding in Music (Charanga)

Breadth of Study		Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	Knowledge	<u>Being Imaginative and Expressive</u> <u>Children at the expected level of development will:</u> -Invent, adapt and recount narratives and stories with peers and their teacher; -Sing a range of well-known nursery rhymes and songs;	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 know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about their features.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about their features.	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about their features.	To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about their features.
	Skills	-Perform songs, rhymes, poems and stories with others, and –when appropriate –try to move in time with music.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	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.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.

Games (within the units)	Knowledge		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 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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.
	Skills		There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	Using the Warm up Games tracks. 1. Find the Pulse 2. Rhythm Copy Back 3. Pitch Copy Back 4. Pitch Copy Back and Vocal Warm-ups.	Using the Warm up Games tracks, 1. Find the Pulse 2. Rhythm Copy Back: 3. Pitch Copy Back 4. Pitch Copy Back and Vocal Warm-ups	Using the Warm up Games tracks, Find the pulse. Copy back rhythms. Copy back one-note riffs using simple and syncopated rhythm patterns. Copy back two-note riffs by ear and with notation.	Using the Warm up Games tracks, Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back three-note riffs by ear and with notation. Question and answer using three different notes.
Singing	Knowledge		To confidently sing or rap five songs from memory and sing them in unison	To confidently know and sing five songs from memory. 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.	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.	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. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features, Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience. To choose a song and be able to talk about: Its main features, Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.

Playing	Skills		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 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 (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	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.	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 rejoin the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
	Knowledge		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	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	The instruments used in class (a glockenspiel, a recorder)	The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.	Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends
	Skills		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.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Play any one, 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Play any one, or all 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Play a musical instrument with the correct technique within the context of the Unit song. 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. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

Improvisation	Knowledge		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. It is not written down and belongs to them. Everyone can improvise!	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.	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. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake.	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. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations.	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. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians.	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. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations. To know three well-known improvising musicians.
	Skills		Improvise using the three challenges; Clap and Improvise Sing, Play and Improvise Improvise.	Improvise using the three challenges; Clap and Improvise Sing, Play and Improvise Improvise.	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of the song they are learning to perform	Improvise using instruments in the context of a song to be performed.	Improvise using instruments in the context of a song to be performed.
Composition	Knowledge		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose	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. Different ways of recording compositions (letter names, symbols, audio etc.)	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. Different ways of recording compositions (letter names, symbols, audio etc.)	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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.	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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.

Performance.	Skills.		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.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Knowledge		A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. 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.	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	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.	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. Everything that will be performed must be planned and learned. 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. A performance involves communicating ideas, thoughts and feelings about the song/music.	Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. 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. A performance involves communicating ideas, thoughts and feelings about the song/music.
	Skills		Choose a song they have learnt from the Scheme and perform it.	Choose a song they have learnt from the Scheme and perform it.	To choose what to perform and create a programme.	To choose what to perform and create a programme. Present a musical performance	To choose what to perform and create a programme.	To choose what to perform and create a programme.

			They can add their ideas to the performance. Record the performance and say how they were feeling about it.	They can add their ideas to the performance. Record the performance and say how they were feeling about it.	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.	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.	To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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