



# Music

## Progression of knowledge, skills and understanding

*\*\* For Charanga units, titles of activities are in bold. Skills, knowledge and understanding are not in bold\*\**

<b>YEAR A</b>		
	<b>Class 1</b>	<b>Class 2</b>
Autumn term	<p><b>Charanga unit</b> <b>Big Bear Funk (R)</b></p> <p><b>Listen and respond</b> Enjoy listening and dancing to funk music. Talk about funk music.</p> <p><b>Explore and create</b> <b>Games track</b> Copy back the rhythm of words from the video. Clap the rhythm of words from the song. Clap a whole line of the song.</p> <p><b>High and low games</b> Play the pulse with a pitched note or untuned percussion instrument.</p> <p><b>B pitch activities</b> Add one pitched sound to the rhythm of words and short phrases from the song. Enjoy playing and experimenting with 2-note or 3-note patterns.</p>	<p><b>Charanga unit</b> <b>Zootime (Y2)</b></p> <p><b>Listening</b> Find the pulse and know that this Unit is about Reggae music. Understand that songs have a musical style. Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</p> <p><b>Musical activities</b> <b>Find the pulse</b> Be an animal of your choice when finding the pulse.</p> <p><b>Clap rhythms</b> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour.</p> <p><b>Create their own rhythms for the class to copy back</b></p> <p>Sing and dance together, in time and using actions.</p> <p><b>Play musical instruments</b></p>

	<p><b>Singing</b> Learn to sing the songs in unison with support. Add actions or substitute a word in some sections. Enjoy singing a song from memory.</p> <p><b>Share and perform</b> Choose one of the songs and perform it with any actions you have created. Listen back to the performance. Enjoy the challenge of performing with just the backing track and adding actions to the songs.</p>	<p>Play accurately and in time. Play the note C.</p> <p>Improvise in lessons and a performance</p> <p><b>Compose</b> Compose A simple melody using simple rhythms, and use as part of the performance. Play notes C +D.</p> <p><b>Perform and share</b> Perform a song Listen back and explain how they felt during the performance</p>
	<p><b>Vocab:</b> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, Funk.</p>	<p><b>Vocab:</b> Keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
Spring term 1	<p><b>Mozart – focus musician</b> To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. To begin to identify simple repeated patterns and follow basic musical instructions. To begin to understand that musical elements can be used to create different moods and effects. To listen to short, simple pieces of music and talk about when they may hear it. E.g: a lullaby, party or wedding.</p>	<p><b>Vivaldi – focus musician</b> To respond to different moods in music and explain thinking about changes in sound. To identify what improvements could be made to own work and make these changes, including altering voices and instruments. To identify and recognise repeated patterns and follow a wider range of musical instructions. To understand how musical elements create different moods and effects. To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby</p>
	<p><b>Vocab:</b> pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, pattern, composer, classical music</p>	<p><b>Vocab:</b> pitch (high middle low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, introduction, repetition, tempo, timbre classical, composer</p>
Spring term 2	<p><b>Charanga unit Everyone! (R)</b></p> <p><b>Listen and respond</b> Enjoy listening to the music and responding to music through dancing or other movement. Enjoy listening to the music and responding to different speeds through dancing or other movement.</p>	<p><b>Charanga Unit Hey You! (Y1)</b></p> <p><b>Listening</b> Find the pulse they are listening to and understand it is the heartbeat of the music. Name recognise the instruments they can hear (male vocal, bass guitar, drums, decks)</p>

	<p>Find the pulse naturally.</p> <p><b>Explore and Create</b>  <b>Games track</b>  Find the pulse in different ways and show this through actions eg marching, jumping, moving.  Enjoy thinking up and sharing their own ideas for actions.</p> <p><b>Copycat rhythm games</b>  Copy back the rhythms of phrases in the song.  Choose one phrase from the song and have a go at clapping the rhythm.</p> <p><b>High and low games</b>  Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.  Enjoy exploring the pitch of their voices.</p> <p><b>Create you won sounds using instruments</b>  Play a 1-note pattern in time with the pulse.  Enjoy inventing a 2-note repeated pattern.</p> <p><b>Singing</b>  Learn to sing or rap the songs in unison with support.  Add actions or substitute a word in some sections.</p> <p><b>Share and perform</b>  Choose one of the songs or the rap and perform it with any actions you have created  Listen back to the performance.</p>	<p><b>Musical Activities</b>  <b>Find the pulse</b>  March in time with the pulse  Find the pulse through actions (being an animal)</p> <p><b>Clap rhythms</b>  Copy back rhythms heard  Create their own rhythms for others to copy</p> <p><b>Sing</b>  Rap and sing in time to the music  Lead groups that are rapping and singing</p> <p><b>Play instrumental parts</b>  Play accurately and in time as part of a performance  Play the notes C and G</p> <p>Improvise in lessons and a performance</p> <p><b>Perform and share</b>  Perform a song  Listen back and explain how they felt during the performance</p>
	<p><b>Vocab:</b> Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.</p>	<p><b>Vocab:</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, decks, perform</p>
<p>Summer</p>	<p><b>Charanga unit</b>  <b>Round and Round (Y1)</b></p> <p><b>Listening</b>  Find the pulse in the song and understand it is the heart beat of the music  Recognise and name at least two instruments they can hear</p>	<p><b>Charanga unit</b>  <b>Friendship song (Y2)</b></p> <p><b>Listening</b>  Find the pulse and know the theme of the song  Recognise and name instruments they can hear</p>

	<p><b>Musical activities</b>  <b>Find the pulse</b>  March to the pulse  Copy actions on the screen  Use their imagination to find the pulse</p> <p><b>Clap rhythms</b>  Copy back rhythms heard  Clap the rhythm of their name or favourite animal  Make up their own rhythms</p> <p>Sing together with actions</p> <p><b>Play instrumental parts</b>  Play accurately and in time as part of a performance  Play notes D, F, C, D</p> <p>Improvise in lessons and as part of a performance</p>	<p><b>Musical activities</b>  <b>Find the pulse</b>  Decide how to find the pulse</p> <p><b>Clap rhythms</b>  Clap the rhythm of their name or favourite animal  Create own rhythms for the class to copy back</p> <p>Sing in two parts</p> <p><b>Play instrumental parts</b>  Play accurately in time  Play notes E, G, C and D</p> <p>Improvise in lessons and as part of a performance</p> <p>Compose a simple melody using simple rhythms and use as part of a performance.</p> <p><b>Perform and share</b>  Perform a song  Listen back and explain how they felt during the performance</p>
	<p><b>Vocab:</b> keyboard, bass, guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p><b>Vocab:</b> keyboard, drum, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>

<b>YEAR B</b>		
	<b>Class 1</b>	<b>Class 2</b>

<p>Autumn term</p>	<p><b>Charanga unit: Rhythm in the Way We Walk and Banana Rap. (Y1)</b></p> <p><b>Listening:</b> Find pulses when listening to songs Understand pulses are the heartbeat to the music Recognise and name two or more instruments which can be heard (keyboard, bass, guitar, percussion, trumpets and saxophones.)</p> <p><b>Musical activities</b> <b>Find a pulse</b> March to the pulse Copy back rhythms Keep the pulse</p> <p><b>Clap rhythms</b> Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm</p> <p><b>Singing</b> Rap and sing in time to music Start to understand that pitch is high and low sounds</p> <p><b>Perform and share</b> Perform a song Listen back at a performance and discuss how it went</p>	<p><b>Charanga unit: Hands, feet heart (y2)</b></p> <p><b>Listening</b> Find the pulse in the song they are listening to Understand pulses are the heartbeat to the music Recognise many instruments which can heard (Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.)</p> <p><b>Musical activities</b> <b>Find a pulse</b> March in time with the pulse. Be an animal finding the pulse.</p> <p><b>Clap rhythms</b> Know that rhythm is different to the pulse. Copy and clap back rhythms. Create simple rhythms themselves.</p> <p><b>Singing</b> Recognise that songs sometimes have a question and answer section and a chorus.</p> <p><b>Play instrumental parts</b> Play accurately and in time Play notes G, A + C.</p> <p>Improvise during lessons and a performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms, and use as part of the performance. Play notes C + D.</p> <p><b>Perform and share</b> Perform a song Listen back and explain how they felt during the performance</p>
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	<p><b>Vocab:</b> Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>	<p><b>Vocab:</b> Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo.</p>
Spring term 1	<p><b>Andrew Lloyd Webber – focus musician</b>          To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.          To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.          To begin to identify simple repeated patterns and follow basic musical instructions.          To begin to understand that musical elements can be used to create different moods and effects.          To listen to short, simple pieces of music and talk about when they may hear it. E.g: a lullaby, party or wedding.</p>	<p><b>Elgar – focus musician</b>          To respond to different moods in music and explain thinking about changes in sound.          To identify what improvements could be made to own work and make these changes, including altering voices and instruments.          To identify and recognise repeated patterns and follow a wider range of musical instructions.          To understand how musical elements create different moods and effects.          To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby</p>
Great composers and musicians	<p><b>Vocab:</b>          pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, pattern, composer, musical</p>	<p><b>Vocab:</b>          pitch (high middle low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, introduction, repetition, tempo, timbre classical, composer, rock</p>

Spring term 2

**Charanga unit  
My Stories (R)**

**Listening**

Enjoy listening to the music and respond through dancing or other movement.  
Recognise and name some of the characters and stories in the songs.  
Invent imaginary characters through movement or dancing.

**Explore and create**

**Games track**

Find the pulse in different ways and show this through actions eg marching, jumping, moving like a character from the song.

**Copycat Rhythm games**

Copy back a rhythm from the words of the song.  
Clap some of the words from the song for others to copy.

**High and low games**

Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds.  
Enjoy finding and moving the pitch of their voices within the songs.

**Create sounds using instruments**

Play a pitched note or sound in time with the pulse.  
Enjoy finding a pattern on the instrument.

**Singing**

Learn to sing the song in unison with support.  
Add actions or substitute a word in some sections.

**Share and perform**

Choose one of the songs and perform it with any actions you have created.  
Enjoy the challenge of performing with just the backing track.

**Charanga unit  
I wanna play in a band Y2.**

**Listening**

Find the pulse and know that this Unit is about Rock music  
Understand songs have a musical style

**Musical activities**

**Find the pulse**

March and find the pulse.  
Be a rockstar finding the pulse.  
Freestyle finding the pulse.

**Clap rhythms**

Copy and clap back rhythms.  
Clap the rhythm of their name.  
Clap the rhythm of their favourite colour.  
Create their own rhythms for the class to copy back.

Sing and dance together in time and using actions

**Play instruments**

Play accurately and in time.  
Play notes D + C.

**Improvise**

Improvise in lessons and in a performance  
Play note F

**Compose**

Compose a simple melody using simple rhythms,  
and use as part of the performance

**Perform**

Perform a song  
Listen back and explain how they felt during the performance

**Vocab:** Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase, nursery rhyme

**Vocab:** keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.



<p>Summer term</p>	<p><b>Charanga unit</b> <b>Your imagination (Y1)</b></p> <p><b>Listening</b> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.</p> <p><b>Musical activities</b> <b>Find the pulse</b> Be a pop star finding the pulse. Use their imagination to find the pulse.</p> <p><b>Clap rhythms</b> Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. Make up their own rhythms.</p> <p>Sing in unison and in two parts</p> <p><b>Play instrumental parts</b> Play accurately and in time as part of the performance. Play the note C.</p> <p><b>Perform and share</b> Perform a song Listen back at a performance and discuss how it went</p>	<p><b>Charanga unit</b> <b>In the groove (Y1)</b></p> <p><b>Listening</b> Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. Dance to each style or move to the pulse – be “In The Groove!”</p> <p><b>Musical activities</b> <b>Find the pulse</b> March to the pulse. Copy the actions on-screen. Choose an animal and keep the pulse.</p> <p><b>Clap rhythms</b> Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food. Make up their own rhythms.</p> <p>Sing together and in time in all different styles</p> <p><b>Play instrumental parts</b> Play accurately and in time as part of the performance. Play the note C</p> <p>Improvise in lessons and as part of a performance</p> <p><b>Compose</b> Compose a simple melody using simple rhythms, and use as part of the performance. Play the notes C + D.</p>
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	<p><b>Vocab:</b> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p><b>Vocab:</b> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p>
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