





Music Progression of Skills

Year 1

	<u>Knowledge</u>	<u>Skills</u>
Listen and Respond	<ul style="list-style-type: none"> To know songs by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.
Musicianship - Pulse, Beat, Rhythm, Pitch	<ul style="list-style-type: none"> 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 you can create different rhythms by changing the length of notes. To know that you can have high and low pitched sounds. 	<p>Musical Elements covered in Charanga games in units.</p> <p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance, e.g. <ul style="list-style-type: none"> Stepping (e.g. <i>Mattachins</i> from <i>Capriol Suite</i> by Warlock), Jumping (e.g. <i>Trepak</i> from <i>The Nutcracker</i> by Tchaikovsky) Walking on tiptoes (e.g. <i>Scherzo</i> from <i>The Firebird Suite</i> by Stravinsky). <p><u>Rhythm</u></p> <ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Ca-ter- pil- lar crawl</p> </div> <div style="border: 1px solid black; padding: 10px; text-align: center;">  <p>Fish and chips</p> </div> </div> <p><u>Pitch</u></p> <ul style="list-style-type: none"> To compare low and high sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling,



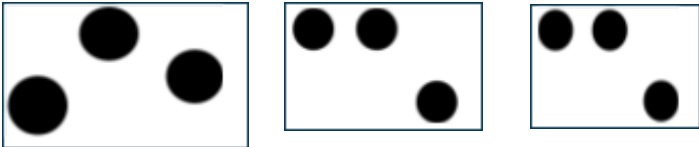
Music Progression of Skills

Singing	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison To know that you can use your voice to sing different pitches. To know that you can make different types of sounds with your voices- you can rap or say words in rhythm. 	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes (e.g. <i>Boom Chicka Boom</i>) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing simple songs with a very small range, mi-so (e.g. <i>Hello, How are You</i>), and then slightly wider (e.g. <i>Bounce High, Bounce Low</i>). Include pentatonic songs (e.g. <i>Dr Knickerbocker</i>). Sing a wide range of call and response songs (e.g. <i>Pretty Trees Around the World</i> from <i>Rhythms of Childhood</i>), to control vocal pitch and to match the pitch they hear with accuracy. Learn to start and stop singing when following a leader.
Playing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. <div style="border: 1px solid black; padding: 5px; text-align: center;"> </div>
Improvisation	<ul style="list-style-type: none"> 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! 	<ul style="list-style-type: none"> Use the improvisation tracks on Charanga. Improvise using the three challenges. Improvise simple vocal chants, using question and answer phrases
Composition	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. To understand the difference between creating a rhythm pattern and a pitch pattern. To recognize how graphic notation can represent created sounds. 	<ul style="list-style-type: none"> 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. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds. Explore and invent own symbols for sounds.
Performance	A performance is sharing music with other people, called an audience.	<ul style="list-style-type: none"> Choose a song they have learnt and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.



Music Progression of Skills

Year 2

	<u>Knowledge</u>	<u>Skills</u>
Listen and Respond	<ul style="list-style-type: none"> To know songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> 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.
Musicianship - Pulse, Beat, Rhythm, Pitch	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To understand that the speed of the beat can change, creating a faster or slower pace (tempo). 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. To recognise dot notation and match it to 3-note tunes played on <i>tuned percussion</i>, for example. <div>  </div>	<p>Musical Elements covered in Charanga games in units.</p> <p><u>Pulse/Beat</u></p> <ul style="list-style-type: none"> Mark the beat of a listening piece by tapping or clapping and recognizing tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <p><u>Rhythm</u></p> <ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. He-Lo Si-mon or Can you come and play?). Read and respond to chanted rhythm patterns, and represent them with stick notation including <i>crotchets</i>, <i>quavers</i> and <i>crotchets rests</i>. Create and perform their own chanted rhythm patterns with the same stick notation. <p><u>Pitch</u></p> <ul style="list-style-type: none"> Play a range of singing games based on the <i>cuckoo interval</i> (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short <i>melodic phrases</i>, indicating with actions (e.g. stand up/sit down, hands high/hands low).
Singing	<ul style="list-style-type: none"> To confidently know and sing songs from memory To know that unison is everyone singing at the same time To know they can make different types of sounds with their voices To know that voices can sing notes at different pitches 	<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately (e.g Rain Rain GO Away) Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols.



Music Progression of Skills

	<ul style="list-style-type: none">• Songs include other ways of using the voice• To know why we need to warm up our voices• To know how to find a comfortable singing position	
Playing	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Treat instruments carefully and with respect.• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts included in a Charanga unit. (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.
Improvisation	<ul style="list-style-type: none">• 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.	<p>Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units. (See below)</p> <ol style="list-style-type: none">1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.3. Improvise! – Take it in turns to improvise using one or two notes.
Composition	<ul style="list-style-type: none">• To understand that composing is like writing a story with music.• To know that everyone can compose.• To learn how the notes of a composition can be written down and changed if necessary.	<ul style="list-style-type: none">• Help create three simple melodies using the Charanga units using one, three or five different notes.• Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).• Work with a partner to <i>improvise</i> simple <i>question and answer</i> phrases, to be sung and played on <i>untuned percussion</i>, creating a musical conversation.• Use <i>graphic symbols</i>, <i>dot notation</i> and <i>stick notation</i>, as appropriate, to keep a record of composed pieces.• Use music technology, if available, to capture, change and combine sounds.
Performance	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Choose a song they have learnt from Charanga and perform it.• They can add their ideas to the performance.• Record the performance and say how they were feeling about it.



Music Progression of Skills

Year 3

	<u>Knowledge</u>	<u>Skills</u>
Listen and Respond	<ul style="list-style-type: none"> To know songs from memory and who sang them or wrote them. To know the style of the songs. To choose a song and be able to talk about: <ul style="list-style-type: none"> The lyrics: what the song is about Musical dimensions in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments in the song 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.
Musicianship - Pulse, Beat, Rhythm, Pitch	<ul style="list-style-type: none"> <u>Rhythm</u> To understand the terms 'downbeats, fast (allegro), slow (adagio), pulse, beat 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. <u>Pitch</u> To understand the terms 'high, low, rising, falling'. To work with music in the pitch range do-so. <u>Structure and Form</u> To understand the terms 'call and response, question phrase, answer phrase, echo and ostinato. Know the difference between a musical question and an answer. <u>Texture and Dynamics</u> To understand the terms 'unison, layered and solo' and to identify them within a piece of music. To become familiar with the terms 'loud (forte) and quiet (piano) and to identify dynamics in music. 	<p>To use the warm up Games tracks provided in Charanga units to complete the Bronze, Silver and Gold Challenges. (see below)</p> <ol style="list-style-type: none"> Find the Pulse Rhythm Copy Back: <ol style="list-style-type: none"> Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns Gold: Perhaps lead the class using their simple rhythms Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> Bronze: Copy back – 'Listen and sing back' (no notation) Silver: Copy back with instruments, without then with notation Gold: Copy back with instruments, without and then with notation Pitch Copy Back and Vocal Warm-ups
Singing	<ul style="list-style-type: none"> To know that a singing group can be called a choir To know that a leader or conductor is person who the choir or group follow To know that songs can make you feel different things e.g. happy, energetic or sad To know that singing as part of an ensemble or large group can be joyful. To know that you must listen to each other as you sing as part of a choir. To know why you must warm up your voice 	<ul style="list-style-type: none"> To sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunelessly and with expression. To perform forte and piano, loud and soft.



Music Progression of Skills

		<ul style="list-style-type: none"> To sing in simple two-parts. To demonstrate a good singing posture. To have an awareness of the pulse internally when singing. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. To have the opportunity to explore singing solo. To follow a leader when singing. Perform as a choir in school assemblies
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> The instruments used in class (a glockenspiel, a recorder) <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> To know that music can be written on the stave. To identify lines and spaces, and clef on the stave. Use dot notation to show higher or lower pitch. To be introduced to and understand the differences between crotchets and paired quavers. To read dot notation on the stave in the range of a third (do-me). 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Within a Charanga unit, 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 a Charanga unit song. To listen to and follow musical instructions from a leader. Apply word chants to rhythms, understanding how to link each syllable to one musical note
Improvisation	<ul style="list-style-type: none"> To know that Improvisation is making up your own tunes on the spot To know that 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 	<p>Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units.</p> <ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.
Composition	<ul style="list-style-type: none"> To know composition is 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. To know you can record your composition in different ways (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of a Charanga unit song. Combine known rhythmic notation with letter names to create rising and falling phrases using one, three do, re and mi or five notes (do-so). Compose song accompaniments on untuned percussion using known rhythms and notes values. To 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). <p>Children can use the differentiated composing activities on Charanga to support learning.</p>



Music Progression of Skills

Performance	<ul style="list-style-type: none"> To know performing is sharing music with other people, an audience. A performance can be a special occasion and involve an audience including of people you don't know You need to know and have planned everything that will be performed You must sing, rap and play clearly and confidently. A performance involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument. 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 (e.g. trios and quartets).. To choose what to perform. To communicate the meaning of the words and clearly articulate them when singing. To talk about the best place to be when performing and how to stand or sit. To record the performance to evaluate it and think about how they were feeling.
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Year 4

	<u>Knowledge</u>	<u>Skills</u>
Listen and Respond	<p>To know songs from memory and who sang them or wrote them.</p> <p>To know the style of songs.</p> <p>To listen to a song and think about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in 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. To use the correct musical vocabulary.
Musicianship - Pulse, Beat, Rhythm, Pitch	<p><u>Pulse and Rhythm</u></p> <ul style="list-style-type: none"> To know how pulse, rhythm and pitch work together To know the terms accelerando (getting faster) and getting slower (rallentando). To know that the pulse is the steady heartbeat of the music. To know how to internally keep the pulse. To know that rhythm are the long and short note patterns over the pulse. To Know the difference between pulse and rhythm To be introduced to bars. <p><u>Pitch</u></p> <ul style="list-style-type: none"> To know that high and low sounds create melodies. <p><u>Texture</u></p> <ul style="list-style-type: none"> To understand the terms 'duet, melody and accompaniment'. <p><u>Dynamics and Articulation</u></p> <ul style="list-style-type: none"> To understand the terms 'Getting louder (crescendo), getting softer (decrescendo); <i>legato</i> (smooth), <i>staccato</i> (detached)'. 	<p>To develop their understanding and awareness of musical elements through engaging in Charanga Unit games.</p>

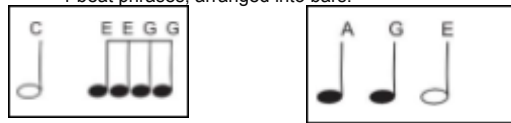


Music Progression of Skills

Singing	<ul style="list-style-type: none"> To know singing in a group can be called a choir To know a leader or conductor is 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. To know you must listen to each other when singing as part of a group. A solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To rejoin the song if lost. To listen to the group when singing.
Playing	<ul style="list-style-type: none"> To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone). To know about other instruments they might play or be played in a band or orchestra or by their friends. <p><u>Reading Notation</u></p> <ul style="list-style-type: none"> Introduce and understand the differences between minims, crotchets, paired quavers and rests. Read and perform pitch notation within a defined range (e.g. C–G/do–so). 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. To play any one, or all four, differentiated parts on a tuned instrument within a Charanga Unit- (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 a Charanga Unit song. To listen to and follow musical instructions from a leader.
Improvisation	<ul style="list-style-type: none"> To know improvisation is making up your own tunes on the spot To know 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 	<p>Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.
Composition	<ul style="list-style-type: none"> To know a composition is 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. To know there are different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> To use the differentiated composing activities on Charanga to compose music within the context of a unit song. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. To 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 /stave notation). Arrange individual notation cards of known note values (i.e. minim,



Music Progression of Skills

		<ul style="list-style-type: none"> crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. 
Performance	<ul style="list-style-type: none"> To know performing is sharing music with other people, an audience To know a performance 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 	<ul style="list-style-type: none"> 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>Instrumental Performance</p> <ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. 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. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.

Year 5

	Knowledge	Skills
Listen and Respond	<ul style="list-style-type: none"> To know songs from memory and who sang or wrote them, when they were written and, if possible, why? To know the style of the song and to name other songs in those styles. To know: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. To use the correct musical vocabulary when talking about music. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.



Music Progression of Skills

	<ul style="list-style-type: none"> Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time? 	
Musicianship - Pulse, Beat, Rhythm, Pitch	<ul style="list-style-type: none"> To know and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. To know how to keep the internal pulse To start to develop musical Leadership: creating musical ideas for the group to copy or respond to. To recognize syncopation in music. To start to be aware of ternary form, verse and chorus form and music with multiple sections. To explore music in 3 and 4 parts. To start know and use a wider range of terms for dynamics including Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet). 	<p>Children can use the Charanga unit games to experience some musical elements. (see below).</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes
Singing	<ul style="list-style-type: none"> To know and confidently sing songs and their parts from memory. To know the main features of the song. 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 how to demonstrate a good singing posture. 	<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. To sing in unison and to sing backing vocals. To experience rapping and solo singing. 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 listen to each other and be aware of how you fit into the group. To sing with a strong internal pulse Perform a range of songs in school assemblies and in school performances.
Playing	<ul style="list-style-type: none"> To know different ways of writing music down – e.g. staff notation, symbols. To know the instruments they might play or be played in a band or orchestra or by their friends. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers To read and perform pitch notation within an octave (C, D, E, F, G, A, B + C) on the treble stave Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of a Charanga 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. (see Charanga Unit) 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.



Music Progression of Skills

Improvisation	<ul style="list-style-type: none"> To know that improvisation is making up your own tunes on the spot. To know that 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 three well-known improvising musicians. 	<p>Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units.</p> <p>Classroom Jazz 1 Unit is particularly focused on improvisation.</p> <ul style="list-style-type: none"> Improvise freely over a drone, developing sense of shape and character, using tuned instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
Composition	<ul style="list-style-type: none"> 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: to recognise the connection between sound and symbol 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a Charanga Unit song. Explain the keynote or home note and the structure of the melody. Compose melodies made from pairs of phrases in the key of C major. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song Capture and record creative ideas using any of: <ul style="list-style-type: none"> graphic symbols rhythm notation and time signatures staff notation technology.
Performance	<ul style="list-style-type: none"> Performing is sharing music with other people, an audience A performance 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 	<ul style="list-style-type: none"> 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. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. To communicate the meaning of the words and clearly articulate them. 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...”



Music Progression of Skills

Year 6

	Knowledge	Skills
Listen and Respond	<ul style="list-style-type: none"> To know 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 in the same style. To listen to a song and consider: <ul style="list-style-type: none"> The style indicators of the song (musical characteristics that give the songs their style) The lyrics: what the song is about Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) Identify the structure of the song (intro, verse, chorus etc.) Name some of the instruments used in the song The historical context of the songs. What else was going on at this time, musically and historically? 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. Listen carefully and respectfully to other people's thoughts about the music. Use musical vocabulary when talking about the songs. To talk about the musical dimensions working together in the songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Musicianship - Pulse, Beat, Rhythm, Pitch	<ul style="list-style-type: none"> To know and talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. To know how to keep the internal pulse To develop musical Leadership: creating musical ideas for the group to copy or respond to. To start to be aware of ternary form, verse and chorus form and music with multiple sections. To explore music in 3 and 4 parts. To know and use a wider range of terms for dynamics including Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet) 	<p>Children can use the Charanga unit games to experience some musical elements. (see below).</p> <ul style="list-style-type: none"> Bronze Challenge <ul style="list-style-type: none"> Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns. Silver Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes Gold Challenge <ul style="list-style-type: none"> Find the pulse Lead the class by inventing rhythms for them to copy back Copy back three-note riffs by ear and with notation Question and answer using three different notes
Singing	<ul style="list-style-type: none"> To know and confidently sing 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 	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing <i>three- and four-part rounds</i> (e.g. <i>Calypso</i> by Jan



Music Progression of Skills

	<ul style="list-style-type: none"> to an audience To learn <ul style="list-style-type: none"> Its main features To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 	<p>Holdstock) or partner songs, and experiment with positioning singers randomly within the group –</p> <p>i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.</p> <ul style="list-style-type: none"> To listen to each other and be aware of how you fit into the group. To demonstrate a good singing posture. To follow a leader when singing. Perform a range of songs as a choir in school assemblies and school performances.
Playing	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> 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 Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). To understand that the same note can be played on different instruments. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of a Charanga 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 play an instrument alongside other instruments in the form of a class band. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. Read and play from notation a four-bar phrase, confidently identifying note names and durations.
Improvisation	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> 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 	<p>Children can use the improvisation tracks on Charanga. Improvise using the three challenges included in Charanga units.</p> <ul style="list-style-type: none"> Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Extend improvised melodies beyond 8 beats over a fixed <i>groove</i>, creating a satisfying melodic shape.
Composition	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
Performance	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic ranges.



Music Progression of Skills

	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line• 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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