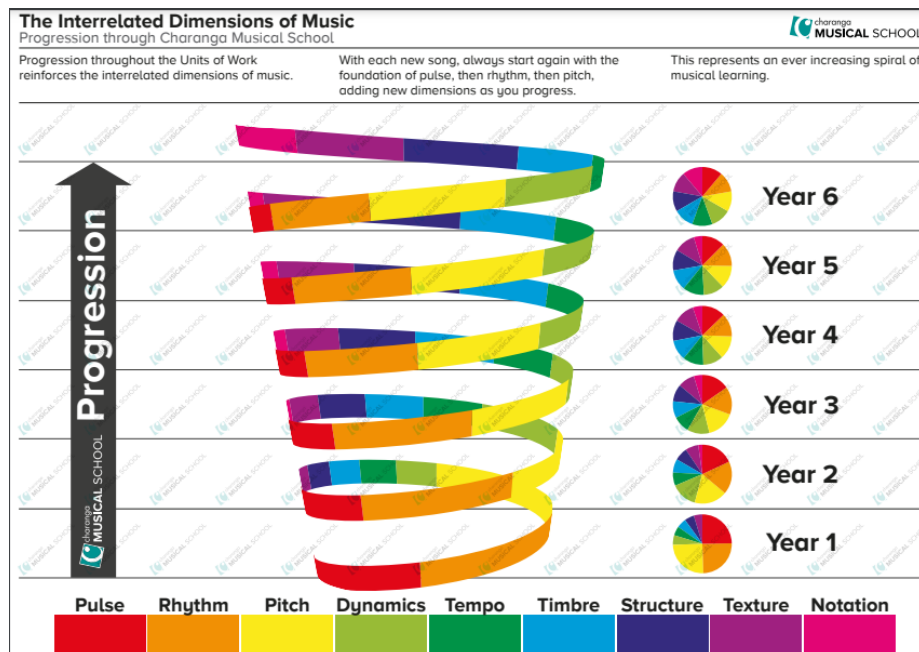


Badsley Primary School Music progression overview based on the Badsley Charanga scheme/programme



		Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
FS2		<b>Me!</b>	<b>My Stories</b>	<b>Everyone</b>	<b>Our World</b>	<b>Big Bear Funk</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know nursery rhymes					
	<b>Singing</b>	To sing nursery rhymes and simple songs from memory					
	<b>Explore and Create</b>	To know we can move in time with the pulse					
	<b>Performing</b>	To know that performing is sharing music					
Skills	<b>Listening</b>	To learn that music can touch your feelings. To enjoy moving to music					
	<b>Singing</b>	To sing along with a backing track					

	<b>Explore and Create</b>	Find the pulse. Copy back rhythms. Explore high and low sounds. Invent a one-note pattern. Play 2 pitched notes in a pattern.					
	<b>Performing</b>	Perform by singing, dancing and adding a simple instrumental part					
Y1		<b>Combining Pulse Rhythm and Pitch (MMC)</b>	<b>Hey You</b>	<b>Rhythm in the way we walk and Banana Rap</b>	<b>Round and Round</b>	<b>Your imagination</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know some songs off by heart. To know what songs are about.					
	<b>Singing</b>	To sing songs in unison from memory.					
	<b>Playing</b>	To learn the names of the notes they are playing. Learn the names of the instruments they are playing.					
	<b>Improvising</b>	To know that improvisation is making tunes up 'on the spot' and that everyone can improvise.					
	<b>Composing</b>	To know that composing is like writing a story with music					
	<b>Performing</b>	Know that a performance is sharing music with others, known as an audience.					
Skills	<b>Listening</b>	To learn how to enjoy moving to music by dancing, marching, and other actions.					
	<b>Singing</b>	To learn to sing at different pitches (high and low). To rap by speaking words in rhythm. To start and stop when following a leader.					
	<b>Playing</b>	Treat instruments with respect. Play a tuned instrumental part with a song. Listen to and follow musical instructions from a leader.					
	<b>Improvising</b>	To improvise using clapping, singing and instruments.					
	<b>Composing</b>	Help to create a simple melody. Know that notes can be changed if necessary.					
	<b>Performing</b>	Perform and add ideas to the performance.					
Y2		<b>Hands Feet Heart</b>	<b>Exploring Simple Patterns (MMC)</b>	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know songs off by heart. To know that some songs have a chorus or a question/answer part. To know that songs have a musical style.					
	<b>Singing</b>	To sing songs from memory. To know 'unison' is everyone singing at the same time. To know that songs include different ways of using the voice, eg rapping. To know why we need to warm up our voices.					
	<b>Playing</b>	Learn the names of the notes they are playing. Know the names of untuned percussion instruments played in class.					

	<b>Improvising</b>	To know that improvisation is making tunes up 'on the spot' and that everyone can improvise. Improvisation belongs to that one person.					
	<b>Composing</b>	To know that composing is like writing a story with music. To know that anyone can compose.					
	<b>Performing</b>	Know that performance is sharing music with an audience. Know that a performance can be a special occasion and involve a class, a year group or a whole school. An audience can include parents and friends.					
Skills	<b>Listening</b>	To learn how to enjoy moving to music in different ways.					
	<b>Singing</b>	To learn how to sing at different pitches (high and low). To learn that you can make different types of sound with your voice. To learn to find a comfortable singing position. To learn to start and stop singing when following a leader.					
	<b>Playing</b>	Treat instruments carefully and with respect. Learn to play a tuned instrumental part. Play in time with a steady pulse. Listen to and follow musical instructions from a leader.					
	<b>Improvising</b>	To improvise using clapping, singing and instruments.					
	<b>Composing</b>	Help create simple melodies using one, three or five different notes. Learn how the notes can be written down and changed if necessary.					
	<b>Performing</b>	Choose what to perform, adding ideas, and say how they feel about it.					
Y3		<b>Let your spirit fly</b>	<b>Magical Christmas Journey (Production)</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing us together</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know songs from memory and who sang them or wrote them. To know the style of the songs. 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.) Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song.					
	<b>Singing</b>	To know singing in a group can be called a choir. A person who the choir or group follow is called a leader or conductor. 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.					
	<b>Playing</b>	To know and be able to talk about the instruments used in class (a glockenspiel, a recorder, any percussion instruments)					
	<b>Improvising</b>	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.					

	<b>Composing</b>	To know that 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. There are different ways of recording compositions (letter names, symbols, audio etc.)					
	<b>Performing</b>	To know that 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					
Skills	<b>Listening</b>	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.					
	<b>Singing</b>	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					
	<b>Playing</b>	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					
	<b>Improvising</b>	Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise.					
	<b>Composing</b>	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).					
	<b>Performing</b>	To choose what to perform and create a programme. 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.					
Y4		<b>Djembe (instrumental)</b>	<b>Djembe (Instrumental)</b>	<b>Lean on Me</b>	<b>Stop</b>	<b>Mamma Mia</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know the songs from memory and who sang them or wrote them. To know the style of the songs. 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), 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.					
	<b>Singing</b>	To know that singing in a group can be called a choir. A person who the choir or group follow is called a leader or conductor. 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.					

	<p><b>Playing</b></p> <p><b>Improvising</b></p> <p><b>Composing</b></p> <p><b>Performing</b></p>	<p>To know and be able to talk about the instruments used in class (a glockenspiel, recorder or djembe). Know and talk about other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To know that 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.</p> <p>To know that 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. There are different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>To know that 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>
Skills	<p><b>Listening</b></p> <p><b>Singing</b></p> <p><b>Playing</b></p> <p><b>Improvising</b></p> <p><b>Composing</b></p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs, e.g. 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.</p> <p>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 re-join the song if lost. To listen to the group when singing.</p> <p>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.</p> <p>Listen and copy back using instruments, two different notes. Play and Improve – Using your instruments, listen and play your own answer using two different notes. Take it in turns to improvise using 3 different notes.</p> <p>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).</p>

	<b>Performing</b>	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.					
Y5		<b>Fresh Prince of Bel Air</b>	<b>Livin on a Prayer</b>	<b>Ukelele (instrumental)</b>	<b>Ukelele (instrumental)</b>	<b>Make you feel my love</b>	<b>Reflect, Rewind and Replay</b>
Knowledge	<b>Listening</b>	To know the songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the 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 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.) Name some of the instruments they heard in the songs. To know the historical context of the songs. What else was going on at this time?					
	<b>Singing</b>	To know and confidently sing 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 feature. 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.					
	<b>Playing</b>	To know and be able to talk about 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.					
	<b>Improvising</b>	To know that 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.					
	<b>Composing</b>	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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To know about notation and recognise the connection between sound and symbol.					
	<b>Performing</b>	To know that 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.					
Skills	<b>Listening</b>	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.					

	<p><b>Singing</b> 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’.</p> <p><b>Playing</b> Play a musical instrument with the correct technique. 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.</p> <p><b>Improvising</b> Improvise using up to three notes.</p> <p><b>Composing</b> 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)</p> <p><b>Performing</b> To choose what to perform and create a programme. 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...?”</p>
Y6	<p><b>Happy</b></p> <p><b>Classroom Jazz 2</b></p> <p><b>Plastic (song and video project)</b></p> <p><b>You’ve got a friend</b></p> <p><b>Music and Me</b></p> <p><b>Reflect, Rewind and Replay</b></p>
Knowledge	<p><b>Listening</b> To know the songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the 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 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.) Name some of the instruments they heard in the songs. To know the historical context of the songs. What else was going on at this time? Know and talk about that fact that we each have a musical identity</p> <p><b>Singing</b> 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 to your audience. To choose a song and be able to talk about its main features. Sing in unison, or 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.</p> <p><b>Playing</b> To know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. To know the notes C, D, E, F, G, A, B + C on the treble clef. Know and name the instruments they might play or be played in a band or orchestra or by their friends.</p> <p><b>Improvising</b> To know that 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</p>

	<p><b>Composing</b></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. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. To understand notation, recognising the connection between sound and symbol.</p> <p><b>Performing</b></p> <p>To know that 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.</p>
Skills	<p><b>Listening</b></p> <p>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.</p> <p><b>Singing</b></p> <p>To sing in unison and to sing backing vocals. 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'.</p> <p><b>Playing</b></p> <p>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.</p> <p><b>Improvising</b></p> <p>Improvise using up to 3 notes, using varied rhythm patterns.</p> <p><b>Composing</b></p> <p>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).</p> <p><b>Performing</b></p> <p>To choose what to perform and create a programme. 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...?"</p>