



## Progression of Concepts, Knowledge and skills: Music

Overview of Concepts	Early Years	Key Stage 1	Key Stage 2
<p><b>Listen and Appraise</b></p> <p><i>Listening carefully to pieces of music, making sense of, and evaluating what you hear and feel.</i></p>	<p>Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p>	<p>Learn that songs can tell a story or describe an idea. Know some songs have a chorus or a response/answer part. Know that songs have a musical style.</p>	<p>Learn about the style indicators of songs: the lyrics: what the songs are about; any musical dimensions featured in the songs and where they are used ; identify the structure of the songs. Identify some of the instruments used in the songs. The historical context of the songs. What else was going on at this time, musically and historically? Understand that we each have a musical identity.</p>
<p><b>Explore and Create</b></p> <p><i>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</i></p>	<p>Listen attentively, move and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Understand that rhythms are different from the steady pulse. Know that we add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. Know how to keep the internal pulse Continue to develop Musical Leadership: Create musical ideas for the group to copy or respond to.</p>
<p><b>Singing</b></p> <p><i>The act of producing musical sounds with the voice and augments regular</i></p>	<p>Remember and sing entire songs. Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Learn that unison is everyone singing at the same time.</p>	<p>Know and confidently be able to sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p>

<p><i>speech by the use of sustained tonality, rhythm, and a variety of vocal techniques.</i></p>	<p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Know that songs include other ways of using the voice e.g. rapping (spoken word). Know why we need to warm up our voices.</p>	<p>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 before singing.</p>
<p><b>Playing Instruments</b></p> <p><i>Creating music using a musical instrument, understanding and following set musical notes.</i></p>	<p>Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Identify 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.</p>	<p>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. Know the names of instruments they might play or be played in a band or orchestra or by their friends.</p>
<p><b>Improvisation</b></p> <p><i>Making up your own song or piece of music on the spot that is entirely your own.</i></p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Learn that improvisation is making up your own tunes on the spot. 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. Acknowledges that everyone can improvise, and that you can use one or two notes.</p>	<p>Know and be able to talk about improvisation. Know that improvisation is making up your own tunes on the spot Understand 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. Know that using one or two notes confidently is better than using five. Know that if you improvise using the notes you are given, you cannot make a mistake.</p>

			<p>Know that you can use some of the riffs you have heard in the Challenges in your improvisations. Know three well-known improvising musicians.</p>
<p><b>Composition</b></p> <p><i>Creating and developing musical ideas and 'fixing them'.</i></p>	<p>Create their own songs, or improvise a song around one they know.</p>	<p>Understand that composing is like writing a story with music. Discovers that everyone can compose.</p>	<p>Understand that a composition is music that is created by you and kept in some way. Acknowledge that it is like writing a story. Know that it can be played or performed again to your friends. Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: able to recognise the connection between sound and symbol.</p>
<p><b>Performance</b></p> <p><i>The planned sharing of music with an audience.</i></p>	<p>Explore and engage in music making and dance, performing solo or in groups. Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>	<p>Learn that a performance is sharing music with an audience and that a performance can be a special occasion and involve a class, a year group or a whole school. Discover that an audience can include your parents and friends.</p>	<p>Know that performing is sharing music with other people, an audience. Knows that a performance doesn't have to be a drama! It can be to one person or to each other Understands that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence. Acknowledges that a performance can be a special occasion and</p>

			involve an audience including people you don't know. Knows that It is planned and different for each occasion. Know that it involves communicating thoughts, feelings and ideas about the song/music.
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By the end of KS1 children will have:		
Developed the following <i>Music</i> concepts:	Developed the following skills:	Have gained the following knowledge:
<p><b>Listen and Appraise</b></p> <p><i>Listening carefully to pieces of music, making sense of, and evaluating what you hear and feel.</i></p>	<p><b>EYFS</b> Listen carefully to rhymes and songs, paying attention to how they sound. Listen attentively and respond to what they hear with relevant questions, comments and actions.</p> <p><b>Year 1</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><b>Year 2</b> To learn how songs can tell a story or describe an idea.</p>	<p><b>EYFS</b> Understand how to listen carefully and why listening is important.</p> <p><b>Year 1</b> Know 5 songs by heart. Know what the songs are about. Know and recognise the sound and names of some of the instruments they use.</p> <p><b>Year 2</b> Know some songs have a chorus or a response/answer part. Know that songs have a musical style.</p>
<p><b>Explore and Create</b></p> <p><i>How pulse, rhythm, pitch, tempo, dynamics,</i></p>	<p><b>EYFS</b> Listen attentively, move and talk about music, expressing their feelings and responses. Explore and engage in music making and</p>	<p><b>EYFS</b> Understand that music can evoke a range of emotions.</p>

<p><i>texture and structure work together and how they connect in a song.</i></p>	<p>dance, performing solo or in groups.</p> <p><b>Year 1</b> To be able to find the pulse in music. To listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Able to create rhythms for others to copy. Listen and sing back. Use their voice to copy back using 'la', whilst marching to the steady beat Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p> <p><b>Year 2</b> Listen and sing back. Use their voice to copy back using 'la', whilst marching to the steady beat Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p><b>Year 1</b> Know that music has a steady pulse, like a heartbeat. Know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p><b>Year 2</b> Know that rhythms are different from the steady pulse. Know that we add high and low sounds, pitch, when we sing and play our instruments.</p>
<p><b>Singing</b></p> <p><i>The act of producing musical sounds with the voice and augments regular speech by the use of sustained tonality, rhythm, and a variety of vocal techniques.</i></p>	<p><b>EYFS</b> Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p><b>Year 1</b> 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.</p> <p><b>Year 2</b> Continue to learn about voices singing notes of different pitches (high and low). Continue to 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. Continue to learn to start and stop singing when following a leader.</p>	<p><b>EYFS</b> To remember and sing entire songs. To sing a range of well-known nursery rhymes and songs.</p> <p><b>Year 1</b> To confidently know and sing or rap five songs from memory and sing them in unison.</p> <p><b>Year 2</b> To confidently know and sing five songs from memory. Know that unison is everyone singing at the same time. Know that songs include other ways of using the voice e.g. rapping (spoken word). Know why we need to warm up our voices.</p>

<p><b>Playing Instruments</b></p> <p><i>Creating music using a musical instrument, understanding and following set musical notes.</i></p>	<p><b>EYFS</b> Play instruments with increasing control to express their feelings and ideas. Explore and engage in music making and dance, performing solo or in groups.</p> <p><b>Year 1</b> 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.</p> <p><b>Year 2</b> Continue to 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.</p>	<p><b>EYFS</b> Know how to move in response and in time to various pieces of music.</p> <p><b>Year 1</b> 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.</p> <p><b>Year 2</b> 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.</p>
<p><b>Improvisation</b></p> <p><i>Making up your own song or piece of music on the spot that is entirely your own.</i></p>	<p><b>EYFS</b> Create their own songs, or improvise a song around one they know.</p>	<p><b>EYFS</b> Know that improvisation is about making up your own songs.</p>

	<p><b>Year 1</b> Can use the improvisation tracks provided. Improvise using the three challenges: 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.</p> <p><b>Year 2</b> Can use the improvisation tracks provided. Improvise using the three challenges: 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.</p>	<p><b>Year 1</b> Know that improvisation is about making up your own tunes on the spot. 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. Knows that everyone can improvise.</p> <p><b>Year 2</b> Know that improvisation is making up your own tunes on the spot. 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. Everyone can improvise, and you can use one or two notes.</p>
<p><b>Composition</b></p> <p><i>Creating and developing musical ideas and 'fixing them'.</i></p>	<p>EYFS Create their own songs, or improvise a song around one they know.</p> <p><b>Year 1</b> Can 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.</p> <p><b>Year 2</b> Can 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.</p>	<p>EYFS Know that they can use well known songs as the foundation for their own creations.</p> <p><b>Year 1</b> Knows that composing is like writing a story with music. Knows that everyone can compose.</p> <p>Year 2 Knows that composing is like writing a story with music. Knows that everyone can compose.</p>
<p><b>Performance</b></p>	<p><b>EYFS</b> Explore and engage in music making and dance, performing solo or in groups.</p>	<p><b>EYFS</b> Knows how to perform songs, rhymes, poems and stories with others from memory.</p>

<p><i>The planned sharing of music with an audience.</i></p>	<p>Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p> <p><b>Year 1</b> Can choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p><b>Year 2</b> Can choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p>	<p><b>Year 1</b> Knows that a performance is sharing music with other people, called an audience.</p> <p><b>Year 2</b> Knows that a performance is sharing music with an audience. Knows that a performance can be a special occasion and involve a class, a year group or a whole school. Know that an audience can include your parents and friends.</p>
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<p align="center"><b>By the end of Lower KS2 children will have:</b></p>		
<p align="center"><b>Developed the following <i>Music</i> concepts:</b></p>	<p align="center"><b>Developed the following skills:</b></p>	<p align="center"><b>Have gained the following knowledge:</b></p>
<p><b>Listen and Appraise</b></p> <p><i>Listening carefully to pieces of music, making sense of, and evaluating what you hear and feel.</i></p>	<p><b>Year 3</b> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.</p> <p><b>Year 4</b> To confidently identify and move to the pulse.</p>	<p><b>Year 3</b> 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: 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) Can identify the main sections of the song (introduction, verse, chorus etc.) Can name some of the instruments they heard in the song.</p>

	<p>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.</p>	<p><b>Year 4</b> 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: some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: know 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.</p>
<p><b>Explore and Create</b></p> <p><i>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</i></p>	<p><b>Year 3</b> . Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm 3 Copy Back. Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns. Gold: Perhaps lead the class using their simple rhythms. 3. Pitch Copy Back Using 2 Notes. 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 4. Pitch Copy Back and Vocal Warm-ups.</p> <p><b>Year 4</b> Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm 3 Copy Back.</p>	<p><b>Year 3</b> Know how to find and demonstrate the pulse. Knows 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.</p> <p><b>Year 4</b> Know and be able to talk about how pulse, rhythm and pitch work together. Know that pulse means finding the pulse – the heartbeat of the music. Know that the rhythm is the long and short patterns over the pulse. Know the difference between pulse and rhythm. Know that pitch is the high and low sounds that create melodies.</p>

	<p>Bronze: Clap and say back rhythms Silver: Create your own simple rhythm patterns. Gold: Perhaps lead the class using their simple rhythms.</p> <p>3. Pitch Copy Back Using 2 Notes. 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</p> <p>4. Pitch Copy Back and Vocal Warm-ups.</p>	<p>Know how to keep the internal pulse Developing musical Leadership: creating musical ideas for the group to copy or respond to.</p>
<p><b>Singing</b></p> <p><i>The act of producing musical sounds with the voice and augments regular speech by the use of sustained tonality, rhythm, and a variety of vocal techniques.</i></p>	<p><b>Year 3</b> Can sing in unison and in simple two-parts. Can demonstrate a good singing posture. Able to follow a leader when singing. Is able to enjoy singing solo. Can sing with awareness of being ‘in tune’. Has an awareness of the pulse internally when singing.</p> <p><b>Year 4</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 rejoin the song if lost. To listen to the group when singing.</p>	<p><b>Year 3</b> Knows that singing in a group can be called a choir Knows that a leader or conductor is a person who the choir or group follow. Knows that songs can make you feel different things e.g. happy, energetic or sad. Knows that singing as part of an ensemble or large group is fun, but that you must listen to each other. Is aware of why you must warm up your voice before singing.</p> <p><b>Year 4</b> Knows that singing in a group can be called a choir Knows that a leader or conductor is a person who the choir or group follow. Knows that songs can make you feel different things e.g. happy, energetic or sad. Knows that singing as part of an ensemble or large group is fun, but that you must listen to</p>

		<p>each other. Knows that texture is how a solo singer makes a thinner texture than a large group.</p> <p>Is aware of why you must warm up your voice before singing.</p>
<p><b>Playing Instruments</b></p> <p><i>Creating music using a musical instrument, understanding and following set musical notes.</i></p>	<p><b>Year 3</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.</p> <p><b>Year 4</b> 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><b>Year 3</b> To know and be able to talk about the instruments used in class (a glockenspiel, a recorder).</p> <p><b>Year 4</b> To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone). Know the names of some other instruments they might play or be played in a band or orchestra or by their friends.</p>
<p><b>Improvisation</b></p> <p><i>Making up your own song or piece of music on the spot that is entirely your own.</i></p>	<p><b>Year 3</b> Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: Bronze Challenge: Copy Back – Listen and sing back.</p>	<p><b>Year 3</b> To know and be able to talk about improvisation. Knows that improvisation is making up your own tunes on the spot Knows 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</p>

	<p>Play and Improvise – Using instruments, listen and play your own answer using one note.          Improvise! – Take it in turns to improvise using one note.          Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.          Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – 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.          Improvise! – Take it in turns to improvise using three different notes.</p> <p><b>Year 4</b>          Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Bronze Challenge: Copy Back – Listen and sing back melodic patterns.          Play and Improvise – Using instruments, listen and play your own answer using one note.          Improvise! – Take it in turns to improvise using one note.          Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.          Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.          Play and Improvise – Using your instruments, listen and play your own answer using two</p>	<p>Knows that using one or two notes confidently is better than using five.          Knows that if you improvise using the notes you are given, you cannot make a mistake.</p> <p><b>Year 4</b></p> <p>To know and be able to talk about improvisation. Knows that improvisation is making up your own tunes on the spot          Knows 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          Knows that using one or two notes confidently is better than using five.          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>
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	different notes. Improvise! – Take it in turns to improvise using three different notes.	
<p><b>Composition</b></p> <p><i>Creating and developing musical ideas and 'fixing them'.</i></p>	<p><b>Year 3</b> To 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)</p> <p><b>Year 4</b> To 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>	<p><b>Year 3</b> To know that a composition is music that is created by you and kept in some way. Acknowledge that it is like writing a story. It can be played or performed again to your friends. Understands different ways of recording compositions (letter names, symbols, audio etc.)</p> <p><b>Year 4</b> To know that a composition is music that is created by you and kept in some way. Acknowledge that it is like writing a story. It can be played or performed again to your friends. Understands different ways of recording compositions (letter names, symbols, audio etc.)</p>
<p><b>Performance</b></p> <p><i>The planned sharing of music with an audience.</i></p>	<p><b>Year 3</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 and what they would change and why.</p>	<p><b>Year 3</b> To know that performing is sharing music with other people, an audience. Knows that a performance doesn't have to be a drama! It can be to one person or to each other Understands that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence.</p>

	<p><b>Year 4</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 and what they would change and why.</p>	<p>Acknowledges that a performance can be a special occasion and involve an audience including people you don't know. Knows that It is planned and different for each occasion. Know that it involves communicating thoughts, feelings and ideas about the song/music.</p> <p><b>Year 4</b> To know that performing is sharing music with other people, an audience. Knows that a performance doesn't have to be a drama! It can be to one person or to each other Understands that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence. Acknowledges that a performance can be a special occasion and involve an audience including people you don't know. Knows that It is planned and different for each occasion. Know that it involves communicating thoughts, feelings and ideas about the song/music.</p>
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**By the end of Upper KS2 children will have:**

<p align="center"><b>Developed the following <i>Music</i> concepts:</b></p>	<p align="center"><b>Developed the following skills:</b></p>	<p align="center"><b>Have gained the following knowledge:</b></p>
<p><b>Listen and Appraise</b></p> <p><i>Listening carefully to pieces of music, making sense of, and evaluating what you hear and feel.</i></p>	<p><b>Year 5</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> <p><b>Year 6</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. 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>Year 5</b> 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 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. The historical context of the songs. What else was going on at this time?</p> <p><b>Year 6</b> 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: 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, pitch and timbre); Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs.</p>

		<p>The historical context of the songs. What else was going on at this time, musically and historically?          Know and talk about that fact that we each have a musical identity.</p>
<p><b>Explore and Create</b></p> <p><i>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</i></p>	<p><b>Year 5</b>          Children will complete the following in relation to the main song, using three notes:          Bronze Challenge - 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 - 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 - 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.</p> <p><b>Year 6</b>          Children will complete the following in relation to the main song, using three notes:          Bronze Challenge - 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 - 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 - 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</p>	<p><b>Year 5</b>          Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.          Know how to keep the internal pulse.          Develop Musical Leadership: Create musical ideas for the group to copy or respond to.</p> <p><b>Year 6</b>          Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. Know how to keep the internal pulse Continue to develop Musical Leadership: Create musical ideas for the group to copy or respond to.</p>

<p><b>Singing</b></p> <p><i>The act of producing musical sounds with the voice and augments regular speech by the use of sustained tonality, rhythm, and a variety of vocal techniques.</i></p>	<p><b>Year 5</b></p> <p>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>Year 6</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>Year 5</b></p> <p>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 before singing.</p> <p><b>Year 6</b></p> <p>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 before singing.</p>
<p><b>Playing Instruments</b></p> <p><i>Creating music using a musical instrument, understanding and following set musical notes.</i></p>	<p><b>Year 5</b></p> <p>To 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>Year 6</b></p>	<p><b>Year 5</b></p> <p>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.          Know the names of instruments they might play or be played in a band or orchestra or by their friends.</p> <p><b>Year 6</b></p> <p>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          Know the names of instruments they might play or be played in a band or orchestra or by their friends.</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.</p> <p>To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>	
<p><b>Improvisation</b></p> <p><i>Making up your own song or piece of music on the spot that is entirely your own.</i></p>	<p><b>Year 5</b></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back.</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation!</p> <p>You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using</p>	<p><b>Year 5</b></p> <p>To know and be able to talk about improvisation. Know that improvisation is making up your own tunes on the spot</p> <p>Understand 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.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians.</p> <p><b>Year 6</b></p> <p>To know and be able to talk about improvisation. Know that improvisation is making up your own tunes on the spot</p> <p>Understand 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.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p>

	<p>the notes D, E, G, A + B (pentatonic scale/a five-note pattern) .</p> <p><b>Year 6</b>          Improve using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back.          Bronze – Copy back using instruments. Use one note.          Silver – Copy back using instruments. Use the two notes.          Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:          Bronze – Question and Answer using instruments. Use one note in your answer.          Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.          Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation!          You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:          Bronze – Improvise using one note. Silver – Improvise using two notes. Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern) .</p>	<p>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.</p>
<p><b>Composition</b></p> <p><i>Creating and developing musical ideas and 'fixing them'.</i></p>	<p><b>Year 5</b>          To 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</p>	<p><b>Year 5</b>          To know that a composition is music that is created by you and kept in some way.          Acknowledge that it is like writing a story.          Know that it can be played or performed again to your friends.</p>

	<p>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>Year 6</b> To 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>Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: able to recognise the connection between sound and symbol.</p> <p><b>Year 6</b> To know that a composition is music that is created by you and kept in some way. Acknowledge that it is like writing a story. Know that it can be played or performed again to your friends. Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: able to recognise the connection between sound and symbol.</p>
<p><b>Performance</b></p> <p><i>The planned sharing of music with an audience.</i></p>	<p><b>Year 5</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> <p><b>Year 6</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.</p>	<p><b>Year 5</b> To know that performing is sharing music with other people, an audience. Knows that a performance doesn’t have to be a drama! It can be to one person or to each other Understands that you need to know and have planned everything that will be performed Know that you must sing or rap the words clearly and play with confidence. Acknowledges that a performance can be a special occasion and involve an audience including people you don’t know. Knows that It is planned and different for each occasion. Know that it involves communicating thoughts, feelings and ideas about the song/music.</p> <p><b>Year 6</b> To know that performing is sharing music with other people, an audience. Knows that a</p>

	<p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Understands that you need to know and have planned everything that will be performed</p> <p>Know that you must sing or rap the words clearly and play with confidence.</p> <p>Acknowledges that a performance can be a special occasion and involve an audience including people you don't know.</p> <p>Knows that It is planned and different for each occasion.</p> <p>Know that it involves communicating thoughts, feelings and ideas about the song/music</p>
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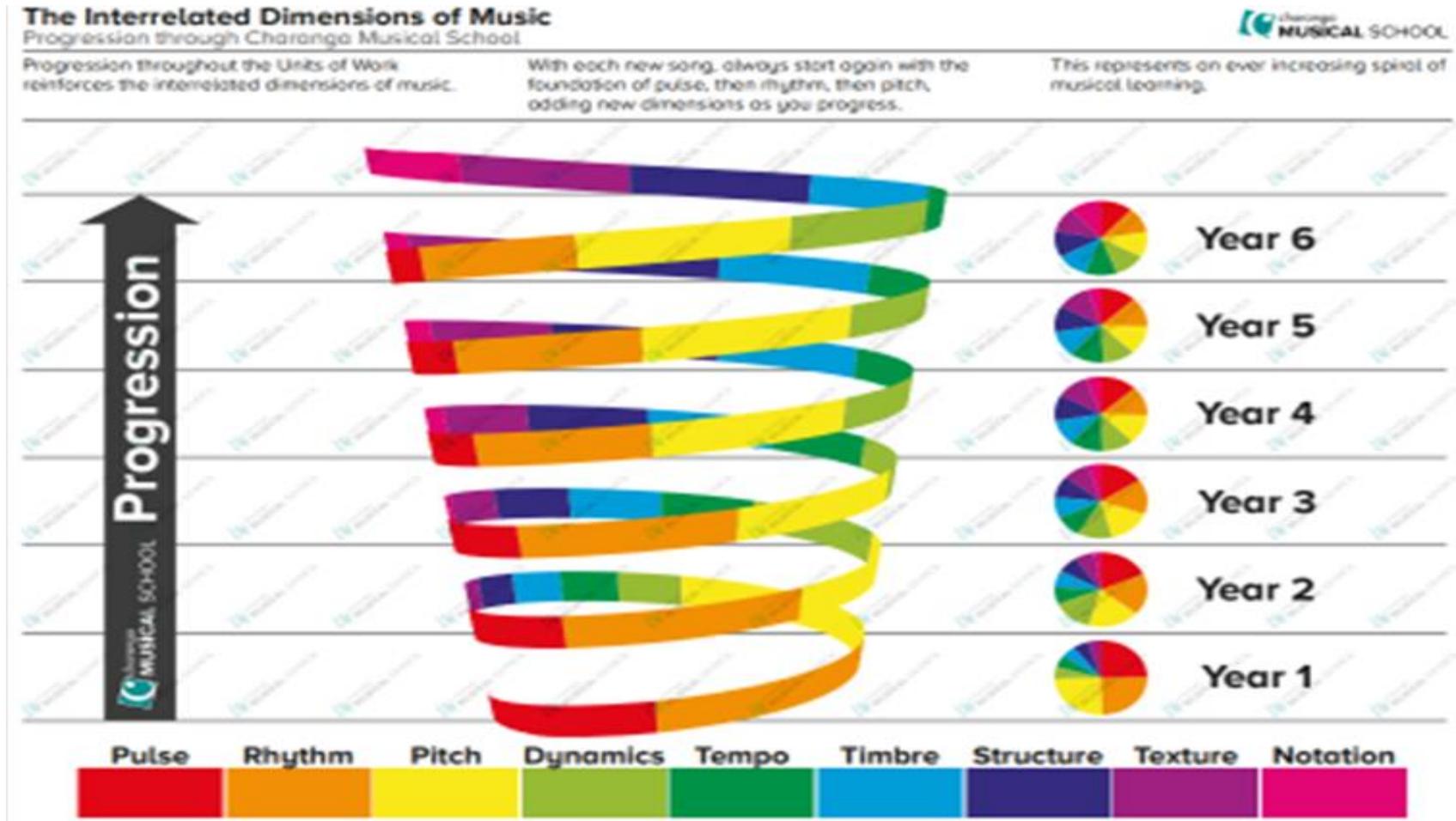
## Progression of Musical Vocabulary

Vocabulary			
This specific vocabulary should be taught within the appropriate unit and previous learnt vocabulary be referenced to ensure children's understanding of these terms.			
EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p><b>Nursery</b> Sing, Song, Rhyme, Music, Sound.</p> <p><b>Reception</b> Sing, Song, Rhyme, Singer, Dance, Instrument, Pulse, Perform.</p>	<p><b>Year 1</b> Keyboard, Trumpets, Saxophone, Pulse, Rhythm, Pitch, Rap, Percussion, Glockenspiel, Improvise, Compose, Melody, Audience.</p> <p><b>Year 2</b> Drums, Bass, Electric Guitar, Pulse, Rhythm, Pitch, Rap, Recorder, Performance.</p>	<p><b>Year 3</b> Structure, Intro/Introduction, Verse, Chorus, Tempo, Dynamics, Guitar, Synthesizer, Hook, Texture, Structure, Organ, Backing Vocals, Riff, Reggae, Pentatonic Scale, Imagination, Disco.</p> <p><b>Year 4</b> Unison, Rhythm Patterns, Musical Style, Rapping, Lyrics, Choreography, Digital/Electronic Sounds, Turntables, Notation, Piano, Acoustic Guitar, Percussion, Birdsong.</p>	<p><b>Year 5</b> Rock, Bridge, Backbeat, Amplifier, Chorus, Bridge, Riff, Appraising, Bossa Nova, Syncopation, Swing, Tune/Head, Note Values, Note Names, Big Bands, Ballad, Interlude, Tag Ending, Strings, Cover, Backing loops, Scratching, Timbre, Bass Line, Brass Section, Harmony.</p> <p><b>Year 6</b> Style Indicators, Dimensions of Music, Neo Soul, Producer, Groove, Motown, Solo, Blues, Jazz, By Ear, Ostinato, Phrases, Unison, Urban Gospel.</p>

## Progression of Musical Experiences

<b>EYFS</b>	<b>KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>
<p>Opportunity to explore a range of musical instruments both guided and independently.</p> <p>Everyday exposure to a variety of Nursery Rhymes/Songs.</p> <p>Joining in with guided dance sessions, developing confidence in moving rhythmically and in time to music (such as Go Noodle).</p>	<p>Opportunity to learn how to play a musical instrument e.g. the recorder.</p> <p>Take part in singing/musical workshops conducted by visiting musicians.</p> <p>Continue to develop confidence in dancing/moving in time and rhythmically to music through guided dance (such as Go Noodle).</p>	<p>Opportunity to visit a local theatre performance linked to their wider curriculum topic e.g. in History/English.</p> <p>Experience and engage in a variety of musical genres via visiting musicians and workshops.</p> <p>Take part in a Musical performance to showcase what they have learned to the rest of the school.</p>	<p>Opportunity to experience a live musical performance within our local area.</p> <p>Create and perform a musical concert for the school and also for members of the local community.</p> <p>Take part in a drama performance which incorporates music and singing.</p>

# The Interrelated Dimensions of Music



**Charanga Learning Progression**

## Learning progression

Depth of learning through Charanga Musical School

### National Curriculum 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..."

"Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory."

"Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

