

## Progression of Knowledge and Skills in Music (Based on Charanga)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Musical Learning Focus/ Knowledge and skills
EYFS	<p><b>Me</b></p> <p><u>Main Songs</u> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p><u>Cross curricular Links</u> Growing, homes, colour, toys, how I look</p>	<p><b>My stories</b></p> <p><u>Main Songs</u> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p><u>Cross curricular Links</u> imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.</p>	<p><b>Everyone!</b></p> <p><u>Main Songs</u> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p><u>Cross curricular Links</u> Family, friends, people, music from around the world.</p>	<p><b>Our world</b></p> <p><u>Main Songs</u> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p><u>Cross curricular Links</u> Animals, Jungle, Minibeasts, night and day, sand and water, seaside, Seasons, Weather, Sea, space.</p>	<p><b>Big bear funk</b></p> <p><u>Main Songs</u> Big Bear Funk</p> <p><u>Cross curricular Links</u> Transition unit.</p>	<p><b>Reflect, rewind and replay</b></p> <p><u>Main Songs</u> Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row boat</p> <p><u>Cross curricular Links</u> Consolidate learning and contextualise the history of music</p>	<ul style="list-style-type: none"> <li>● To know twenty nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes</li> <li>● To know that we can move with the pulse of the music</li> <li>● To know that the words of songs can tell stories and paint pictures.</li> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● To learn that music can touch your feelings.</li> <li>● To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> <li>● To sing along with a pre-recorded song and add actions.</li> <li>● To sing along with the backing track.</li> <li>● A performance is sharing music.</li> </ul>

Yr 1	<p><b>Hey You</b></p> <p><u>Style of Main Song</u> Old School Hip-Hop</p>	<p><b>Rhythm In The Way We Walk and The Banana Rap</b></p> <p><u>Style of Main Song</u> Reggae</p>	<p><b>In the Groove</b></p> <p><u>Style of Main Song</u> Blues, Baroque, Latin, Bhangra, Folk,</p>	<p><b>Round and Round</b></p> <p><u>Style of Main Song</u> Bossa Nova</p>	<p><b>Your Imagination</b></p> <p><u>Style of Main Song</u> Pop</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p><u>Style of Main Song</u> Classical</p>	<ul style="list-style-type: none"> <li>● To know 5 songs by heart.</li> <li>● To know what the songs are about.</li> <li>● To know and recognise the sound and names of some of the instruments they use.</li> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals</li> <li>● To confidently sing or rap five songs from memory and sing them in unison.</li> <li>● Learn about voices, singing notes of different pitches (high and low).</li> <li>● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>● Learn to start and stop singing when following a leader.</li> <li>● Help to create a simple melody using one, two or three notes.</li> <li>● Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
Yr 2	<p><b>Hands, Feet, Heart</b></p> <p><u>Style of Main Song</u> Afropop, South African</p>	<p><b>Ho, Ho, Ho</b></p> <p><u>Style of Main Song</u> A song with rapping and improvising for Christmas</p>	<p><b>I Wanna Play in a Band</b></p> <p><u>Style of Main Song</u> Rock</p>	<p><b>Zootime</b></p> <p><u>Style of Main Song</u> Reggae</p>	<p><b>Friendship song</b></p> <p><u>Style of Main Song</u> Pop</p>	<p><b>Reflect, Rewind</b></p> <p><u>Style of Main Song</u> Classical</p>	<ul style="list-style-type: none"> <li>● To know five songs by heart.</li> <li>● To know some songs have a chorus or a response/answer part.</li> <li>● To know that songs have a musical style.</li> <li>● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>● To learn how songs can tell a story or describe an idea.</li> <li>● To know that music has a steady pulse, like a heartbeat.</li> <li>● To know that we can create rhythms from words, our names, favourite food, colours and animals.</li> <li>● Rhythms are different from the steady pulse.</li> <li>● We add high and low sounds, pitch, when we sing and play our instruments.</li> <li>● To confidently know and sing five songs from memory.</li> <li>● To know that unison is everyone singing at the same time.</li> <li>● Songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>● To know why we need to warm up our voices.</li> <li>● Learn about voices singing notes of different pitches (high and</li> </ul>

							<p>low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <ul style="list-style-type: none"> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader</li> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect.</li> <li>• 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).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>
Yr 3/4	<b>Let Your Spirit Fly</b>	<b>Mama Mia</b>	<b>Three Little Birds</b>	<b>Lean on me</b>	<b>Bringing Us Together</b>	<b>Reflect, Rewind &amp; Replay</b>	<p><b>Yr 3</b></p> <ul style="list-style-type: none"> <li>• To know five songs from memory and who sang them or wrote them.</li> <li>• To know the style of the five songs.</li> <li>• To choose one song and be able to talk about it in musical detail.</li> <li>• To confidently identify and move to the pulse.</li> <li>• To think about what the words of a song mean.</li> <li>• To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people</li> <li>• Know how to find and demonstrate the pulse.</li> <li>• Know the difference between pulse and rhythm.</li> <li>• Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat.</li> <li>• Know the difference between a musical question and an answer.</li> <li>• To know and be able to talk about: - Singing in a group can be called a choir , Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• To know why you must warm up your voice</li> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> </ul>
Cycle A	<u>Style of Main Song</u> RnB	<u>Style of Main Song</u> Pop	<u>Style of Main Song</u> Reggae	<u>Style of Main Song</u> Gospel	<u>Style of Main Song</u> Disco	<u>Style of Main Song</u> Classical	
Cycle B	<b>Glockenspiel 1</b>	<b>Glockenspiel 2</b>	<b>The dragon Song</b>	<b>Blackbird</b>	<b>Stop</b>	<b>Reflect and rewind</b>	
	<u>Style of Main Song</u> Mixed styles	<u>Style of Main Song</u> Mixed styles	<u>Style of Main Song</u> A Pop song that tells a story	<u>Style of Main Song</u> The Beatles/Pop	<u>Style of Main Song</u> Grime	<u>Style of Main Song</u> Classical	

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Yr 5/6 Cycle A	<b>Living on a Prayer</b>  <u>Style of Main Song</u> Rock	<b>Classroom Jazz 1 and 2</b>  <u>Style of Main Song</u> Bossa Nova and Swing	<b>Make you Feel my Love</b>  <u>Style of Main Song</u> Pop Ballads	<b>You've got a Friend</b>  <u>Style of Main Song</u> 70s Ballad/Pop	<b>Music and me</b>  <u>Style of Main Song</u> Create your own music inspired by your identity and women in the music industry	<b>Reflect and rewind</b>  <u>Style of Main Song</u> Classical	<b>Yr5</b> <ul style="list-style-type: none"> <li>● To know five songs from memory, who sang or wrote them, when they were written and why.</li> <li>● To know the style of the songs and to name other songs from the Units in those styles.</li> <li>● To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> <li>○ The style indicators of the songs (musical characteristics that give the songs their style)</li> <li>○ The lyrics: what the songs are about</li> <li>○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</li> <li>○ Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>○ Name some of the instruments used in the songs</li> </ul> </li> </ul>

<p>Cycle B</p>	<p><b>Classroom Jazz</b></p> <p><u>Style of Main Song</u> Bacharach and Blues</p>	<p><b>A New Year Carol</b></p> <p><u>Style of Main Song</u> Classical or Urban Gospel</p>	<p><b>Fresh Prince of Bell Air</b></p> <p><u>Style of Main Song</u> Old-School Hip-Hop</p>	<p><b>Happy</b></p> <p><u>Style of Main Song</u> Pop/Neo Soul</p>	<p><b>Dancing in the street</b></p> <p><u>Style of Main Song</u> Motown</p>	<p><b>Reflect and rewind</b></p> <p><u>Style of Main Song</u> Classic</p>	<ul style="list-style-type: none"> <li>○ The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>● Know and talk about that fact that we each have a musical identity</li> <li>● To identify and move to the pulse with ease.</li> <li>● To think about the message of songs.</li> <li>● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>● Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>● Use musical words when talking about the songs.</li> <li>● 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.</li> <li>● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>● To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>● To choose a song and be able to talk about: ○ Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>● 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 sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being ‘in tune’.</li> <li>● Different ways of writing music down – e.g. staff notation, symbols</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● The instruments they might play or be played in a band or orchestra or by their friends</li> <li>● Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a</li> </ul>
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