



Music

Progression of knowledge, skills and understanding

YEAR A		
	Class 1	Class 2
Autumn term 1 – Listening and responding.	<p>Charanga unit: Big Bear Funk (R)</p> <p>Listening and responding. Enjoy listening and dancing to funk music. Talk about funk music. Copy back the rhythm of words from the video. Clap the rhythm of words from the song. Clap a whole line of the song. Learn to sing the songs in unison with support. Add actions or substitute a word in some sections. Enjoy singing a song from memory. Show good posture. Develop good breath control. Sing with a steady pulse.</p>	<p>Charanga unit: Zootime (Y2)</p> <p>Listening and responding. Find the pulse and know that this unit is about reggae music. Understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers. Be an animal of choice when finding the pulse. Sing and dance together, in time and using actions. Enjoy singing a song from memory. Show good posture. Develop good breath control. Sing with a steady pulse.</p>
	<p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, rap, unison, funk.</p>	<p>Vocabulary: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, melody, dynamics, tempo, unison.</p>
Autumn term 2 – Singing and language acquisition.	<p>Charanga unit: Me! (YR)</p> <p>Listening and responding: Enjoy listening and dancing to a variety of music styles. Talk about the music. Copy back the rhythm of words from the nursery-rhyme videos.</p>	<p>Charanga unit: Ho Ho Ho! (Y2)</p> <p>Listening and responding: Find the pulse and know that this song contains rapping. Understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers.</p>

	<p>Clap the rhythm of words from the songs. Clap a whole line of each song.</p> <p>Singing: Learn to sing the songs in unison with support. Add actions or substitute a word in some sections. Enjoy singing a song from memory. Show good posture. Develop good breath control. Sing with a steady pulse.</p>	<p>Be an animal of choice when finding the pulse.</p> <p>Singing: Sing and dance together, in time and using actions. Enjoy singing a song from memory. Show good posture. Develop good breath control. Sing with a steady pulse.</p>
	<p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, rap, unison, pop, nursery rhyme.</p>	<p>Vocabulary: Keyboard, drums, bass, electric guitar, rap, pulse, rhythm, pitch, melody, dynamics, tempo, unison.</p>
Spring term 3 – Great composers and musicians	<p>Mozart – focus musician Talk about how music makes them feel or want to move. E.g. it makes me want to jump/sleep/shout etc. Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures.</p> <p>Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3 (Video of Mozart’s Concerto no. 4)</p>	<p>Vivaldi – focus musician Respond to different moods in music through movement e.g. marching, big/small gestures and explain thinking about changes in sound. Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby. Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 4 instruments by name and sound.</p> <p>https://www.youtube.com/watch?v=YnDLlajMxyo (Vivaldi’s 4 seasons)</p>
	<p>Vocabulary: pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, pattern, composer, classical music, brass, strings, percussion, woodwind, horn, violin, clarinet.</p>	<p>Vocabulary: pitch (high middle low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, introduction, repetition, tempo, timbre, classical, composer, strings, violin, cello, piano, double bass.</p>
Spring term 4 - Listening and responding.	<p>Charanga unit: Everyone! (YR)</p> <p>Listening and Responding: Enjoy listening to the music and responding to music through dancing or other movement.</p>	<p>Charanga Unit: Hey You! (Y1)</p> <p>Listening and Responding: Find the pulse and understand it is the heartbeat of the music.</p>

	<p>Enjoy listening to the music and responding to different speeds through dancing or other movement. Find the pulse naturally. Find the pulse in different ways and show this through actions e.g. marching, jumping, moving. Enjoy thinking up and sharing their own ideas for actions. Copy back the rhythms of phrases in the song. Choose one phrase from the song and have a go at clapping the rhythm.</p>	<p>Name recognise the instruments they can hear (male vocal, bass guitar, drums, decks). March in time with the pulse. Find the pulse through actions (being an animal). Copy back rhythms heard. Create their own rhythms for others to copy. Rap and sing in time to the music. Lead groups that are rapping and singing.</p>
	<p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison, congo, rondo, concerto, phrase.</p>	<p>Vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, decks, perform.</p>
<p>Summer terms 5 and 6 – playing, composing and performing.</p>	<p>Charanga unit: Round and Round (Y1)</p> <p>Find and clap rhythms: Copy back rhythms heard. Clap the rhythm of their name or favourite animal. Make up their own rhythms. Sing together with actions.</p> <p>Play instrumental parts: Play accurately and in time as part of a performance. Play notes D, F and C. Improvise in lessons and as part of a performance .</p> <p>Perform and share: Perform a song.</p>	<p>Charanga unit: Friendship song (Y2)</p> <p>Find and clap rhythms: Copy back rhythms heard. Make up their own rhythms.</p> <p>Play instrumental parts: Play accurately in time. Play notes E and G (and maybe B and A). Improvise in lessons and as part of a performance. Create a simple short repeating musical idea. Choose suitable instruments to represent objects /moods/feelings. Create a simple rhythmic part with others playing (e.g. ostinato, drone).</p> <p>Perform and share: Perform a song. Listen back and explain how they felt during the performance.</p>
	<p>Vocabulary: keyboard, bass, guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p>Vocabulary: keyboard, drum, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>

YEAR B		
	Class 1	Class 2
Autumn term 1 – Listening and Responding.	<p>Charanga unit: Our World (YR)</p> <p>Listening and Responding: Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures. Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound.</p>	<p>Charanga unit: Hands, feet, heart (Y2)</p> <p>Listening and Responding: Find the pulse in the song they are listening to. Understand pulses are the heartbeat to the music Recognise many instruments which can heard (keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.) Find the pulse and know that this unit is about South African music. Understand that songs have a musical style. Recognise and name some of the instruments they hear: keyboard, drums, bass, electric guitar, singers.</p>
	<p>Vocabulary: nursery rhyme, rhythm, pitch, high, low, unison, tempo, dynamics.</p>	<p>Vocabulary: Keyboard, drums, bass, electric guitars, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo, hook, verse, chorus.</p>

<p>Autumn term 2 – Singing and language acquisition.</p>	<p>Focus Musicians – Take That (Greatest Day)</p> <p>Listening and responding: Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures. Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound.</p> <p>Singing: Enjoy singing with others. Sing in unison with a small range of notes. Show good posture. Develop good breath control. Sing with a steady pulse. Learn to sing the songs in unison with support. Enjoy singing a song from memory. Add actions or substitute a word in some sections.</p>	<p>Charanga unit: Rhythm in the Way We Walk and Banana Rap. (Y1)</p> <p>Listening and responding: Find the pulse and know that this unit is about reggae and hip-hop music. Show (through movement) and describe how elements change (e.g. music gets faster or louder). Begin to show an awareness of different genres (e.g. Where might we hear this music? Lullaby, party, festival). Identify where elements change (e.g. music gets faster or louder).</p> <p>Singing: Sing loudly and softly with control. Sing back simple melodic idea. Sing broadly in tune. Enjoy singing a song from memory. Show good posture. Develop good breath control. Sing with a steady pulse. Vocalise with expression and communicate context of song. Join in with actions and story-telling and invent relevant action. Sing and dance together, in time and using actions.</p>
	<p>Vocabulary: pop, dynamics, loud, soft, singers, guitar, piano, harmonies</p>	<p>Vocabulary: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform.</p>

<p>Spring term 1 - Great composers and musicians</p>	<p>Andrew Lloyd Webber – focus musician</p> <p>Talk about how music makes them feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</p> <p>Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures.</p> <p>Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 3 instruments by name and sound.</p> <p>Listen to pieces of music and suggest where/when it might be heard. E.g. It's happy, so would cheer you up.</p>	<p>Elgar – focus musician</p> <p>Respond to different moods in music through movement e.g. marching, big/small gestures and explain thinking about changes in sound.</p> <p>Identify and recognise repeated patterns and follow a wider range of musical instructions.</p> <p>Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.</p> <p>Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music). Describe music using adjectives, spiky, spooky, sad, happy etc. Identify at least 4 instruments by name and sound.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/intro-films-and-orchestral-films/zv2gqp3</p> <p>(Elgar's music by the BBC Symphony Orchestra)</p>
	<p>Vocabulary: pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, pattern, composer, musical.</p>	<p>Vocabulary: pitch (high, middle, low) long/short notes, loud, quiet, fast, slow, beginning, middle, end, introduction, repetition, tempo, timbre classical, composer, rock, strings, brass, woodwind, percussion, violin, drums, clarinet, cello.</p>

<p>Spring term 4 Listening and Responding.</p>	<p>Charanga unit My Stories (YR)</p> <p>Listening and Responding: Enjoy listening to the music and respond through dancing or other movement. Recognise and name some of the characters and stories in the songs. Invent imaginary characters through movement or dancing. Respond to changes in tempo and dynamics (loud /soft) through movement e.g. marching, big/small gestures. Describe music using adjectives, spiky, spooky, sad, happy etc. Copy back a rhythm from the words of the song. Clap some of the words from the song for others to copy. Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. Enjoy finding and moving the pitch of their voices within the songs.</p>	<p>Charanga unit I wanna play in a band (Y2)</p> <p>Listening and Responding: Find the pulse and know that this Unit is about Rock music. Understand songs have a musical style. Show (through movement) and describe how elements change (e.g. music gets faster or louder). Begin to show and awareness of different genres (e.g. Where might we hear this music? Lullaby, party, festival). Identify where elements change (e.g. music gets faster or louder). March and find the pulse. Be a rockstar finding the pulse. Freestyle finding the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. Create their own rhythms for the class to copy back.</p>
	<p>Vocabulary: Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, boogie, phrase, nursery rhyme</p>	<p>Vocabulary: keyboard, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>

<p>Summer terms 5 and 6</p> <p>Composing, playing and improvising.</p>	<p>Charanga unit Your imagination (Y1)</p> <p>Find and clap rhythms: Find the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite animal. Clap the rhythm of their favourite colour. Make up their own rhythms.</p> <p>Play instrumental parts: Play accurately and in time as part of the performance. Play the note G (and maybe C and E).</p> <p>Perform and share: Compose a simple melody using simple rhythms, and use as part of the performance. Perform a song. Listen back at a performance and discuss how it went.</p>	<p>Charanga unit In the groove (Y1)</p> <p>Find and clap rhythms: Find the pulse. March to the pulse. Copy the actions on-screen. Choose an animal and keep the pulse. Copy back the rhythms they hear. Clap the rhythm of their name. Clap the rhythm of their favourite food. Make up their own rhythms.</p> <p>Play instrumental parts: Play accurately and in time as part of the performance. Play the note C and D Improvise in lessons and as part of a performance</p> <p>Perform and share: Compose a simple melody using simple rhythms, and use as part of the performance. Play the notes C and D. Listen back at a performance and discuss how it went.</p>
	<p>Vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p>Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p>