

## Knowledge and skills progression following Charanga

<b>Year R</b>			
<b>Topic related Music: to include action songs, counting rhymes, songs &amp; rhymes related to topic, clapping rhythms, listening and responding to range of musical genres. Charanga scheme also being used.</b>			
<b>EYFS –Listening</b> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	<b>EYFS –Sing</b> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others Sing in a group or on their own, increasingly matching pitch and following the melody	<b>EYFS –Play</b> Taps out simple repeated rhythms. Explores the different sounds of instruments	<b>EYFS –Improvise and Compose</b> Try to move in time with music Combine different movements with ease and fluency. Express their feelings and responses to music

Musical domain	Year 1	Year 2
<b>Listen and appraise</b>	<ul style="list-style-type: none"> <li>• To know 5 songs off 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> </ul>	<ul style="list-style-type: none"> <li>• To know five songs off 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> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <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> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• To confidently sing or rap five songs from memory and sing them in unison.</li> </ul>	<ul style="list-style-type: none"> <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</li> </ul>

	<ul style="list-style-type: none"> <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> </ul>	<p>word).</p> <ul style="list-style-type: none"> <li>• To know why we need to warm up our voices</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 (spoken word with rhythm).</li> <li>• Learn to find a comfortable singing position.</li> <li>• Learn to start and stop singing when following a leader</li> </ul>
<b>Playing</b>	<ul style="list-style-type: none"> <li>• Learn the names of the notes in their instrumental part from memory or when written down.</li> <li>• Learn the names of the instruments they are playing.</li> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• 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).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <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.</li> <li>• 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>
<b>Improvisation</b>	<ul style="list-style-type: none"> <li>• Improvisation is about making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisation is making up your own tunes on the spot.</li> <li>• When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>• Everyone can improvise, and you can use one or two notes</li> </ul>
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</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>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Help create three simple melodies with the Units using one, three or five different notes.</li> <li>• Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>• A performance is sharing music with other people, called an audience</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance is sharing music with an audience.</li> <li>• A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>• An audience can include your parents and friends.</li> <li>• Choose a song they have learnt from the Scheme and perform it.</li> <li>• They can add their ideas to the performance.</li> <li>• Record the performance and say how they were feeling about it.</li> </ul>

