



Our Musical Adventure



Progression of Music Skills

Skills in listening and performance, developing ideas and evaluating and developing work runs through all units of work in **Charanga** Scheme used across the whole school at Godinton. Children will have the opportunity to work on their own, and collaboratively to perform learned songs and their own compositions. They will investigate different genres of music and learn about their different qualities

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship: Understanding Music (running through all topics)	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor Find and keep a steady beat Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low	Using body percussion, instruments and voices In the key centres of: C major, G major, A minor Find and keep a steady beat Copy back simple rhythmic patterns using long and short Copy back simple melodic patterns using high and low	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, A minor In the time signatures of: 2/4, 3/4, 4/4 Find and keep a steady beat Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests Copy back and improvise simple melodic patterns using the	Using ukuleles and some percussion instruments/ body percussion and voices In the key centres of: C major, F major, G major, A minor In the time signatures of: 2/4, 3/4, 4/4 12/8 Find and keep a steady beat Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation Copy back melodic	Using body percussion, instruments and voices In the key centres of: C major, D major, F major, A minor In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers	Using body percussion, instruments and voices In the key centres of: C major, F major, G major, D major, A minor, D minor In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8 Find and keep a steady beat Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers,

			notes CDE, GAB, FGA, ABC	patterns using the strings G,C,E,A	and their rests by ear or from notation Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB _b CDE	and their rests by ear or from notation Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB _b CDE, GABCDEF#, DEF#GABC#, ABCDEFG
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening (running through all topics)	Move and dance with the music Find the steady beat Talk about feelings created by the music/song Recognise some band and orchestral instruments Describe tempo as fast or slow Describe dynamics as loud and quiet Join in sections of the song eg. chorus Begin to understand where the music fits in the world Begin to understand about different styles of music	Move and dance with the music confidently Talk about how the song makes you feel Find different steady beats Describe tempo as fast or slow Describe dynamics as loud and quiet Join in sections of the song eg. call and response Start to talk about the style of a song Recognise some band and orchestral instruments Start to talk about where music might fit into the world	Share your thoughts and feelings about the music together Find the beat or groove of the music Invent different actions to move in time with the music Talk about what the song means Identify some instruments you can hear playing Identify if it's a male or female voice Talk about the style of the songs	Talk about the words of a song and think about why the song was written. Find and demonstrate the steady beat Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow, or steady. Recognise the style of music you are listening to. Discuss the structures of songs Identify: Call and response, solo vocal or instrumental line and accompanying instruments. Have	Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Find and demonstrate the steady beat Identify 2/4, 3/4, 6/8 and 5/4 metre Identify the musical style of a song Identify instruments by ear and through a range of media Discuss the structure of the music with reference to verse, chorus, bridge, call and	Talk about feelings created by the song Justify a personal opinion with reference to musical concepts Identify 2/4, 4/4, 3/4, 6/8 and 5/4 Identify the musical style of a song using some musical vocabulary to discuss its musical concepts Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections

				<p>understanding of a change in texture. Explain what a main theme is and identify when it is repeated Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music. Identify major and minor tonality Recognise the following styles and any important musical features that distinguish the style of a variety of music including professional ukulele performances.</p>	<p>response, repeat signs, chorus and final chorus, improvisation, call and response, and AB Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality Recognise the sound and notes of the pentatonic and blues scales by ear and from notation Explain the role of a main theme in musical structure Know and understand what a musical introduction is and its purpose Explain rapping Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel,</p>	<p>of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break Explain a bridge passage and its position in a song Recall by ear memorable phrases heard in the music Identify major and minor tonality, triads I, IV and V, and intervals within a major scale Explain the role of a main theme in musical structure Know and understand what a musical introduction and outro is and its purpose Identify the sound of a Gospel</p>
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					Klezmer, Sea Shanty, Funk and Musicals	choir and soloist, Rock band, symphony orchestra and a cappella groups
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing (running through all topics)	Demonstrate good singing posture Sing songs from memory Copy back intervals of an octave and fifth (high, low) Sing in uniso	Sing as part of a choir Demonstrate good singing posture Sing songs from memory and/or from notation Sing to communicate the meaning of the words Sing in unison and sometimes in parts Understand and follow the leader or conductor Add actions to a song Move confidently to a steady beat Talk about feelings created by the music/song Recognise some band and orchestral instruments Describe tempo as fast or slow Join in sections of the song eg. chorus Begin to understand where the music fits in the world Begin to talk	Sing as part of a choir Demonstrate good singing posture Sing unit songs from memory and/or from notation Sing with awareness of following the beat Sing with attention to clear diction Sing expressively, with attention to the meaning of the words Sing in unison Understand and follow the leader or conductor Copy back simple melodic phrases using the voice	Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture Demonstrate good singing posture Demonstrate vowel, blended sounds, and consonants Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for	Rehearse and learn songs from memory and/or with notation Sing in 2/4, 3/4, 4/4 and 6/8 time Sing in unison and as part of a smaller group Sing 'on pitch' and 'in time' Sing a second part in a song Self-correct if lost or out of time Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Develop confidence as a soloist Talk about the different styles of singing used for	Rehearse and learn Year 6 Unit songs from memory and/or with notation Sing in 2/4, 4/4, 3/4, 5/4 and 6/8 Sing with and without an accompaniment Sing syncopated melodic patterns Demonstrate and maintain good posture and breath control whilst singing Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to dynamics and articulation Lead a singing rehearsal Talk about the different styles of singing used

		about and understand the style of the music		different styles of song Talk about how the songs and their styles connect to the world	song Talk confidently about how connected you feel to the music and how it connects in the world Respond to a leader or conductor	for the different styles of songs sung in this year Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation (running through all topics)	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using crotchets, quavers and minims, and simple combinations of: C D E F G F G A D E F# G A	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of: C D E F G A B G A B D E F# F G A B _b C D E Identify hand signals as notation and recognise music notation on a stave of five lines	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of: C D E F G A B F G A B _b C G A B C D E E F# G# A B Reading and responding to minims, crotchets, and	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: Reading TAB and chord symbols Reading and responding to minims, crotchets, and quavers Identifying:	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of: C D E F G A B F G A B _b C D E G A B C D E F# A _b B _b C D _b E _b F G G G# A B _b C D E F G A B C Identifying: Stave Treble clef Time	Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of: C D E F G A B F G A B _b C D E F G A _b B _b C D E _b G A B _b C D E F G A B C D E F# D E F G A D E

			quavers Identifying: Stave Treble clef Time signature	Stave Treble clef Time signature	signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign	F# A B C# E F# G G# A B C C# Eb F G Ab Bb C D Identifying: Stave Treble clef Time signature Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers Recognising how notes are grouped when notated Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing Instruments (running through all topics)	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major	Rehearse and learn to play a simple melodic or accompanying instrumental part by ear or from notation using ukulele.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, Ab major, D mino	Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor, F

						minor by ear or from notation
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating: Improvising (running through all topics)	Explore improvisation within a major scale using the notes: C D E F G A	Explore improvisation within a major scale using the notes: C D E C G A G A B F G A	Explore improvisation within a major scale using the notes: C D E C D E G A G A B G A B D E F G A	Explore improvisation within a major scale using the ukulele strings G,C,E,A and chords C, F	Explore improvisation within a major scale using the notes: C D E _b F G C D E F G C D E G A F G A B _b C D E F G A	Explore improvisation within a major scale using the notes: C D E F G G A B _b C D G A B C D F G A C D
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating: Composing (running through all topics)	Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C F G F G A F G A C F G A C D Start and ending on the note F	Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic on F)	Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G Start and ending on the note C (C major) F G F G A F G A B _b F G A B _b C Start and ending on the note F (F major) G A G A B G A B C G A B C D Start and ending on the note G (G major)	Create a simple melody and accompaniment for a shared lyric using chord symbols and TAB to record work on ukulele. Crotchets and minims used for percussion accompaniment to song.	Create a simple melody using crotchets and minims: C D C D E C D E G C D E G A Start and ending on the note C (Pentatonic on C) F G F G A F G A B _b F G A B _b C Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D Start and ending on the note G (G major) G A G A B G A B D G A B D E Start and ending on the note G	Create a simple melody using crotchets and minims: C D C D E C D E F C D E F G Start and ending on the note C (C major) G A G A B G A B D G A B D E Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor) F G F G A F G A C F G A C D Start and ending on the note F (Pentatonic

					(Pentatonic on G) D E D E F D E F G D E F G A Start and ending on the note D (D minor)	on F) F G F G A _b F G A _b B _b F G A _b B _b C Start and ending on the note F (F minor)
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing (running through all topics)	Enjoy and have fun performing Choose a song/songs to perform to a well-known audience Prepare a song to perform Communicate the meaning of the song Add actions to the song Play some simple instrumental parts	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance Talk about what the song means and why it was chosen to share Talk about the difference between rehearsing a song and performing it	Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance Talk about what the song means and why it was chosen to share Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment	Rehearse and enjoy the opportunity to share what has been learned in the lessons Perform, with confidence, a song from memory or using notation Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song Communicate the meaning of the words and articulate them clearly Use the	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience Perform from memory or with notation, with confidence and accuracy Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance Explain why the song was chosen, including its composer and the historical and the cultural context of the song A student leads part of the rehearsal and part of	Create, rehearse and present a holistic performance for a specific event, for an unknown audience Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts Perform from memory or with notation Understand the value of choreographing any aspect of a performance A student or a group of students rehearse and lead parts of the performance Understand the importance of the

				<p>structure of the song to communicate its mood and meaning in the performance Talk about what the rehearsal and performance has taught the student Understand how the individual fits within the larger group ensemble Reflect on the performance and how well it suited the occasion Discuss and respond to any feedback, consider how future performances might be different</p>	<p>the performance Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece Discuss and talk musically about the strengths and weaknesses of a performance Collect feedback from the audience and reflect how future performances might be different</p>	<p>performing space and how to use it Record the performance and compare it to a previous performance Collect feedback from the audience and reflect how the audience believed in the performance Discuss how the performance might change if it was repeated in a larger/smaller performance space</p>
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