

Our Musical Adventure



Progression of Knowledge and Skills in Music

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

		EYFS
Listen and	Knowledge:	Skills:
Respond	 Know 20 nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	 Learn that music can touch your feelings. Enjoy moving to music by dancing, marching, being animals or pop stars.
Explore and	Knowledge:	Skills:
Create (Musical Activities)	 Know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. 	 Find a pulse by copying a character in a nursery rhyme, imagining a similar character or object, and finding ways to keep the pulse. Copy basic rhythm patterns of single words, building to short phrases from the songs. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany a song. Extension: adding a 2-note melody to the rhythm of the words. Playing with 2-pitched notes to invent musical patterns.

Singing	Knowledge:	Skills:
	 Sing or rap nursery rhymes and simple songs from memory. Know that songs have sections. 	 Sing along with a pre-recorded song and add actions. Sing along with the backing track.
Share and	Knowledge:	Skills:
Perform	A performance is sharing music.	 Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship:	Using body	Using body	Using body	Using ukuleles and	Using body	Using body
Understanding	percussion,	percussion,	percussion,	some percussion	percussion,	percussion,
Music	instruments and	instruments and	instruments and	instruments/ body	instruments and	instruments and
(running through	voices in the key	voices in the key	voices in the key	percussion and	voices in the key	voices in the key
all topics)	centres of: C major,	centres of: C major,	centres of: C	voices in the key	centres of: C	centres of: C
	F major, G major, A	G major, A minor.	major, F major, G	centres of: C	major, D major, F	major, F major, G
	minor.		major, A minor.	major, F major, G	major, A minor.	major, D major, A
		Find and keep a		major, A minor.		minor, D minor.
	Find and keep a	steady beat.	Understand music		Understand music	
	steady beat Copy		including time	Understand music	including time	Understand music
	back simple rhythmic	Copy back simple	signatures of: 2/4,	including time	signatures of: 2/4,	In the time
	patterns using long	rhythmic patterns	3/4, 4/4	signatures of: 2/4,	3/4, 4/4, 5/4, 6/8	signatures of: 2/4,
	and short.	using long and	Find and keep a	3/4, 4/4 12/8	Find and keep a	3/4, 4/4, 5/4 and
		short.	steady beat.	Find and keep a	steady beat.	6/8
	Copy back simple			steady beat.		
	melodic patterns	Copy back simple	Copy back and	-	Listen and copy	Find and keep a
	using high and low	melodic patterns	improvise simple	Listen and copy	rhythmic patterns	steady beat.
	pitch.	using high and low	rhythmic patterns	rhythmic patterns	made of dotted	
		pitch.	including minims,	including	minims, minims,	Listen and copy

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	crotchets, quavers	semibreves,	dotted crotchets,	rhythmic patterns
	and their rests.	minims, dotted	crotchets, dotted	including minims,
		crotchets,	auavers, triplet	dotted crotchets,
	Copy back and	crotchets, quavers	quavers, quavers,	crotchets, dotted
	improvise simple	and their rests by	semiquavers and	auavers, triplet
	melodic patterns	ear or from	their rests by ear	quavers, quavers,
	using the notes	notation.	or from notation.	semiquavers, and
	CDE, GAB, FGA,			their rests by ear
	ABC	Copy back melodic	Copy back melodic	or from notation.
		patterns using the	patterns using the	
		strings G,C,E,A	notes CDE,	Copy back melodic
			DEF♯GA,	patterns using the
			DEF♯GABC♯,	notes DEFGA,
			ABCDEFG♯,	CDEFGAB,
			FGAB _b CDE	FGAB♭CDE,
				GABCDEF#,
				DEF♯GABC♯,
				ABCDEFG

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Move and dance	Move and dance	Share your	Talk about the	Talk about	Talk about
(running through	with the music.	with the music	thoughts and	words of a song	feelings created	feelings created
all topics)		confidently.	feelings about the	and think about	by the song.	by the song.
	Find the steady		music.	why the song was		
	beat Talk about	Talk about how the		written.	Justify a personal	J ustify a personal
	feelings created by	song makes you feel.	Find the beat or		opinion with	opinion with
	the music/song.		groove of the	Find and	reference to	reference to
		Find different	music.	demonstrate the	musical concepts.	musical concepts.
	Recognise some	steady beats.		steady beat.		
					Find and	

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band and orchestral		Invent different	Identify 2/4, 3/4,	demonstrate the	Identify 2/4, 4/4,
instruments.	Describe tempo as	actions to move in	and 4/4 metre.	steady beat	3/4, 6/8 and 5/4
	fast or slow.	time with the		Identify 2/4, 3/4,	Identify the
Describe tempo as		music.		6/8 and 5/4 metre.	musical style of a
fast or slow.	Describe dynamics		Identify the tempo	Identify the	song using some
	as loud and quiet.	Talk about what	as fast, slow, or	musical style of a	musical vocabulary
Describe dynamics		the song means.	steady.	song.	to discuss its
as loud and quiet.	Join in sections of				musical concepts.
	the song eg. call	Identify some	Recognise the	Identify	
Join in sections of	and response.	instruments you	style of music you	instruments by ear	Identify the
the song eg. Chorus.		can hear playing.	are listening to.	and through a	following
	Start to talk about			range of media.	instruments by ear
Begin to understand	the style of a song.	Identify if it's a	Discuss the		and through a
where the music fits		male or female	structures of	Discuss the	range of media:
in the world.	Recognise some	voice.	songs Identify:	structure of the	bass, electric
	band and orchestral		Call and response,	music with	guitar, percussion,
Begin to understand	instruments.	Talk about the	solo vocal or	reference to verse,	sections of the
about different		style of the songs.	instrumental line	chorus, bridge,	orchestra such as
styles of music.	Start to talk about		and accompanying	call and response,	brass, woodwind
	where music might		instruments.	repeat signs,	and strings, steel
	fit into the world.			chorus and final	pans, congas,
			Have	chorus,	pianos,
			understanding of a	improvisation, call	synthesizers.
			change in texture.	and response, and	
				AB.	Discuss the
			Explain what a		structure of the
			main theme is and	Explain a bridge	music with
			identify when it is	passage and its	reference to verse,
			repeated.	position in a song.	chorus, bridge and
			1		an instrumental
					break.

		Know and	Recall by ear	
		understand what a	memorable phrases	Explain a bridge
		musical	heard in the	passage and its
		introduction is and	music.	position in a song.
		its purpose.		poortion in a cong.
		110 pa. pooo.	Identify major and	Recall by ear
		Recall by ear	minor tonality.	memorable phrases
		memorable phrases	or conducty.	heard in the
		heard in the		music.
		music.	Recognise the	
			sound and notes	Identify major and
		Identify major and	of the pentatonic	minor chords.
		minor tonality.	and blues scales	
			by ear and from	Explain the role of
		Recognise a	notation.	a main theme in
		variety of styles		musical structure.
		and any important	Explain the role of	
		musical features	a main theme in	Know and
		that distinguish	musical structure.	understand what a
		the style of a		musical
		genre of music	Know and	introduction and
		including	understand what a	outro is and its
		professional	musical	purpose.
		ukulele	introduction is and	FF.2.2.
		performances.	its purpose.	Identify the sound
		,	1 - 1	of a Gospel choir
			Explain rapping.	and soloist, Rock
			1	band, symphony
			Recognise a	orchestra and a
			variety of styles	cappella groups
			and any key	2

		musical features that distinguish	
		the genre: Folk, Pop, Gospel, Klezmer, Sea	
		Shanty, Funk and Musicals.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Demonstrate good	Sing as part of a	Sing as part of a	Rehearse and	Rehearse and	Rehearse and
(running through	singing posture.	choir Demonstrate	choir.	learn songs from	learn songs from	learn Year 6 U nit
all topics)		good singing		memory and/or	memory and/or	songs from
	Sing songs from	posture.	Demonstrate good	with notation.	with notation.	memory and/or
	memory Copy back		singing posture.			with notation.
	intervals of an	Sing songs from		Sing in 2/4, 3/4,	Sing in 2/4, 3/4,	
	octave and fifth	memory and/or from	Sing unit songs	4/4.	4/4 and 6/8 time.	Sing in 2/4, 4/4,
	(high, low).	notation.	from memory			3/4, 5/4 and 6/8.
			and/or from	Sing simple songs	Sing in unison and	
	Sing in unison.	Sing to communicate	notation.	to own	as part of a	Sing with and
		the meaning of the		accompaniment.	smaller group.	without an
		words.	Sing with			accompaniment.
			awareness of	Be aware of	Sing 'on pitch'	
		Sing in unison and	following the beat.	others playing and	and 'in time'.	Sing syncopated
		sometimes in parts.		singing in a class		melodic patterns.
			Sing with	group.	Sing a second	
		Understand and	attention to clear		part in a song.	Demonstrate and
		follow the leader or	diction.	Be able to sing		maintain good
		conductor.		using suitable	Self-correct if	posture and
			Sing expressively,	dynamics.		

Add actions to a	with attention to		lost or out of	breath control
song.	the meaning of the	Demonstrate good	time.	whilst singing.
	words.	singing and playing		
Move confidently to		posture.	Sing expressively,	Sing expressively,
a steady beat.	Sing in unison.		with attention to	with attention to
		Demonstrate	breathing and	breathing and
Talk about feelings	Understand and	vowel, blended	phrasing.	phrasing.
created by the	follow the leader	sounds, and		
music/song.	or conductor.	consonants.	Sing expressively,	Sing expressively,
			with attention to	with attention to
		Sing 'on pitch'	dynamics and	dynamics and
Recognise some	Copy back simple	and 'in time'.	articulation.	articulation.
band and orchestral	melodic phrases		Develop	
instruments.	using the voice.	Sing expressively,	confidence as a	Talk about the
		with attention to	soloist.	different styles of
Describe tempo as		breathing and		singing used for
fast or slow.		phrasing.	Talk about the	the different
			different styles of	styles of songs
Join in sections of		Sing expressively,	singing used for	sung in this year.
the song eg. Chorus.		with attention to	different styles of	
		staccato and	song.	Discuss with
Begin to understand		legato.		others how
where the music fits			Talk confidently	connected you are
in the world.		Talk about the	about how	to the music and
		different styles of	connected you	songs, and how
Begin to talk about		singing used for	feel to the music	the songs and
and understand the		different styles of	and how it	styles are
style of the music.		song.	connects in the	connected to the
			world.	world.
		Talk about how		
		the songs and	Respond to a	

		their styles	leader or	
		connect to the	conductor.	
		world.		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation	Explore ways of	Explore ways of	Explore ways of	Explore ways of	Explore ways of	Explore ways of
(running through	representing high	representing high	representing high	representing high	representing high	representing high
all topics)	and low sounds,	and low sounds,	and low sounds,	and low sounds,	and low sounds,	and low sounds,
un 10p.00)	long and short	long and short	long and short	long and short	long and short	long and short
	sounds, symbols,	sounds, symbols,	sounds, symbols,	sounds, symbols,	sounds, symbols,	sounds, symbols,
	and any appropriate	and any appropriate	and any	and any	and any	and any
	means of notation.	means of notation.	appropriate means	appropriate means	appropriate means	appropriate means
			of notation.	of notation.	of notation.	of notation.
	Recognise standard	Recognise standard				
	notation using	notation using	Recognise	Recognise	Recognise	Recognise
	crotchets, quavers	crotchets, quavers,	standard notation	standard notation	standard notation	standard notation
	and minims, and	minims and	using dotted	using dotted	using dotted	using dotted
	simple combinations	semibreves, and	crotchets.	crotchets.	crotchets.	crotchets.
	of: C D E F G F G	simple combinations	crotchets,	crotchets,	crotchets,	crotchets,
	A D E F# G A.	of: C D E F G A B	semiquavers,	semiquavers,	semiquavers,	semiquavers,
	7. B L 1 * G 7.	G A B D E F# F G	auavers, minims	quavers and	quavers and	auavers, dotted
		A B _b C D E.	and semibreves,	minims.	minims, and simple	minims, minims and
		/ B	and simple		combinations of: C	semibreves, and
		Identify hand signals	combinations of: C	Read and interpret	DEFGABFG	simple
		as notation and	DEFGABFG	TAB and chord	A B _b C D E G A	combinations of: C
		recognise music	A B _b C G A B C	symbols.	B C D E F# Ab Bb	DEFGABFG
		notation on a stave	DEEF#G#AB.	Symbols.	C D _b E _b F G G G#	A B _b C D E F G
		of five lines.	DELI* G* A D.	Read and respond	A B _b C D E F G	A B C D E G A
		or rive tines.		•		
				to minims,	A B C.	B _b C D E F G A

D			B C D E F# D E F
Read and respond	crotchets, and		
to minims,	quavers.	Identify:	G A D E F# A B
crotchets, and		Stave Treble clef	C# E F# G G# A B
auavers.	Identify Stave	Time signature.	C C♯ E♭ F G A♭ B♭
	Treble clef.		C D.
Identify Stave		Read and respond	
Treble clef	Identify Time	to minims,	Identify:
Identify Time	signature.	crotchets,	Stave Treble clef
signature.		auavers, dotted	Time signature.
		auavers, and	Read and respond
		semiquavers.	to minims,
		Recognising how	crotchets,
		notes are grouped	auavers, dotted
		when notated.	auavers, and
			semiquavers.
		Identifying the	
		stave and symbols	Recognising how
		on the stave such	notes are grouped
		as the treble clef,	when notated.
		the name of the	
		notes on lines and	Identify the stave
		in spaces, bar	and symbols on
		lines, a flat sign	the stave such as
		_	the treble clef,
		and a sharp sign.	the trebte cter,
			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	Rehearse and learn	Rehearse and learn	Rehearse and	Rehearse and	Rehearse and	Rehearse and
Instruments	to play a simple	to play a simple	learn to play a	learn to play a	learn to play a	learn to play one
(running through	melodic instrumental	melodic instrumental	simple melodic	simple melodic or	simple melodic	of four
all topics)	part by ear or from	part by ear or from	instrumental part	accompanying	instrumental part	differentiated
	simple notation in C	notation in C major,	by ear or from	instrumental part	by ear or from	instrumental parts
	major, F major and	F major and G	notation in C	by ear or from	notation in C	in the tonal
	D major.	major.	major, F major, G	notation using	major, F major, G	centres of C
			major, E major.	ukulele.	major, A _b major, D	major, F major, G
					minor.	major, D major, E
						major, A major, Eы
						major, D minor, F
						minor by ear or
						from notation.
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating:	Explore	Explore	Explore	Explore	Explore	Explore
Improvising	improvisation within	improvisation within	improvisation	improvisation	improvisation	improvisation
(running through	a major scale using	a major scale using	within a major	within a major	within a major	within a major
all topics)	the notes: C D E F	the notes: C D E C	scale using the	scale using the	scale using the	scale using the
. ,	G A.	GAGABFGA.	notes: C D E C D	ukulele strings	notes: C D Eb F G	notes: C D E F G
			EGAGABG	G,C,E,A and	CDEFGCDE	G A Bb C D G A
			ABDEFGA.	chords C, F.	G A F G A B _b C	BCDFGAC
					DEFGA.	D.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creating:	Create a simple	Create a simple	Create a simple	Create a simple	Create a simple	Create a simple
Composing	melody using crotchets and	melody using crotchets and minims:	melody using crotchets and minims:	melody or accompaniment for a	melody using crotchets and minims:	melody using crotchets and
	minims: C D C D			shared lyric using		minims: C D C

(running	ECDEFCD	CDCDECDEF	CDCDECDEG	chord symbols and	CDCDECDEG	DECDEFC
through all	EFG.	CDEFG.	CDEGA.	TAB to record	CDEGA.	DEFG.
topics)				ukulele composition.		
	Start and ending	Start and ending on	Start and ending on		Start and ending on	Start and
	on the note C F	the note C (C major)	the note C	Use crotchets and	the note C	ending on the
	GFGAFGA	GAGABGABD	(Pentatonic on C) C	minims and pictorial	(Pentatonic on C) F	note C (C
	CFGACD	GABDE.	DCDECDEFC	scores for percussion	G F G A F G A B _b F	major) G A G A
	Start and ending		DEFG.	accompaniment to	G A B _b C.	BGABDGA
	on the note F.	Start and ending on		song.		B D E.
		the note G	Start and ending on		Start and ending on	
		(Pentatonic on G) F	the note C (C major)		the note F	Start and
		GFGAFGACF	FGFGAFGAB		(Pentatonic on F) G	ending on the
		GACD.	F G A B _b C.		AGABGABCG	note G
					A B C D.	(Pentatonic on
		Start and ending on	Start and ending on			G) D E D E F D
		the note F	the note F (F major)		Start and ending on	EFGDEFG
		(Pentatonic on F).	GAGABGABC		the note G (G major)	Α.
			GABCD.		GAGABGABD	
					GABDE.	Start and
			Start and ending on			ending on the
			the note G (G		Start and ending on	note D (D
			major).		the note G	minor) F G F G
					(Pentatonic on G) D	AFGACFG
					EDEFDEFGD	A C D.
					E F G A Start and	
					ending on the note D	Start and
					(D minor)	ending on the
						note F
						(Pentatonic on
						F) F G F G A

						F G Ab Bb F G Ab Bb C. Start and	
						ending on the note F (F minor)	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Performing	Enjoy and have	Practise, rehearse	Practise, rehearse	Rehearse and enjoy	Create, rehearse and	Create, rehearse	
(running	fun performing.	and share a song	and share a song	the opportunity to	present a holistic	and present a	
through all		that has been	that has been	share what has been	performance for a	holistic	
topics)	Choose a	learned in the lesson,	learned in the lesson,	learned in the	specific purpose, for	performance for	
	song/songs to	from memory or with	from memory, or with	lessons.	a friendly audience.	a specific event,	
	perform to a	notation and with	notation and with			for an audience.	
	well-known	confidence.	confidence.	Perform, with	Perform from memory		
	audience.			confidence, a song	or with notation,	Create,	
		Decide on any	Include any actions,	from memory or using	with confidence and	rehearse, and	
	Prepare a song	actions, instrumental	instrumental	notation.	accuracy.	present a	
	to perform.	parts/improvisatory	parts/improvisatory			holistic	
		ideas/composed	ideas/composed	Include instrumental	Include instrumental	performance	
	Communicate	passages to be	passages within the	parts/improvisatory	parts/improvisatory	with detailed	
	the meaning of	practised and	rehearsal and in the	sections/composed	sections/composed	understanding of	
	the song.	included in the	performance.	passages within the	passages within the	the musical,	
		performance.		rehearsal and	rehearsal and	cultural and	
	Add actions to		Talk about what the	performance.	performance.	historical	
	the song.	Talk about what the	song means and why			contexts.	
		song means and why	it was chosen to	Explain why the song	Explain why the song		
	Play some simple	it was chosen to	share.	was chosen, including	was chosen, including	Perform from	
	instrumental	share.		its composer and the	its composer and the	memory or with	
	parts.		Reflect on feelings	historical and the	historical and the	notation.	

Talk about the	ahank ahadan sad	cultural context of	cultural context of	
	about sharing and			
difference between	performing eg.	the song.	the song.	Understand the
rehearsing a song and	excitement, nerves,		D 1.11	value of
performing it.	enjoyment.	Communicate the	Record the	choreographing
		meaning of the words	performance and	any aspect of a
		and articulate them	compare it to a	performance.
		clearly.	previous performance.	
				Understand the
		Use the structure of	Explain how well the	importance of
		the song to	performance	the performing
		communicate its	communicated the	space and how
		mood and meaning in	mood of each piece.	to use it.
		the performance.		Record the
			Discuss and talk	performance and
		Talk about what the	musically about the	compare it to a
		rehearsal and	strengths and	previous
		performance has	weaknesses of a	performance.
		taught the student.	performance.	
				Collect
		Understand how the	Collect feedback	feedback from
		individual fits within	from the audience	the audience
		the larger group	and reflect how	and reflect how
		ensemble.	future performances	the audience
			might be different.	believed in the
		Reflect on the		performance.
		performance and how		
		well it suited the		Discuss how the
		occasion.		performance
				might change if
		Discuss and respond		it was repeated
		to any feedback,		in a

		consider how future	larger/smaller
		performances might	performance
		be different.	space.