



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 Respond	Knowledge: <ul style="list-style-type: none">• Know 20 nursery rhymes off by heart.• Know the stories of some of the nursery rhymes.	Skills: <ul style="list-style-type: none">• Learn that music can touch your feelings.• Enjoy moving to music by dancing, marching, being animals or pop stars.
Explore and Create (Musical Activities)	Knowledge: <ul style="list-style-type: none">• Know that we can move with the pulse of the music.• To know that the words of songs can tell stories and paint pictures.	Skills: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none"> • Sing or rap nursery rhymes and simple songs from memory. • Know that songs have sections. 	Skills: <ul style="list-style-type: none"> • Sing along with a pre-recorded song and add actions. • Sing along with the backing track.
Share and Perform	Knowledge: <ul style="list-style-type: none"> • A performance is sharing music. 	Skills: <ul style="list-style-type: none"> • 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: 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 pitch.	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 pitch.	Using body percussion, instruments and voices in the key centres of: C major, F major, G major, A minor. Understand music including time signatures of: 2/4, 3/4, 4/4 Find and keep a steady beat. Copy back and improvise simple rhythmic patterns including minims,	Using ukuleles and some percussion instruments/ body percussion and voices in the key centres of: C major, F major, G major, A minor. Understand music including time signatures of: 2/4, 3/4, 4/4 12/8 Find and keep a steady beat. Listen and copy rhythmic patterns including	Using body percussion, instruments and voices in the key centres of: C major, D major, F major, A minor. Understand music including 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,	Using body percussion, instruments and voices in the key centres of: C major, F major, G major, D major, A minor, D minor. Understand music 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

			<p>crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC</p>	<p>semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation.</p> <p>Copy back melodic patterns using the strings G,C,E,A</p>	<p>dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation.</p> <p>Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGABbCDE</p>	<p>rhythmic patterns including minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation.</p> <p>Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGABbCDE, GABCDEF#, DEF#GABC#, ABCDEFG</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening (running through all topics)	<p>Move and dance with the music.</p> <p>Find the steady beat Talk about feelings created by the music/song.</p> <p>Recognise some</p>	<p>Move and dance with the music confidently.</p> <p>Talk about how the song makes you feel.</p> <p>Find different steady beats.</p>	<p>Share your thoughts and feelings about the music.</p> <p>Find the beat or groove of the music.</p>	<p>Talk about the words of a song and think about why the song was written.</p> <p>Find and demonstrate the steady beat.</p>	<p>Talk about feelings created by the song.</p> <p>Justify a personal opinion with reference to musical concepts.</p> <p>Find and</p>	<p>Talk about feelings created by the song.</p> <p>Justify a personal opinion with reference to musical concepts.</p>

	<p>band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song eg. Chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to understand about different styles of music.</p>	<p>Describe tempo as fast or slow.</p> <p>Describe dynamics as loud and quiet.</p> <p>Join in sections of the song eg. call and response.</p> <p>Start to talk about the style of a song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Start to talk about where music might fit into the world.</p>	<p>Invent different actions to move in time with the music.</p> <p>Talk about what the song means.</p> <p>Identify some instruments you can hear playing.</p> <p>Identify if it's a male or female voice.</p> <p>Talk about the style of the songs.</p>	<p>Identify 2/4, 3/4, and 4/4 metre.</p> <p>Identify the tempo as fast, slow, or steady.</p> <p>Recognise the style of music you are listening to.</p> <p>Discuss the structures of songs Identify: Call and response, solo vocal or instrumental line and accompanying instruments.</p> <p>Have understanding of a change in texture.</p> <p>Explain what a main theme is and identify when it is repeated.</p>	<p>demonstrate the steady beat</p> <p>Identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Identify the musical style of a song.</p> <p>Identify instruments by ear and through a range of media.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB.</p> <p>Explain a bridge passage and its position in a song.</p>	<p>Identify 2/4, 4/4, 3/4, 6/8 and 5/4</p> <p>Identify the musical style of a song using some musical vocabulary to discuss its musical concepts.</p> <p>Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers.</p> <p>Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p>
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				<p>Know and understand what a musical introduction is and its purpose.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise a variety of styles and any important musical features that distinguish the style of a genre of music including professional ukulele performances.</p>	<p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor tonality.</p> <p>Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction is and its purpose.</p> <p>Explain rapping.</p> <p>Recognise a variety of styles and any key</p>	<p>Explain a bridge passage and its position in a song.</p> <p>Recall by ear memorable phrases heard in the music.</p> <p>Identify major and minor chords.</p> <p>Explain the role of a main theme in musical structure.</p> <p>Know and understand what a musical introduction and outro is and its purpose.</p> <p>Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups</p>
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					musical features that distinguish the genre: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals.	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing (running through all topics)	<p>Demonstrate good singing posture.</p> <p>Sing songs from memory Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Sing as part of a choir Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts.</p> <p>Understand and follow the leader or conductor.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing unit songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively,</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4.</p> <p>Sing simple songs to own accompaniment.</p> <p>Be aware of others playing and singing in a class group.</p> <p>Be able to sing using suitable dynamics.</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if</p>	<p>Rehearse and learn Year 6 Unit songs from memory and/or with notation.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and</p>

		<p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow.</p> <p>Join in sections of the song eg. Chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p>	<p>with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Demonstrate good singing and playing posture.</p> <p>Demonstrate vowel, blended sounds, and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and</p>	<p>lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a</p>	<p>breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>
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				their styles connect to the world.	leader or conductor.	
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Notation (running through all topics)	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise standard notation using crotchets, quavers and minims, and simple combinations of: C D E F G F G A D E F# G A.</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise 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.</p> <p>Identify hand signals as notation and recognise music notation on a staff of five lines.</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise 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.</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims.</p> <p>Read and interpret TAB and chord symbols.</p> <p>Read and respond to minims,</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise 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.</p>	<p>Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation.</p> <p>Recognise 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 C D E_b G A B_b C D E F G A</p>

			<p>Read and respond to minims, crotchets, and quavers.</p> <p>Identify Stave Treble clef</p> <p>Identify Time signature.</p>	<p>crotchets, and quavers.</p> <p>Identify Stave Treble clef.</p> <p>Identify Time signature.</p>	<p>Identify: Stave Treble clef Time signature.</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers. Recognising how notes are grouped when notated.</p> <p>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.</p>	<p>B C D E F# D E F G A D E F# A B C# E F# G G# A B C C# E_b F G A_b B_b C D.</p> <p>Identify: Stave Treble clef Time signature.</p> <p>Read and respond to minims, crotchets, quavers, dotted quavers, and semiquavers.</p> <p>Recognising how notes are grouped when notated.</p> <p>Identify 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.</p>
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	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, A _b major, D minor.	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, E _b 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	Create a simple melody using crotchets and minims: C D C D	Create a simple melody using crotchets and minims:	Create a simple melody using crotchets and minims:	Create a simple melody or accompaniment for a shared lyric using	Create a simple melody using crotchets and minims:	Create a simple melody using crotchets and minims: C D C

<p>(running through all topics)</p>	<p>E C D E F C D E F G.</p> <p>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.</p>	<p>C D C D E C D E F C D E F G.</p> <p>Start and ending on the note C (C major) G A G A B G A B D G A B D E.</p> <p>Start and ending on the note G (Pentatonic on G) F G F G A F G A C F G A C D.</p> <p>Start and ending on the note F (Pentatonic on F).</p>	<p>C D C D E C D E G C D E G A.</p> <p>Start and ending on the note C (Pentatonic on C) C D C D E C D E F C D E F G.</p> <p>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.</p> <p>Start and ending on the note F (F major) G A G A B G A B C G A B C D.</p> <p>Start and ending on the note G (G major).</p>	<p>chord symbols and TAB to record ukulele composition.</p> <p>Use crotchets and minims and pictorial scores for percussion accompaniment to song.</p>	<p>C D C D E C D E G C D E G A.</p> <p>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.</p> <p>Start and ending on the note F (Pentatonic on F) G A G A B G A B C G A B C D.</p> <p>Start and ending on the note G (G major) G A G A B G A B D G A B D E.</p> <p>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)</p>	<p>D E C D E F C D E F G.</p> <p>Start and ending on the note C (C major) G A G A B G A B D G A B D E.</p> <p>Start and ending on the note G (Pentatonic on G) D E D E F D E F G D E F G A.</p> <p>Start and ending on the note D (D minor) F G F G A F G A C F G A C D.</p> <p>Start and ending on the note F (Pentatonic on F) F G F G A_b</p>
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						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)	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and the</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly audience.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and the</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an audience.</p> <p>Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation.</p>

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