



## Knowledge & Skills progression in Music through teaching selected units from the Charanga scheme of work

Key Stage 1		End of Year Expectations	
Singing		Knowledge	Skills
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Year 1	<ul style="list-style-type: none"> <li>To confidently sing or rap 2 songs from memory and sing them in unison.</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>
	Year 2	<ul style="list-style-type: none"> <li>To confidently know and sing 2 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 word).</li> <li>To know why we need to warm up our voices</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 (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>
Playing		Knowledge	Skills
Play tuned and untuned instruments musically.	Year 1	<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> </ul>	<ul style="list-style-type: none"> <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>
	Year 2	<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> </ul>	<ul style="list-style-type: none"> <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>
	Year 1	<ul style="list-style-type: none"> <li>A performance is sharing music with other people, called an audience.</li> </ul>	<ul style="list-style-type: none"> <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>

	Year 2	<ul style="list-style-type: none"> <li>• A 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> </ul>	<ul style="list-style-type: none"> <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>
<b>Listening</b>		<b>Knowledge</b>	<b>Skills</b>
Listen with concentration and understanding to a range of high-quality live and recorded music.using the inter-related dimensions of music.	Year 1	<ul style="list-style-type: none"> <li>• To know 2 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> </ul>	<ul style="list-style-type: none"> <li>• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>
	Year 2	<ul style="list-style-type: none"> <li>• To know 2 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> </ul>	<ul style="list-style-type: none"> <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>Composing &amp; Improvising</b>		<b>Knowledge</b>	<b>Skills</b>
Experiment with, create, select and combine sounds	Year 1	<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. It is not written down and belongs to them.</li> <li>• Everyone can improvise!</li> </ul>	<ul style="list-style-type: none"> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>
	Year 2	<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>	<ul style="list-style-type: none"> <li>• Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>• Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>• Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>

	<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <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>
	<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Composing is like writing a story with music.</li> <li>• Everyone can compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Help create 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>Interrelated Dimensions of Music</b>		<b>Knowledge</b>	<b>Skills</b>
Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. (Aims)	<b>Year 1</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>• Find the pulse. Choose an animal and find the pulse</li> <li>• Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>• Create rhythms for others to copy</li> <li>• Listen and sing back. Use voices to copy back using 'la', whilst marching to the steady beat</li> <li>• Listen and sing back. Use voices to copy back using 'la'.</li> </ul>
	<b>Year 2</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> <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>	<ul style="list-style-type: none"> <li>• Find the pulse. Choose an animal and find the pulse</li> <li>• Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>• Create rhythms for others to copy</li> <li>• Listen and sing back. Use voices to copy back using 'la', whilst marching to the steady beat</li> <li>• Listen and sing back. Use voices to copy back using 'la'</li> </ul>

