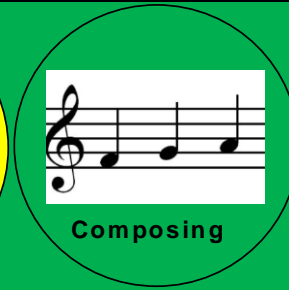
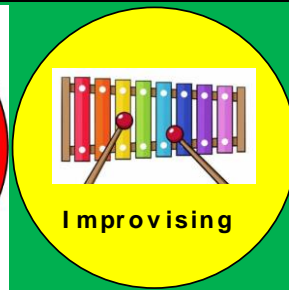
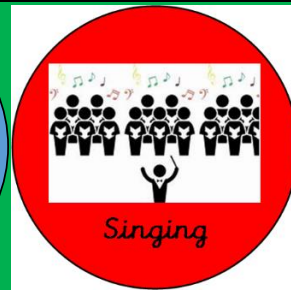


# Subject Overview



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Me	My stories	Everyone	Our world	Big Bear Funk	Reflect Reward and Replay
Year 1	Hey you	Rhythm in the way we walk and Banana Rap	In the Grove	Around the world	Your imagination	Reflect Reward and Replay
Year 2	Hands, feet, heart	Ho Ho Ho	I want to play in a band	Zootime	Friendship Song	Reflect Reward and Replay

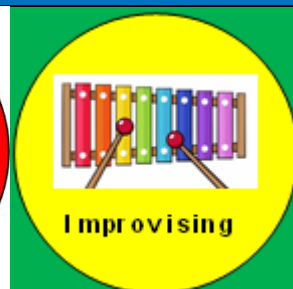
# Progression of Knowledge



Listening and  
appraising



Singing



Improvising



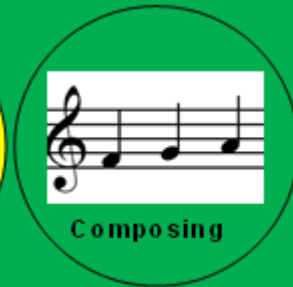
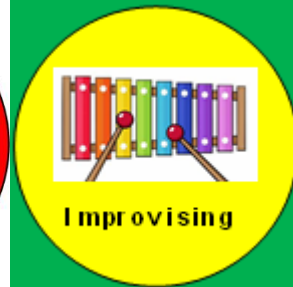
Composing



Performing

	Listen & Appraise	Games*	Singing	Playing*	Improvisation	Composition	Performance
Reception	<ul style="list-style-type: none"> <li>● To know twenty nursery rhymes off by heart.</li> <li>● To know the stories of some of the nursery rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>● To know that we can move with the pulse of the music.</li> <li>● To know that the words of songs can tell stories and paint pictures.</li> </ul>	<ul style="list-style-type: none"> <li>● To sing or rap nursery rhymes and simple songs from memory.</li> <li>● Songs have sections.</li> </ul>				<ul style="list-style-type: none"> <li>● A performance is sharing music.</li> </ul>
Year 1	<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> </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> </ul>	<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>● 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>● 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> </ul>	<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> </ul>	<ul style="list-style-type: none"> <li>● A performance is sharing music with other people, called an audience.</li> </ul>
Year 2	<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> </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>	<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 word).</li> <li>● To know why we need to warm up our voices.</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> </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>	<ul style="list-style-type: none"> <li>● Composing is like writing a story with music.</li> </ul>	<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>

# Progression of Skills

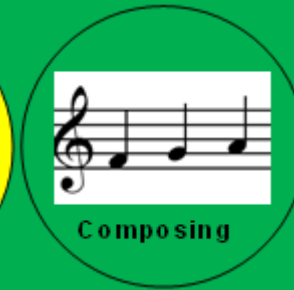
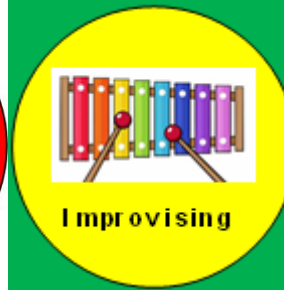


	Listen & Appraise	Games*	Singing	Playing*	Improvisation	Composition	Performance
Reception	<ul style="list-style-type: none"> <li>• To learn that music can touch your feelings.</li> <li>• To enjoy moving to music by dancing, marching, being animals or Pop stars.</li> </ul>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>• Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</li> <li>• Activity B Copycat Rhythm. Copy basic rhythm patterns of single words, building to short phrases from the song/s.</li> <li>• Activity C High and Low. Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</li> </ul>	<ul style="list-style-type: none"> <li>• To sing along with a pre-recorded song and add actions.</li> <li>• To sing along with the backing track.</li> </ul>				<ul style="list-style-type: none"> <li>• Perform any of the nursery rhymes by singing and adding actions or dance.</li> <li>• Perform any nursery rhymes or songs adding a simple instrumental part.</li> <li>• Record the performance to talk about.</li> </ul>

		<ul style="list-style-type: none"> <li>● Activity D Create Your Own Sounds. 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 the song.</li> <li>● Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</li> </ul>					
Year 1	<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>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</li> <li>● Game 2 – Rhythm Copy Back 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>● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</li> <li>● Game 4 – Pitch Copy Back and Vocal Warm-up Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up</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>	<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>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. 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>3. Improvise! – Take it in turns to improvise using one or two notes</li> </ol>	<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>	<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>

		Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.					
Year 2	<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>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</li> <li>● Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</li> <li>● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</li> <li>● Game 4 – Pitch Copy Back and Vocal Warm-up Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</li> <li>● Game 4a – Pitch Copy Back and Vocal Warm-up Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</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>	<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>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>2. 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>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>	<ul style="list-style-type: none"> <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>	<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>

# Progression of Vocabulary



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Rap, rhyme, listen, sing, clap					
Year 1	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.					
Year 2	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.					
The Interrelated Dimensions of Music (Dimensions)	<ul style="list-style-type: none"> <li>• Pulse – the regular heartbeat of the music; its steady beat.</li> <li>• Rhythm – long and short sounds or patterns that happen over the pulse.</li> <li>• Pitch – high and low sounds.</li> <li>• Tempo – the speed of the music; fast or slow or in-between.</li> <li>• Dynamics – how loud or quiet the music is.</li> <li>• Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.</li> <li>• Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</li> <li>• Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</li> <li>• Notation – the link between sound and symbol.</li> </ul>					

# The Interrelated Dimensions of Music

## Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

